

Instructor/TA Info

Instructor Information

Name: Heidi Bussey

Email: heidi_bussey@byu.edu

Name: Jared Morris

Office Location: 340-L MCKB

Office Phone: 801-422-1408

Email: jared.morris@byu.edu

TA Information

Name: Alyssa DeFreese

Email: alyssah822@gmail.com

Name: Kaitlyn Thomas

Email: kaitlynweeks1@gmail.com

Course Information

Description

BYU Mentored Teaching Experience Handbook.2019-20.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3868f2c8-4wCL-l9RB-jrFE-xB5e2c197bc6&pubhash=kAOI6mxjYgZlBubBx2Tlj53BEWJlodyZrECuyiZSRiluhB0Ex7_6v881zgRXWyhnp9lx-67TV_Q0kxWJ0b7ayQ==\)](#)

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Grading Policy

See Handbook

Participation Policy

See Handbook

See Handbook

Assignments

Assignment Descriptions

Confidentiality Agreement - First Setting

Jan
23

Due: Saturday, Jan 23 at 11:59 pm

Complete the attached confidentiality agreement with you mentor teacher on the first day of each setting.

CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=4d34088f-YfND-exJj-waWM-7dc059979647&](#)

[pubhash=XhQdZiawABadgHtCUS2oaUdAvgF_Cj8y8k9PmR8Sww0Kw2jlt1XL5iZl3HCrgyUqOBxPTy7q_burTMrXY844Z](#)

Reflection 1

Jan
23

Due: Saturday, Jan 23 at 11:59 pm

With school being a social environment reflect on your thoughts about how to support a student who lacks social skills.

See rubric for expectations

Include any other information you feel your instructor should know.

Reflection 2

Jan
30

Due: Saturday, Jan 30 at 11:59 pm

Talk to your mentor teacher about how they collect data and use assessments to design instruction and reflect on your thoughts about this process.

See rubric for expectations.

Include any other information you feel your instructor should know.

COVID-19 Contact Information - First Setting

Jan
30

Due: Saturday, Jan 30 at 11:59 pm

If you are in a face-to-face placement please find out who the COVID point person is at your placement. This assignment will ask you to provide that person's name, position, and contact information (email address and phone number). Do not take this quiz until you have that information. Note #1: This assignment is required for all students in face-to-face practicum placements and all students who are in the virtual practicum temporarily. Note #2: Please do not complete this assignment if you are in the full time virtual practicum (you will not receive points for doing so). Note #3: This quiz is open note, open partner, open mentor teacher, etc.

Mid point Teacher Behaviors (Setting 1)

Feb
01

Due: Monday, Feb 01 at 11:59 pm

practicum students are able to send this to your mentor teacher digitally). Have them fill it out for you. Review it with your mentor teacher. Upload a clear scan or photo of the signed document to Learning Suite.

Mentored Teaching Experience Professional Teacher Behaviors, Fall 2020.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=19f993aa-OPPc-hEd2-aNNQ-rGdd2aead465&pubhash=zZY5kBQ-IQ-bYsj4kPR6MwOGD_h4jwy-YQbZHgyfKg3lfo5nnpX2jgleRV73yEQPQlclMYdZl9p09uBZlb_4GA==)

Reflection 3

Feb
06

Due: Saturday, Feb 06 at 11:59 pm

Reflect on your thoughts about collaboration with paraeducators and peer tutors. See rubric for expectations. Include any other information you feel your instructor should know.

PPAT Contextual Factors

Feb
13

Due: Saturday, Feb 13 at 11:59 pm

As a 'pod' please choose one placement for your PPAT Task 1 Project (Please review rubric to distribute project evenly).

All information for Contextual Factors should be public record (report card, school/district website/great schools, etc.).

You should 'paint a picture' of who attends that school and why.

