

Instructor/TA Info

Instructor Information

Name: Shauna Raby

Office Location: Teacher Education

Email: shaunarraby@gmail.com

Name: Carrie Eichelberger

Office Location: 340-C MCKB

Office Phone: 801-422-1690

Email: carrieic@byu.edu

Course Information

Description

BYU Mentored Teaching Experience Handbook.2019-20.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3868f2c8-4wCL-I9RB-jrFE-xB5e2c197bc6&pubhash=kAOI6mxjYgZIBubBx2Tlj53BEWJlodyZrECuyiZSRiluhB0Ex7_6v881zgRXWyhnp9Ix-67TV_Q0kxWJ0b7ayQ==\)](#)

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

Attendance Policy

See Handbook

Assignments

Assignment Descriptions

Confidentiality Agreement

Jan

21

Due: Saturday, Jan 21 at 11:59 pm

Complete the attached confidentiality agreement with you mentor teacher on the first day of practicum
 CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=a462901e-qE3Z-1Zdo-k5JG-li805b68a69f&pubhash=QINubuDdaAtT7VHWeSZWB5hs7Ib3tLHvyelH_BubusQVsqATPQVzIPgEQebDr1-CZ-_68F9rmKvoWil-SXH8fg==\)](#)

PPAT Task 4 Contextual Information

Jan

28

Due: Saturday, Jan 28 at 11:59 pm

Many factors can affect teaching and learning; these could include the community, the district, and individual school/classroom/student factors.

This step allows you to provide a picture of your class that will enable the reader to better understand your instruction and decision-making skills. You should 'paint a picture' of who attends that school and why.

This response must be limited to 1,500 characters (approximately one-half page typed).

- Describe your classroom. Include the grade level, content area, subject matter, and the number of students. Provide relevant information about any of your students with special needs.
- Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.
- Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

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

Please refer to PPAT overview and rubric.

PPAT-task Overview-4-doc.pdf [Download \(plugins/Upload/fileDownload.php?fileId=26dc77c5-pCBM-dpP9-wmzg-9a520b825b5c&pubhash=qabOp8CsaOOXzVgoNtr-40RzqowLwHaruARX9bclQ8CU9nVjveJ68BiGpKAyMyS3Hb0zUEoyUA541eOGaQ5FQ==\)](#)

Mid Point Teacher Behaviors

Mar

01

Due: Wednesday, Mar 01 at 11:59 pm

01

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. They will need to fill it out and sign it. 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.docx [Download \(plugins/Upload/fileDownload.php?fileId=7b337bf8-ahK8-CXw8-MtqQ-lJac66453f15&pubhash=ry8f_3hlG7MoJJAXUvfzrskh7dZRQpShxzbCyLB5Al0yMCMxa2UQH2x5V34_WZz3sl9bZVx](#)

PPAT Task 4 Step 3: Understanding the Two Focus Students

Mar

04

Due: Saturday, Mar 04 at 11:59 pm

This step allows you to provide evidence of planning for the learning of the two Focus Students. You previously chose two Focus Students who reflect different learning needs based on the goal(s) of the lesson. You should have collected evidence of learning from a change in the baseline data to the intervention data after your lesson. **You must turn in a scanned copy or photograph of the baseline data and intervention data for Focus Students 1 & 2.** Then respond to the guiding prompts below.

Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

See PPAT-task-4-doc.pdf [Download \(plugins/Upload/fileDownload.php?fileId=26dc77c5-pCBM-dpP9-wmzg-9a520b825b5c&pubhash=qabOp8CsaOOXzVgoNtr-40RzqowLwHa-ruARX9bclQ8CU9nVjveJ68BiGpKAYMyS3Hb0zUEoyUA541eOGaQ5FQ==\)](#) for more details and examples.

PPAT Task 4 Step 1: Planning

Mar

04

Due: Saturday, Mar 04 at 11:59 pm

This step allows you to demonstrate your knowledge of an effective lesson plan that facilitates student learning.

Produce a standards-based lesson plan for your whole class that addresses learning needs, include instructional strategies to engage students, and incorporates assessment techniques to gauge student learning. Plan to collect evidence of student learning for two focus students. **The lesson plan needs to provide baseline data from both the whole class and two Focus Students, and work samples from the Focus Students.** You must respond to the guiding prompts below:

Textbox 4.1.1: Goals and Student Background:

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain

how they are appropriate for the lesson and your students' learning needs.

b. What whole-class data did you use to establish a baseline to measure student growth?

c. How did your students' prior knowledge and background information influence your planning process?

