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
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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

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<th>Grades</th>
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<td>67%</td>
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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
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?
### Optimism Journal 2.11.19

**Feb 11** Due: Monday, Feb 11 at 11:59 pm

Attended class and recorded attendance.

### 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 be found at the University Title IX Office.
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

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