Please refer to PPAT overview and PPAT contextual factors

rubric.PPAT_Task1_Overview.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=1b89254e-YgHN-CZia-Ofj8-mB6171a5a4dc&pubhash=IW-

7yyPkzTpffdVS3WV_x2MFFpQVTxCKT4rn_DsOqJx6F8PcNjITuaysx75HZFMk4MTGWeSS5CBqLFC1249uWQ==)

PPAT_Task1_ContextualFactors.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=6d6410c0-Ullh-Qpu1-9ksc-clc9136d174b&

pubhash=X4xlnGw7VBM4QJzdhtxCfQrzzMCf_Dx2ONRv4dJjGc4HWh6Kx31nTt6zUPnTvX4TvNFijWgWN1_gcWoVihW
Official PPAT Contextual Factor Examples:

- <https://www.ets.org/ppa/test-takers/teachers/build-submit/library-examples/task1/>
(<https://www.ets.org/ppa/test-takers/teachers/build-submit/library-examples/task1/>)
- PPAT_Task1_Library_of_Examples.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=9f5132e7-aYDv-EqNx-oSUz-PGceeb898899&pubhash=NPOeCT7ol_ZO2hH2xc79W4IBZujnT3YrgQiDHCe5o9qVw2xgVeRP0pZkjhPv79JhVz0xSQ6F3xu1UvFl2q0w==)

Examples from the RTWS (what student teachers are currently using):

- Contextual Factors.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=8fb59492-xXKf-xN0P-n9NA-SOb0c688cde8&pubhash=7IMw8S8jMKme7TX_ng9f1tZoYfjC4xRwdlxYa0O5ND-TqBx5H2YaFVIF8v56i0q2X6Op0XCuD-HGVzhUseFuVw==)
Teacher Work Sample .docx [Download](#) (plugins/Upload/fileDownload.php?fileId=62bc418a-qENg-AzmU-KSus-Hn0d69b5e5fc&pubhash=LurwLJizPm3umT92RPd7taBATyUxKcqlcHaK8ekytqfrKEGiKku8jZ-VJA01KS9r3kzNloXtzOXKzIz6P_cKA==)
Standard 1_ Contextual Factors.docx [Download](#) (plugins/Upload

First Placement and First Mentor Teacher Survey

Feb
24

Due: Wednesday, Feb 24 at 11:59 pm

To take the Mentor Teacher and Placement Survey for your first placement/mentor teacher - please go to the following URL:

https://byu.az1.qualtrics.com/jfe/form/SV_aa8iZKWWZy5BvIX (https://byu.az1.qualtrics.com/jfe/form/SV_aa8iZKWWZy5BvIX)

Password: BYU

PPAT Instructional and Support Resources Chart

Feb
24

Due: Wednesday, Feb 24 at 11:59 pm

Please refer to PPAT overview and Instructional and Support Resources Chart for PPAT project (group work distributed equally).

PPAT_Task1_Overview.pdf [Download \(plugins/Upload/fileDownload.php?fileId=1b89254e-YgHN-CZia-Oj8-mB6171a5a4dc&pubhash=IW-](#)

[7yyPkzTpffdVS3WW_x2MFFpQVTxCKT4rn_DsOqJx6F8PcNjITuaysx75HZFMk4MTGWeSS5CBqLFC1249uWQ==\)](#)

PPAT_Task1_InstructionalandSupport.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f892f35d-6IXW-uEwP-p7aj-wRc5c9b61df4&pubhash=VjFz87jWOJcWxiLdM4GHlzCTdPhL6Dh9O-7VTOgr20FHZ5WexK0JHHqX_F0344z3IVsoGs9xE2FKW_uACSOVYg==\)](#)

PAES First Setting

Mar
01

Due: Monday, Mar 01 at 11:59 pm

Your mentor teacher will complete the PAEs at the end of the first setting. Dr Morris and Dr. Bussey will email out an PAEs google form to your mentor teacher which will come straight back to BYU.