Textbox 4.1.2: Instructional Strategies:

a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.

b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale. c. How do you plan to use questioning skills to promote student learning? Provide a rationale.

d. How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Textbox 4.1.3: Lesson Activity(ies):

a. Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate and address student learning needs.

b. Describe how you will monitor student learning during the course of the lesson.

c. What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

You must attach scanned or photos of baseline data and work samples along with your lesson plan.

See [PPAT-task-4-doc.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=26dc77c5-pCBM-dpP9-wmzg-9a520b825b5c&pubhash=qabOp8CsaOOXzVgoNtr-40RzqowLwHa-ruARX9bclQ8CU9nVjveJ68BiGpKAYMyS3Hb0zUEoyUA541eOGaQ5FQ==\)](#) for more details and examples.

PPAT Task 4 Step 2: Implementing the Plan

Mar

04

Due: Saturday, Mar 04 at 11:59 pm

This step allows you to demonstrate your ability to implement the lesson plan, interact with your students, and analyze your practice.

Teach the lesson based on the plan you described in Step 1, and provide a video of you teaching the lesson. Then write a paper responding to the guiding prompts below:

****Make sure you take intervention data during your lesson on the student's progress for the next section of the assignment.****

Instructional Strategies:

a. How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.

b. How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.

c. How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis. d. How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

Interacting with Students:

a. How did you monitor student learning while teaching the lesson? In what ways did evidence of

learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.

b. How did you provide feedback to individuals and the whole class to advance student learning? Cite examples from the video to support your analysis.

c. How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis.

Classroom Management:

a. What classroom-management strategies did you use during the lesson? Cite examples of the strategies from the video.

b. In what ways did the strategies engage students and promote a positive learning environment? Cite examples from the video to support your analysis.

See [PPAT-task-4-doc.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=26dc77c5-pCBM-dpP9-wmzg-9a520b825b5c&pubhash=qabOp8CsaOOXzVgoNtr-40RzqowLwHa-ruARX9bclQ8CU9nVjveJ68BiGpKAYMyS3Hb0zUEoyUA541eOGaQ5FQ==\)](#) for more details and examples.

PPAT Task 4 Step 4: Reflecting

Mar
04

Due: Saturday, Mar 04 at 11:59 pm

This step allows you to reflect on the effectiveness of your lesson for the entire class and the two Focus Students.

Think about your lesson plan, the implementation of the lesson, and the student work. Then respond to the guiding prompts below.

Reflection on the Whole Class

a. To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.

b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.

c. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.

Reflection on the Two Focus Students

a. Based on the baseline data and student work samples, to what extent did each of the two Focus students achieve the learning goal(s) of the lesson?

b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two focus students?

Teaching Video #1 Lesson Plan

Mar
18

Due: Saturday, Mar 18 at 11:59 pm

Submit an Explicit Instruction Lesson Plan for your lesson (either scripted or not). Submit your lesson plan through Learning Suite. Use the below template.

Not scripted Explicit Instruction Lesson Plan.png [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=8b289884-nj8Y-QRlb-or6e-Lc06952af179&pubhash=S0uJ9YNRGFfp38YHGCMFZ1e-](#)

[0ToyTwGUhd3Lpqp5TW7Qaotj8eABPTKi4B0PAkvhl7O61ektmIT3O7qADj3rbw==\)](#)

Scripted Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=c86fd31e-R4fl-Pw59-MPY4-Qde18894deb7&pubhash=Nkk9Hxl0uYR5136sbCtdZNRHefhPfdWk8CFVYE0dByhHaWqhIFKhPJs204cOqkDcRiutBU](#)

Teaching Video 1 - Explicit Instruction

Mar
18

Due: Saturday, Mar 18 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, 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=f5955b56-3726-rRWN-hNgQ-DF40d5d5e380&](#)

[pubhash=Ulouc7YtGpx_tAfW9TamuH6P9L88Ngbs7Peb-m4SPUIM2K06hexIWAPRveLStHZY1HICkuGyx5bB4-pSHLZmWg==\)](#)

Observe an IEP Meeting

Mar
25

Due: Saturday, Mar 25 at 11:59 pm

Observe an IEP meeting and write a 1-page reflection.

Teaching Video #2 Lesson Plan

Apr
01

Due: Saturday, Apr 01 at 11:59 pm

Submit an Explicit Instruction Lesson Plan for your lesson (either scripted or not scripted). Submit your lesson plan through Learning Suite. Use the below template.

