

Instructor/TA Info

Instructor Information

Name: Christian Sabey

Office Location: 340-Q MCKB

Office Phone: 8014228361

Office Hours: Fri 10:00am-12:00pm

Or By Appointment

Email: christian_sabey@byu.edu

Cell Phone: 8015807399

TA Information

Name: Maddy Cope

Email: madelinejcope@gmail.com

Course Information

Description

The purpose of this class is to supplement your student teaching or internship experience. Please see The Student Teaching/Intern Handbook for a detailed description of the goals and requirements of student-teaching or interning. The goal of this class is to help you succeed during your student-teaching/intern experience and well beyond.

Learning Outcomes

Special education practice

1. Explain the rights and responsibilities of students, parents, teachers and other professionals, and schools related special education practice.

Supportive learning environments

2. Describe teacher attitudes and classroom and social behaviors that influence behavior of individuals with exceptional learning needs.

Standards-based planning and teaching

3. Prepare, organize, and modify materials and to implement daily instruction within state and local curricula standards in safe, equitable, positive, and supportive learning environments.

Lifelong professional development

4. Explain the continuum of lifelong professional development.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%

E

0%

Grading Policy

Late assignments are a struggle for me. So, if you turn in an assignment late, I will try to get it graded, but cannot guarantee that it will get graded. Additionally, if I do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.**

Participation Policy

We only have a short time together, please commit to making the most of this time. Please arrive on time. Please be present and actively engage in any discussions or activities undertaken during class.

Attendance Policy

You will be required to record your attendance in each class. To do so, follow this link and record your attendance:

<https://docs.google.com/spreadsheets/d/1c5J4yqX5injZxVCtWm3Mzno8u9Fh9sNlr9HC0auTJSs/edit?usp=sharing>

If you do not record your attendance, I will assume that you did not attend and you will not receive the attendance points for that day.

Expectations

1. Attend class
2. Participate
3. Do the work
4. Accept feedback

Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both.

Assignments

Assignment Descriptions

1.7.19

**Jan
07**

Due: Monday, Jan 07 at 11:59 pm

Attended class and recorded attendance.

Readings 1

**Jan
14**

Due: Monday, Jan 14 at 11:59 pm

Read Student Teaching Handbook pgs. 1-33 and submit a question from that reading

14

Did you make at least three entries in your optimism journal this week?

- Start a journal (paper or electronic) and begin to attend to any negative “internal chatter”. You don’t need to do anything about it. Simply record the situation (what was happening) and what you told yourself about the situation (internal chatter).

1.14.19**Jan
14**

Due: Monday, Jan 14 at 11:59 pm

Attended class and recorded attendance.

Optimism Journal 1.21.19**Jan
21**

Due: Monday, Jan 21 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

Readings 2**Jan
25**

Due: Friday, Jan 25 at 11:59 pm

Read Student Teaching Handbook pgs. 34-54 and submit a question from that reading.

1.28.19**Jan
28**

Due: Monday, Jan 28 at 11:59 pm

Attended class and recorded attendance.

Optimism Journal 1.28.19**Jan
28**

Due: Monday, Jan 28 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

Readings 3**Feb
01**

Due: Friday, Feb 01 at 11:59 pm

Read Student Teaching Handbook pgs. 55-105 and submit a question from that reading

Optimism Journal 2.4.19**Feb
04**

Due: Monday, Feb 04 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

Feb
04

Due: Monday, Feb 04 at 11:59 pm

2.11.19**Feb**
11

Due: Monday, Feb 11 at 11:59 pm

Attended class and recorded attendance.

Optimism Journal 2.11.19**Feb**
11

Due: Monday, Feb 11 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

Optimism Journal 2.18.19**Feb**
18

Due: Monday, Feb 18 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

2.19.19**Feb**
19

Due: Tuesday, Feb 19 at 11:59 pm

Attended class and recorded attendance.

Praxis**Feb**
25

Due: Monday, Feb 25 at 11:59 pm

You must take the Praxis corresponding to your specialization before the semester is out:

Special Education: Core Knowledge and Severe to Profound Applications (5545)**Special Education: Core Knowledge and Mild to Moderate Applications (5543)**

There is a very short time window in which you can take the exam (9.3.18 to 9.15.18). YOU NEED TO TAKE THE EXAM TO PASS THIS CLASS AND TO GRADUATE. Please plan accordingly.

2.25.19**Feb**
25

Due: Monday, Feb 25 at 11:59 pm

Attended class and recorded attendance.

Optimism Final Response Paper**Feb**
25

Due: Monday, Feb 25 at 11:59 pm

In this paper you will summarize your experience working on improving your own optimism. You will identify the

teaching.

Optimism Journal 2.25.19

Feb
25

Due: Monday, Feb 25 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

Participation

Feb
25

Due: Monday, Feb 25 at 11:59 pm

Participation points will be earned by arriving on time for class, attending the entire class period, and contributing to class discussions.

Lead a discussion

Feb
25

Due: Monday, Feb 25 at 11:59 pm

You will be required to present a topic that is proving to be challenging to you as a student teacher/intern. You will then lead a 30-60 min discussion on how to address the challenge. You do not have to have the answer to the challenge. You do need to discuss a productive discuss on how to address the challenge.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Schedule

Date	Topic	Readings	As
Week 1			
M Jan 07 Monday	Introduction: Optimism	august-2018-student-teaching-internship-handbook.pdf Download https://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html	CI ht /d/ BH Be At ht /d/ /e
Week 2			
M Jan 14 Monday	Student handbook: Overview Optimism Discussion #1	Optimistic Teaching.pdf Download Durand et al 2013.pdf Download Student Teaching Handbook pgs. 1-33	St At
Week 3			
M Jan 21 Monday	Martin Luther King Jr Day		
Week 4			

M Jan 28 Monday	Discussion #2 Thoughts	Read Learned Optimism Ch. 3 Read Learned Optimism Chapter 12	At
Week 5			
M Feb 04 Monday	Discussion #3	Student Teaching Handbook pgs. 34-54 ACT in a Nutshell (Chapter_1).pdf Download ACT for SPED Teachers .pdf Download	At St
Week 6			
M Feb 11 Monday	Discussion #4	Preparing Teacher Candidates for the Present- Investigating the Value of Mindfulness-Training in Teacher Education.pdf Download	At
Week 7			
M Feb 18 Monday	Presidents Day		At
T Feb 19 Tuesday	Monday Instruction Discussion #5 Values	Student Teaching Handbook 55 to end HarrisRuss_2009_KnowWhatMatters_ACTMadeSimpleAnEasyTo.pdf Download HarrisRuss_2009_DoWhatItTakes_ACTMadeSimpleAnEasyTo.pdf Download	St
Week 8			
M Feb 25 Monday	Discussion #6		At Le Op Pa Pr