PAES Formative Instrument.2019.xlsm [Download \(plugins/Upload/fileDownload.php?fileId=ef8609de-02LW-lgan-IU7e-mp2e56665b7f&](#)

[pubhash=QZRpV15VcfesIMN4oW5g9XoOthmM9M_RSJfHpbluRpYd7oTweutlSBq4CqOsD8JhrvmWwPleZvJNpTbY_v'](#)

These are the cut scores for week 5, but student only needs a total of 16 at end of first experience.

Cut Scores:

The Learner and Learning: Must score 10/12 points

Instructional Practice: Must score 18/22 points

Professional Responsibility: Must score 5/6 points

Yes/No: All Yes

EDA First Setting

Mar
01

Due: Monday, Mar 01 at 11:59 pm

Your mentor teacher will complete the attached EDA and review it with you at the end of the first setting. Dr Morris and Dr. Bussey will email out an EDA google form to your mentor teacher which will come straight back to BYU

0 indicates an area that needs improvement
You must receive a 43/54 on the final EDA to pass the practicum experience
You will receive half a point for each point you received from the teacher.

Confidentiality Agreement - Second Setting

Mar
06

Due: Saturday, Mar 06 at 11:59 pm

Complete the attached confidentiality agreement with you mentor teacher on the first day of each setting.

CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=4d34088f-YfND-exJj-waWM-7dc059979647&pubhash=XhQdZiawABadgHtCUS2oaUdAvgF_Cj8y8k9PmR8Sww0Kw2jlt1XL5iZI3HCrgyUqOBxPTy7q_burTMrXY844Z](#)

PPAT Getting to Know Your Students

Mar
10

Due: Wednesday, Mar 10 at 11:59 pm

The "Getting to Know Your Students" activity is intended to provide an opportunity for you to get to know and value your students as unique individuals and is generally used within your first several days with them. It could have questions about reading preferences, subject preferences, family/home life and personal interests. This compilation of information is intended to help assist you with your instructional decisions in the classroom. Choose at least 2 students (for comparison): Feel free to use a 'getting to know you graphic organizer' you find online for a starting point, and to ensure both students are asked the same questions, etc.

Please refer to PPAT overview for requirements. [PPAT_Task1_Overview.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=1b89254e-YgHN-CZia-Ofj8-mB6171a5a4dc&pubhash=IW-7yyPkzTpffdVS3WV_x2MFFpQVTxCKT4rn_DsOqJx6F8PcNjITuaysx75HZFMk4MTGWeSS5CBqLFC1249uWQ==\)](#)

Reflection 4

Mar
13

Due: Saturday, Mar 13 at 11:59 pm

Reflect on your thoughts about how to prepare a student for transition services.
See rubric for expectations.
Include any other information you feel your instructor should know.

COVID-19 Contact Information - Second Setting

Mar
13

Due: Saturday, Mar 13 at 11:59 pm

If you are in a face-to-face placement please find out who the COVID point person is at your placement. This assignment will ask you to provide that person's name, position, and contact information (email address and phone number). Do not take this quiz until you have that information. Note #1: This assignment is required for all students in face-to-face practicum placements and all students who are in the virtual practicum temporarily. Note #2: Please do not complete this assignment if you are in the full time virtual practicum (you will not receive points for doing so). Note #3: This quiz is open note, open partner, open mentor teacher, etc.

Mid point Teacher Behaviors (Setting 2)

18

Each BYU student should print and take a paper copy of the attached "Mentored Teaching Experience Professional Teacher Behaviors" document and give it to your mentor teacher to fill out for you (Virtual practicum students are able to send this to your mentor teacher digitally). Have them fill it out for you. Review it with your mentor teacher. Upload a clear scan or photo of the signed document to Learning Suite.

Mentored Teaching Experience Professional Teacher Behaviors, Fall 2020.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=19f993aa-OPPC-hEd2-aNNQ-rGdd2aead465&pubhash=zZY5kBQ-IQ-bYsj4kPR6MwOGD_h4jwy-YQbZHgyfKg3lfo5nnpX2jgleRV73yEQPQIclMYdZl9p09uBZlb_4GA==)

Reflection 5

Mar
20

Due: Saturday, Mar 20 at 11:59 pm

Compare and contrast explicit instruction and TRI
See rubric for expectations.
Include any other information you feel your instructor should know.