Scripted Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=c86fd31e-R4fl-Pw59-MPY4-Qde18894deb7&](#)

[pubhash=Nkk9Hxl0uYR5136sbCtdZNRHefhPfdWk8CFVYE0dByhHaWqhIFKhPJs204cOqkDcRiutBU](#)

Not scripted EI lesson planExplicit Instruction Lesson Plan.png [Download \(plugins/Upload/fileDownload.php?fileId=8b289884-nj8Y-QRlb-or6e-Lc06952af179&](#)

[pubhash=S0uJ9YNRGFfp38YHGCMFZ1e-](#)

[0ToyTwGUhd3Lpqp5TW7Qaotj8eABPTKi4B0PAkvhl7O61ektmIT3O7qADj3rbw==\)](#)

Teaching Video 2 - Explicit Instruction

Apr
01

Due: Saturday, Apr 01 at 11:59 pm

01

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, independent practice, and closing

Submit your lesson plan and video on go-react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=f5955b56-3726-rRWN-hNgQ-DF40d5d5e380&pubhash=Ulouc7YtGpx_tAfW9TamuH6P9L88Ngbs7Peb-m4SPUIM2K06hexIWAPRveLStHZY1HICkuGyx5bB4-pSHLZmWg==\)](#)

Teaching Video #3 Lesson Plan

**Apr
15**

Due: Saturday, Apr 15 at 11:59 pm

Submit an Explicit Instruction Lesson Plan for your lesson Explicit Instruction Lesson Plan.png [Download \(plugins/Upload/fileDownload.php?fileId=8b289884-nj8Y-QRlb-or6e-Lc06952af179&pubhash=S0uJ9YNRGFfp38YHGCMFZ1e-0ToyTwGUhd3Lpqo5TW7Qaotj8eABPTKi4B0PAkvhl7O61ektmIT3O7qADj3rbw==\)](#)

. Submit your lesson plan through Learning Suite. Use the below template.

Scripted Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=c86fd31e-R4fl-Pw59-MPY4-Qde18894deb7&pubhash=Nkk9Hxl0uYR5136sbCtdZNRHefhPfdWk8CFVYE0dByhHaWqhIFKhPJs204cOqkDcRiutBU](#)
Explicit Instruction Lesson Plan.png [Download \(plugins/Upload/fileDownload.php?fileId=8b289884-nj8Y-QRlb-or6e-Lc06952af179&pubhash=S0uJ9YNRGFfp38YHGCMFZ1e-0ToyTwGUhd3Lpqo5TW7Qaotj8eABPTKi4B0PAkvhl7O61ektmIT3O7qADj3rbw==\)](#)

Teaching Video 3 - Explicit Instruction

**Apr
15**

Due: Saturday, Apr 15 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, independent practice, and closing

Submit your lesson plan and video on go react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=f5955b56-3726-rRWN-hNgQ-DF40d5d5e380&pubhash=Ulouc7YtGpx_tAfW9TamuH6P9L88Ngbs7Peb-m4SPUIM2K06hexIWAPRveLStHZY1HICkuGyx5bB4-pSHLZmWg==\)](#)

EDA

**Apr
18**

Due: Tuesday, Apr 18 at 11:59 pm

Your mentor teacher will complete the EDA near the end of the semester. Print the below "EDA"

document and take the printed copy to your mentor teacher to fill out. Discuss the evaluation results with your mentor teacher and upload the filled out EDA to Learning Suite.

2 - indicates no concerns (that you "meeting the expectation")

1 - indicates a "developing" area that can use improvement

0 - indicates an area that "needs improvement"

EDA.pdf [Download \(plugins/Upload/fileDownload.php?fileId=0e8a512e-40zN-wdv3-i8Hd-BXeeF5793437&pubhash=uoDjkGxqYRPck3s856D0m4RliNGPgBrzYDXt4vGP6DAwCMpO4jHzSr6-BWhRqz3YxMt1016sdot7S1obAsdaFg==\)](#)

Information about the EDA (From the BYU EPP website)

The EDA is a dispositional measurement tool designed by Almerico, Johnston, and Wilson at Educational Dispositional Assessment Consultants, LLC. The EDA is designed to help faculty evaluate teacher candidates by measuring nine dispositions over twenty-seven items. The EDA uses a three-point scale ranging from "Needs Improvement" to "Meets Expectations" to score candidates on the various items. The EDA is widely accepted as a measurement tool and is supported by CAEP. The EDA is administered as follows:

- Prior to admissions as a student self-assessment and by a university evaluator
- Practicum 2 or sole practicum
- Student Teaching
- Internship
- As needed

PAES

Apr

18

Due: Tuesday, Apr 18 at 11:59 pm

Your mentor teacher will complete the PAES near the end of the semester. Print the below "PAES for Practicum" document and take the printed copy to your mentor teacher to fill out. Discuss the evaluation results with your mentor teacher and upload the filled out PAES to Learning Suite.