PPAT Communication with STUDENTS' Families

Mar
24

Due: Wednesday, Mar 24 at 11:59 pm

STUDENTS' not Student's (make sure you have profiles on more than one student--see assignment before this one).

****Think UDL****. You can talk about communication to introduce yourself, IEP communication, Daily communication books for students with communication/cognitive delays, communication back from families to help with social goals in class (etc.)

Please refer to the short examples PDF below.

PPAT Task 1 Examples.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=444df7b7-wtM3-8XkY-KaNL-IJbc5c1dd753&pubhash=jj-fiouxjmAAAdiJX7rksyC8bO8U-u0_clAfcQ9Shj6negPoES7oK7snMyu_pvABC8r2jiukJaLISHDVjyxk9ww==)

Example.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=4175d5e9-JTcx-oAwD-v1Q5-J63244cf50bd&

pubhash=oqMX9CDn94FLxELuOsUAMMUal81VvtgRb5S_lrsgfMhd36j26qEakBozwavy-pIF_cmWsUPMIRxwRV0s873geA==)

PPAT Example Rubric.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=21b66482-d01h-6w6j-rhbJ-69253a7329d2&

pubhash=DHbldb61kngQ4urVvAMzJ0SCpb82kxE4ujtscvbgweZ3KLtMmZpnysK4JRwyw9uR66DkDHxUrCpZB8ltd1Ct

Please refer to PPAT overview for further instructions.

PPAT_Task1_Overview.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=1b89254e-YgHN-CZia-Ofj8-mB6171a5a4dc&pubhash=IW-7yyPkzTpffdVS3WV_x2MFFpQVTxCKt4rn_DsOqJx6F8PcNjITuaysx75HZFMk4MTGWeSS5CBqLFC1249uWQ==)

Evaluate a Peer's Explicit Instruction Lesson

27

Watch one of your peer's explicit instruction videos and fill the Explicit Instruction Observation Form (5pts). Assignments can be found at this link: [https://docs.google.com/spreadsheets/d/1zaFp8tsf9QIX24MvUskTvJtWuNxu3F7PxEkwbIQ_hlc/edit?usp=sharing_\(https://docs.google.com/spreadsheets/d/1zaFp8tsf9QIX24MvUskTvJtWuNxu3F7PxEkwbIQ_hlc/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1zaFp8tsf9QIX24MvUskTvJtWuNxu3F7PxEkwbIQ_hlc/edit?usp=sharing_(https://docs.google.com/spreadsheets/d/1zaFp8tsf9QIX24MvUskTvJtWuNxu3F7PxEkwbIQ_hlc/edit?usp=sharing)).
Explicit Instruction Observation Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=d5454547-zmx3-DZiL-BL1m-Q4e5dd9596af&pubhash=jHqQmjW2hMub792wQA6XFZfSBfS5gCWXQgbHFBSchDNxKfzL9acoHIW4Ij4xbFTWjWZK5vXK82-ni2YldwAEGw==\)](#)

Meet with and share your feedback to your partner (5pts). Reflect on your experience. See reflection rubric for expectations (10 pts). Upload the explicit instruction rubric and a 1-2 page reflection to learning suite.
Include any other information you feel your instructor should know.

Reflection 6

Apr
03

Due: Saturday, Apr 03 at 11:59 pm

Edit your teaching philosophy from last semester to include reflection topics from this semester. Make any changes to previous reflections as you need (make sure it flows nicely and include examples, etc.)
10-15 double spaced pages (Times New Roman, 12 font)
Include any other information you feel your instructor should know.

PAES Second Setting

Apr
07

Due: Wednesday, Apr 07 at 11:59 pm

Your mentor teacher will complete the PAEs at the end of the second setting. Dr Morris and Dr. Bussey will email out an PAEs google form to your mentor teacher which will come straight back to BYU.
PAES Formative Instrument.2019.xlsm [Download \(plugins/Upload/fileDownload.php?fileId=ef8609de-02LW-lgan-IU7e-mp2e56665b7f&pubhash=QZRpv15VcfesIMN4oW5g9XoOthmM9M_RSJfHpbluRpYd7oTweutlSBq4CqOsD8JhrvmWwPieZvJNpTbY_v'](#)

Cut Scores:
The Learner and Learning: Must score 10/12 points
Instructional Practice: Must score 18/22 points
Professional Responsibility: Must score 5/6 points
Yes/No: All Yes

EDA Second Setting

Apr
07

Due: Wednesday, Apr 07 at 11:59 pm

Your mentor teacher will complete the EDA at the end of the second setting. Dr Morris and Dr. Bussey will email out an EDA google form to your mentor teacher which will come straight back to BYU.
2 indicates no concerns
1 indicates a developing area that can use improvement
0 indicates an area that needs improvement
You must receive a 43/54 on the final EDA to pass the practicum experience
You will receive half a point for each point you received from the teacher.

pubhash=jllHbOt67gGu6ZNBO5Q4E3DaXIBrZuwPTKcKti-vMi-Z9Xi2okogp9S9tm_HNEe9-qYumNssTxE8TpP2RPSOg==)

Second Placement and Second Mentor Teacher Survey

Apr
07

Due: Wednesday, Apr 07 at 11:59 pm

To take the Mentor Teacher and Placement Survey for your second placement/mentor teacher - please go to the following URL:

https://byu.az1.qualtrics.com/jfe/form/SV_5jy8ZOM4rKgpQot
(https://byu.az1.qualtrics.com/jfe/form/SV_5jy8ZOM4rKgpQot)

Password: BYU

IEP Meeting

Apr
07

Due: Wednesday, Apr 07 at 11:59 pm

Attend an IEP meeting and write a 1-2 page reflection. - See IEP reflection rubric.

Teaching Video 1 - Explicit Instruction

Apr
09

Due: Friday, Apr 09 at 11:59 pm

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson will be scored for this assignment. You need to mark on your video (using markers) The start of the opening, modeling, guided practice, check, independent practice, and closing

Submit your lesson plan and video on go react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=73f4d617-OUTv-H0mC-RgKs-z502ba2466be&](#)

[pubhash=VNQ32gcJwmHxSx2jOB-](#)

[Z7bXbpVeZ56L_ZossjeRMMyA17XBl6t7911WFR0TPt0hj9KgAJsEZor5f0YT0jorN6sQ==\)](#)

Teaching Video #3 Lesson Plan

Apr
09

Due: Friday, Apr 09 at 11:59 pm

Submit an Explicit Instruction Lesson Plan for your lesson. Submit your lesson plan through Learning Suite. Use the below template.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=6305f274-8Att-HwPC-Emz4-dlf0c606c63c&pubhash=p8o2J2xT94XqrK-W10XhjmGuRjuyj9Al2dt1nqxrxrzt5V8I2d7YuK61jASpGoQ4hzw31T3HfMfdUjzElxI0w==\)](#)

Teaching Video #1 Lesson Plan

Apr
09

Due: Friday, Apr 09 at 11:59 pm

Submit an Explicit Instruction Lesson Plan for your lesson. Submit your lesson plan through Learning

</fileDownload.php?fileId=6305f274-8Att-HwPC-Emz4-dlf0c606c63c&pubhash=p8o2J2xT94XqrK-W10XhjmGuRjuyj9Al2dt1nqxrurzrt5V8I2d7YuK61jASpGoQ4hzw31T3HfMfdUjzElxI0w==>)

Teaching Video 3 - Explicit Instruction

Apr
09

Due: Friday, Apr 09 at 11:59 pm

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson will be scored for this assignment.