PAES for Practicum.pdf [Download \(plugins/Upload/fileDownload.php?fileId=de6921d9-uX1d-N5tN-C4SX-Ema5383e8a09&](#)

[pubhash=Lmp9P5HPqPyXSESoIOAbGMo8qZ7R_vuye71nq1QVXdD3WBtrRANNQr4rwbpasMIWakA](#)

Information about the PAES (From BYU EPP website)

The PAES is a holistic evaluation system designed to evaluate teacher candidates' performance across multiple clinical experiences (i.e., practicum, student teaching, internship). The PAES is intended to evaluate candidates' growth from the beginning of their teacher preparation program through student teaching and graduation. The PAES measures candidates' knowledge, skills, and professional dispositions across the ten Utah Effective Teaching Standards (UETS) using a four point Likert-scale: Not Effective (0), Beginning (1), Developing (2), and Preservice Effective (3) and two professionalism items using a dichotomous scale of Yes/No. The system asks evaluators to complete both formative assessments and summative evaluations on candidates' performance while mentoring and coaching them to ensure they are prepared to enter the classroom as a first-year teacher. The PAES is much more than an observation instrument, it is a comprehensive tool for gathering evidence of candidates' ability to put into practice all the knowledge, skills, and dispositions acquired during their preparation to be a classroom teacher, while providing mentor teachers and university supervisors diagnostic

information for mentoring and coaching candidates.

Professor Observation

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Sign up:

https://docs.google.com/document/d/1t_KPmBlfq44Z2XsTmZq79Zkq8foa71CZjc6fHYV2JF8/edit?usp=sharing (https://docs.google.com/document/d/1t_KPmBlfq44Z2XsTmZq79Zkq8foa71CZjc6fHYV2JF8/edit?usp=sharing)

Explicit Instruction Lesson Plan.png [Download \(plugins/Upload/fileDownload.php?fileId=8b289884-nj8Y-QRlb-or6e-Lc06952af179&pubhash=S0uJ9YNRGFfp38YHGCMFZ1e-ToyTwGUhd3Lpqp5TW7Qaotj8eABPTKi4B0PAkvhl7O61ektmIT3O7qADj3rbw==\)](#)

Please plan on meeting with your professor immediately following the observation.

Your professor will observe you teaching an Explicit Instruction lesson once during the semester at your practicum site.

You must submit an Explicit Instruction lesson plan here in Learning Suite at least 24 hours before your observation.

Lesson Plan Rubric (10 pts possible)

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

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

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

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

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

0 pts -- Did not turn in a lesson plan

*** 2 pts will be subtracted for lesson plans that were turned in less than 24 hours before observation.**

Lesson Observation points (10 pts)

5 (10 pts) -- Exceptional teaching with high rates of student engagement and feedback

4 (9 pts) -- Above average teaching with mostly high rates of student engagement and feedback

3 (8 pts) -- Good teaching with some student engagement and feedback

2 (7 pts) -- Developing teaching with limited student engagement and feedback

1 (6 pts) -- Teaching needs improvement with very little student engagement and feedback

Complete Student Ratings for CPSE 466/7

Apr
21

Due: Friday, Apr 21 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.

Placement and Mentor Teacher Survey

Apr

21

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_5jy8ZOM4rKgpQot (https://byu.az1.qualtrics.com/jfe/form/SV_5jy8ZOM4rKgpQot)

Password: BYU

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of the 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 contacting the university's Title IX Coordinator.

Student Disability

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 devotion 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 non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from 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

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. Plagiaris 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 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 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	Class Activities	Assignments Due
Week 1		
M Jan 09 Monday	Meet for class on Campus Rm 355/359 - 10:30 - 11:55 am	
T Jan 10 Tuesday	No Practicum Today *Email mentor teacher to introduce yourself and tell them that you will start on Tuesday January 17th. **Provo & Jordan Districts: No School on the 17th**	
W Jan 11 Wednesday	No Practicum Today *Use time to organize/plan to complete all your assignments.	