You need to mark on your video (using markers) The start of the opening, modeling, guided practice, check, independent practice, and closing

Submit your lesson plan and video on go react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=73f4d617-OUTv-H0mC-RgKs-z502ba2466be&pubhash=VNQ32gcJwmHxSx2jOB-Z7bXbpVeZ56L_ZossjeRMyA17XBI6t7911WFR0TPt0hj9KgAJsEZor5f0YT0jorN6sQ==\)](#)

Teaching Video 2 - Explicit Instruction

Apr
09

Due: Friday, Apr 09 at 11:59 pm

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson will be scored for this assignment.

You need to mark on your video (using markers) The start of the opening, modeling, guided practice, check, independent practice, and closing

Submit your lesson plan and video on go-react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=73f4d617-OUTv-H0mC-RgKs-z502ba2466be&pubhash=VNQ32gcJwmHxSx2jOB-Z7bXbpVeZ56L_ZossjeRMyA17XBI6t7911WFR0TPt0hj9KgAJsEZor5f0YT0jorN6sQ==\)](#)

Teaching Video #2 Lesson Plan

Apr
09

Due: Friday, Apr 09 at 11:59 pm

Submit an Explicit Instruction Lesson Plan for your lesson. Submit your lesson plan through Learning Suite. Use the below template.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=6305f274-8Att-HwPC-Emz4-dlf0c606c63c&pubhash=p8o2J2xT94XqrK-W10XhjmGuRjuyj9Al2dt1nqxrurzrt5V8I2d7YuK61jASpGoQ4hzw31T3HfMfdUjzElxI0w==\)](#)

Virtual Reflection 5

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual.

Also include the date and time of the meeting

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual. Also include the date and time of the meeting.

Virtual Assignment 8

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual. Also include the date and time of the meeting.

Evaluate a Peer 3

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Watch one of your peer's explicit instruction videos and fill the explicit instruction observation form (highlighting and notes). Meet with and share your feedback to your partner. Reflect on your experience (both receiving feedback and giving feedback). Upload the explicit instruction observation form and a 1-2 page (double spaced) reflection to learning suite.

Sign-Ups: https://docs.google.com/spreadsheets/d/1shJ-aORip7tzf4nSM37-4Gykpgu_ZLVQA4wz_rWH1Al/edit?usp=sharing (https://docs.google.com/spreadsheets/d/1shJ-aORip7tzf4nSM37-4Gykpgu_ZLVQA4wz_rWH1Al/edit?usp=sharing)
Direct Instruction Observation Form.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=affde949-mfSw-NKGV-IHJH-8G254d73f942&pubhash=KgLC4zJJoAkLO1QoGWP7rey-Qg_7jp7hG5wNOul8Ulpq6XsxiWZwlGhJrbph5keD71Jz3zJJboapsTkQjG-77A==)

Evaluate a Peer 2

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Watch one of your peer's explicit instruction videos and fill the explicit instruction observation form (highlighting and notes). Meet with and share your feedback to your partner. Reflect on your experience (both receiving feedback and giving feedback). Upload the explicit instruction observation form and a 1-2 page (double spaced) reflection to learning suite.

Sign-ups: https://docs.google.com/spreadsheets/d/1shJ-aORip7tzf4nSM37-4Gykpgu_ZLVQA4wz_rWH1Al/edit?usp=sharing (https://docs.google.com/spreadsheets/d/1shJ-aORip7tzf4nSM37-4Gykpgu_ZLVQA4wz_rWH1Al/edit?usp=sharing)
Direct Instruction Observation Form.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=affde949-mfSw-NKGV-IHJH-8G254d73f942&pubhash=KgLC4zJJoAkLO1QoGWP7rey-Qg_7jp7hG5wNOul8Ulpq6XsxiWZwlGhJrbph5keD71Jz3zJJboapsTkQjG-77A==)

Virtual Assignment 9

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you

Virtual Assignment 10

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual.

Also include the date and time of the meeting.

Virtual Reflection 1

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual.

Also include the date and time of the meeting.

Virtual Reflection 2

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual.

Also include the date and time of the meeting.

Virtual Reflection 4

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual.

Also include the date and time of the meeting.

Virtual Reflection 3

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual.

Also include the date and time of the meeting.

Virtual Reflection 7

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Write a 1-2 page reflection following your meeting with Wasatch Learning Academy. Talk about what you did, how you did it virtually, what were some of the pros/cons of completing it virtual.

Also include the date and time of the meeting.

University Supervisor Informal Performance Cycle

Apr

You will be observed by your university supervisor once during the semester. You will need to complete this assignment with your university supervisor. It requires meeting before and after your classroom observation.

Complete and submit this form.

University Supervisor Informal Performance Cycle 2.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=cbdff35e-mcL3-TJhJ-iilt-4t3500d15aab&pubhash=XsX1iEpkNLIfVv9Ed3rXbCjCmeYs_hdE-TCUksUndK10MqURHZzS95Cmua8-8wTKA8PEc2RmDFyqiyCqXKP5ZQ==\)](#) Lesson Plan

5-Met all lesson plan requirements as taught in CPSE 452/3

4-Met 80% of lesson plan requirements as taught in CPSE 452/3

3-Met 60% of lesson plan requirements as taught in CPSE 452/3

2-Met 40% of lesson plan requirements as taught in CPSE 452/3

1-Met 20% of lesson plan requirements as taught in CPSE 452/3

Observation points

1 point for teaching lesson

5 Exceptional teaching with high rates of student engagement and feedback

4 Above average teaching with mostly high rates of student engagement and feedback

3 Good teaching with some student engagement and feedback

2 Below average teaching with limited student engagement and feedback

1 Teaching needs improvement with very little student engagement and feedback

Complete Student Ratings for CPSE 466/7

Apr

14

Due: Wednesday, Apr 14 at 11:59 pm

Student Evaluations of Instructors - go to <https://studentratings.byu.edu/> (<https://studentratings.byu.edu/>)

- This survey is anonymous but check the box to allow your CPSE 466/467 instructor to see that you have completed the survey.

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental Health

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>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but

simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

Direct Plagiarism-The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.

Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material.

Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 11 Monday	Meet for class on Campus - 10:00 - 11:55 Dr. Bussey Sign-Up https://docs.google.com/document/d/1fAeBa_lkcDHMjv0S-KyxoOvtDTKzNcVfm4XHwRab2fc/edit?usp=sharing Dr. Morris Sign-Up https://docs.google.com/document/d/1_6eUfvrVan6WDn8HxGkEluRENhQWvCAitQTr1VJC3os/edit?usp=sharing	
T Jan 12 Tuesday		
W Jan 13 Wednesday		
Sa Jan 16 Saturday		
Week 2		
M Jan 18 Monday	Martin Luther King Jr Day Martin Luther King Jr. Day - NO PRACTICUM TODAY	

T Jan 19 Tuesday	First Day at Practicum Site (First Setting)	COVID-19 Contact Information - First Setting Opens
W Jan 20 Wednesday	Practicum Site	
Sa Jan 23 Saturday		Reflection 1 Confidentiality Agreement - First Setting
Week 3		
M Jan 25 Monday	Practicum Site	
T Jan 26 Tuesday	Practicum Site	
W Jan 27 Wednesday	Practicum Site	
Sa Jan 30 Saturday		Reflection 2 COVID-19 Contact Information - First Setting Closes
Week 4		
M Feb 01 Monday	Practicum Site	Mid point Teacher Behaviors (Setting 1)
T Feb 02 Tuesday	Practicum Site	
W Feb 03 Wednesday	Practicum Site	
Sa Feb 06 Saturday		Reflection 3
Week 5		
M Feb 08 Monday	Practicum Site	
T Feb 09 Tuesday	Practicum Site	
W Feb 10 Wednesday	Practicum Site	
Sa Feb 13 Saturday		PPAT Contextual Factors
Week 6		
M Feb 15 Monday	Presidents Day	
T Feb 16 Tuesday	Monday Instruction Practicum Site	