Week 2		
M Jan 16 Monday	Martin Luther King Jr Day No Practicum!!	
T Jan 17 Tuesday	First Day at 1st Practicum Site!! 8:00 am-11:45 am **Provo & Jordan Districts: No School on the 17th**	
W Jan 18 Wednesday	Practicum Site	
Sa Jan 21 Saturday		Confidentiality Agreement
Week 3		
M Jan 23 Monday	Practicum Site	
T Jan 24 Tuesday	Practicum Site	
W Jan 25 Wednesday	Practicum Site	
Sa Jan 28 Saturday		PPAT Task 4 Contextual Information
Week 4		
M Jan 30 Monday	Practicum Site	
T Jan 31 Tuesday	Practicum Site	
W Feb 01 Wednesday	Practicum Site	
Sa Feb 04 Saturday		
Week 5		
M Feb 06 Monday	Practicum Site	
T Feb 07 Tuesday	Practicum Site	
W Feb 08 Wednesday	Practicum Site	
Sa Feb 11 Saturday		
Week 6		

M Feb 13 Monday	Practicum Site	
T Feb 14 Tuesday	Practicum Site	
W Feb 15 Wednesday	Practicum Site	
Sa Feb 18 Saturday		
Week 7		
M Feb 20 Monday	Presidents Day NO PRACTICUM!!	
T Feb 21 Tuesday	Monday Instruction Practicum Site	
W Feb 22 Wednesday	Practicum Site	
Sa Feb 25 Saturday		
Week 8		
M Feb 27 Monday	Not at Practicum Site Today! *make sure to notify your mentor teacher* Meet on Campus in MCKB 355 @ 10:30 am to 11:45 pm	*Email 2nd setting mentor teacher to introduce yourselves and tell them that you will start on Monday March 6th.
T Feb 28 Tuesday	Practicum Site	
W Mar 01 Wednesday	Last day at your 1st Practicum Site!! *Be sure to wrap up your assignments and say thank you to your mentor teacher!	Mid Point Teacher Behaviors
F Mar 03 Friday		
Sa Mar 04 Saturday		PPAT Task 4 Step 1: Planning PPAT Task 4 Step 2: Implementing the Plan PPAT Task 4 Step 4: Reflecting PPAT Task 4 Step 3: Understanding the Two Focus Students
Week 9		

M Mar 06 Monday	First day at your 2nd Practicum Site! 8:00 am- 11:45 am	
T Mar 07 Tuesday	Practicum Site	
W Mar 08 Wednesday	Practicum Site	
Sa Mar 11 Saturday		
Week 10		
M Mar 13 Monday	Practicum Site	
T Mar 14 Tuesday	Practicum Site	
W Mar 15 Wednesday	Practicum Site	
F Mar 17 Friday	No Classes	
Sa Mar 18 Saturday		Teaching Video #1 Lesson Plan Teaching Video 1 - Explicit Instruction
Week 11		
M Mar 20 Monday	Practicum Site	
T Mar 21 Tuesday	Practicum Site	
W Mar 22 Wednesday	Practicum Site	
Sa Mar 25 Saturday		Observe an IEP Meeting
Week 12		
M Mar 27 Monday	Practicum Site	Jordan District Spring Break: March 27th-31st
T Mar 28 Tuesday	Practicum Site	
W Mar 29 Wednesday	Practicum Site	
Sa Apr 01 Saturday		Teaching Video #2 Lesson Plan Teaching Video 2 - Explicit Instruction
Week 13		

M Apr 03 Monday	Practicum Site	Spring Break: April 3rd-7th <ul style="list-style-type: none"> • Alpine District • Nebo District • Provo District • Wasatch District
T Apr 04 Tuesday	Practicum Site	
W Apr 05 Wednesday	Practicum Site	
Sa Apr 08 Saturday		
Week 14		
M Apr 10 Monday	Practicum Site	
T Apr 11 Tuesday	Practicum Site	
W Apr 12 Wednesday	Not at Practicum Site Today! *make sure to notify your mentor teacher* Meet on Campus in MCKB 355 @ 10:30 am to 11:45 pm	
Sa Apr 15 Saturday		Teaching Video #3 Lesson Plan Teaching Video 3 - Explicit Instruction
Week 15		
M Apr 17 Monday	Practicum Site	
T Apr 18 Tuesday	Practicum Site	PAES EDA
W Apr 19 Wednesday	Last Day of Class Last day at your 2nd Practicum Site!! *Be sure to wrap up your assignments and say thank you to your mentor teacher!	Professor Observation
Th Apr 20 Thursday	Exam Preparation Day	

F Apr 21 Friday	Final Exam Day Final Exam: 355 MCKB 11:00am - 2:00pm	Complete Student Ratings for CPSE 466/7 Placement and Mentor Teacher Survey
Week 16		
M Apr 24 Monday	Final Exam Day	
T Apr 25 Tuesday	Final Exam Day	