W Feb 17 Wednesday	Practicum Site	
Week 7		
M Feb 22 Monday	Practicum Site	COVID-19 Contact Information - Second Setting Opens
T Feb 23 Tuesday	Forum: Dambisa Moyo, Macroeconomist Last Day at Practicum Site (First Setting) Practicum Site	
W Feb 24 Wednesday	Join Zoom Meeting https://byu.zoom.us/j/95332944672?pwd=ZEFLK3ZrbFB4ak4vUi9YY1VpcTF5dz09 Meet for class on Campus - 9:00 - 11:55	First Placement and First Mentor Teacher Survey PPAT Instructional and Support Resources Chart
Sa Feb 27 Saturday	https://docs.google.com/presentation/d/1nA5JhSsYhrbluvUbzl3MLYsp9Q2MKdUN-e5NkisdCTY/edit?usp=sharing Google Slides for PPAT/Peer Feedback	
Week 8		
M Mar 01 Monday	First day at Practicum Site (Second Setting)	PAES First Setting EDA First Setting
T Mar 02 Tuesday	Practicum Site	
W Mar 03 Wednesday	Practicum Site	
Sa Mar 06 Saturday		Confidentiality Agreement - Second Setting
Week 9		
M Mar 08 Monday	Practicum Site	
T Mar 09 Tuesday	Practicum Site	
W Mar 10 Wednesday	Practicum Site	PPAT Getting to Know Your Students

Sa Mar 13 Saturday		Reflection 4 COVID-19 Contact Information - Second Setting Closes
Week 10		
M Mar 15 Monday	Practicum Site	
T Mar 16 Tuesday	Practicum Site	
W Mar 17 Wednesday	Practicum Site	
Th Mar 18 Thursday		Mid point Teacher Behaviors (Setting 2)
F Mar 19 Friday	Spring Holiday	
Sa Mar 20 Saturday		Reflection 5
Week 11		
M Mar 22 Monday	Practicum Site	
T Mar 23 Tuesday	Practicum Site	
W Mar 24 Wednesday	Practicum Site	PPAT Communication with STUDENTS' Families
F Mar 26 Friday		
Sa Mar 27 Saturday		Evaluate a Peer's Explicit Instruction Lesson
Week 12		
M Mar 29 Monday	Practicum Site	
T Mar 30 Tuesday	Practicum Site	
W Mar 31 Wednesday	Practicum Site	
Sa Apr 03 Saturday		Reflection 6
Week 13		
M Apr 05 Monday	Practicum Site	
T Apr 06 Tuesday	Practicum Site	

W Apr 07 Wednesday	Last day at Practicum Site (Second Setting)	PAES Second Setting EDA Second Setting IEP Meeting Second Placement and Second Mentor Teacher Survey
F Apr 09 Friday		Teaching Video 1 - Explicit Instruction Teaching Video 2 - Explicit Instruction Teaching Video 3 - Explicit Instruction
Week 14		
M Apr 12 Monday	PPAT Assessment Glossary.pdf Download Group Zoom Meeting 10:00 to 11:55 Join Zoom Meeting https://byu.zoom.us/j/95528758386?pwd=MIQwV2p5RjUvUXpSdEx2eWhNcDlxZz09	Evaluate a Peer 2 Evaluate a Peer 3 Virtual Assignment 10 Virtual Assignment 8 Virtual Assignment 9 Virtual Reflection 1 Virtual Reflection 2 Virtual Reflection 3 Virtual Reflection 4 Virtual Reflection 5 Virtual Reflection 6 Virtual Reflection 7
T Apr 13 Tuesday	Unforum	
W Apr 14 Wednesday		University Supervisor Informal Performance Cycle Complete Student

