

Instructor/TA Info

Instructor Information

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Course Information

Description

This class will help you become a resilient teacher and address the challenges you will face in your teaching career.

Prerequisites

Be student teaching or interning.

Materials

Material information is currently unavailable due to problems with the byustore web site.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Your assignments need to show me that you are sincerely trying to make improvements in your psychological health and flexibility. If your assignments reflect that you are just trying to get a score rather than sincerely develop new skills, your grade will reflect that.

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 we 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.**

At their best, grades are a very vague approximation of what you have learned and what skills you have developed. The process of evaluation and grading is not precise. When we grade your work, there will always be an element of "making a judgement". You may disagree with the judgement what we have made, but we typically will not change grades based on a disagreement about a judgement. If we have made a mistake, which we do, let us know and we'll make the correction.

Participation Policy

Your participation will be reflected on Nearpod. Your participation will also be reflected in your efforts to develop new

skills, rather than complete assignments.

Attendance Policy

You will be responsible to track your own attendance via Learning Suite. You will be able to track input your attendance on the day of class but not after. If you are more than 5 min late, please mark yourself late. Please stay in class until class is over.

Study Habits

If you treat this class as "just one more thing to do" you will likely get very little out of it. However, if you treat this class as an opportunity to develop skills that will make you a better, more resilient, more durable teacher, you will likely become all of those things. Please give your best to sincerely engage in this work.

Expectations

This class will be challenging for students who view mental health issues as weakness or who are resistant to improving their mental health. My expectation and invitation is to be open to the possibility that you could improve your mental health. The ACTGuide focuses on individual struggling with mental health challenges and it focuses on undergraduate students generally. You will need to translate the lessons to your particular state of mental health and to you SPED student teaching experience.

Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both. This will be a unique semester and we will need to make changes so, please be flexible as we sort through the challenges of this semester.

COVID and Masks

The University policy at the moment is that students are required to wear masks in class. Fully vaccinated faculty can take their masks off while teaching if an appropriate physical distance can be maintained. I have two children who are immunocompromised so I cannot afford to get COVID. We will strictly observe the University policy until further notice. If you are sick at all DO NOT COME TO CLASS. If you end up missing more than one class due to illness, we can make arrangements on a case-by-case basis.

Feedback

A behavior analytic explanation of learning includes emitting behavior and having our behavior shaped. Shaping requires feedback. My ability to become a better teacher is dependent on getting feedback. Please feel free to give me feedback on my teaching, the class, or any other aspect of my behavior. Feedback will not always lead to making a change, but without it no change can be made.

Diversity and Inclusion

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

Assignments

Assignment Descriptions

Readings 1 (Student Teaching Handbook)

Jan
07

Due: Friday, Jan 07 at 11:59 pm

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

Praxis

Jan
07

Due: Friday, Jan 07 at 11:59 pm

You must take the Praxis corresponding to you 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)

YOU NEED TO TAKE THE EXAM TO PASS THIS CLASS AND TO GRADUATE. Please plan accordingly.

Practice Assignment #1

Jan
10

Due: Monday, Jan 10 at 3:30 pm

Make at least 3 entries addressing the Practice Assignment from ACTGuide Module 1 or 2.

The entries do you need to be long but they must be thoughtful. They need to demonstrate that you are thinking and that you are sincerely trying.

Format:

1. Identify which practice assignment you are submitting
2. Answer all questions or complete all exercises relevant to that assignment.
3. Repeat the process as needed to have at least 3 entries per week (5 entries per week would be preferable).
4. Submit a Word (or equivalent) document to Learning Suite with those entries.

Readings 2

Jan
10

Due: Monday, Jan 10 at 11:59 pm

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

Practice Assignment #2

Jan
24

Due: Monday, Jan 24 at 3:30 pm

Make at least 3 entries addressing the Practice Assignment from ACTGuide Module 3 or 4.

The entries do you need to be long but they must be thoughtful. They need to demonstrate that you are thinking and that you are sincerely trying.

Format:

1. Identify which practice assignment you are submitting
2. Answer all questions or complete all exercises relevant to that assignment.
3. Repeat the process as needed to have at least 3 entries per week (5 entries per week would be preferable).
4. Submit a Word (or equivalent) document to Learning Suite with those entries.

Practice Assignment #3

Jan
31

Due: Monday, Jan 31 at 3:30 pm

Make at least 3 entries addressing the Practice Assignment from ACTGuide Module 5 or 6.

The entries do you need to be long but they must be thoughtful. They need to demonstrate that you are thinking and that you are sincerely trying.

Format:

1. Identify which practice assignment you are submitting
 2. Answer all questions or complete all exercises relevant to that assignment.
 3. Repeat the process as needed to have at least 3 entries per week (5 entries per week would be preferable).
 4. Submit a Word (or equivalent) document to Learning Suite with those entries.
- Make at least 5 entries in your journal assessing your values.

Practice Assignment #4

Feb
07

Due: Monday, Feb 07 at 3:30 pm

Make at least 3 entries addressing the Practice Assignment from ACTGuide Module 7 or 8.

The entries do you need to be long but they must be thoughtful. They need to demonstrate that you are thinking and that you are sincerely trying.

Format:

1. Identify which practice assignment you are submitting
2. Answer all questions or complete all exercises relevant to that assignment.
3. Repeat the process as needed to have at least 3 entries per week (5 entries per week would be preferable).
4. Submit a Word (or equivalent) document to Learning Suite with those entries.

Readings 3

Feb
07

Due: Monday, Feb 07 at 11:59 pm

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

Practice Assignment #5

Feb
14

Due: Monday, Feb 14 at 3:30 pm

Make at least 3 entries addressing the Practice Assignment from ACTGuide Module 9 or 10.

The entries do you need to be long but they must be thoughtful. They need to demonstrate that you are thinking and that you are sincerely trying.

Format:

1. Identify which practice assignment you are submitting
2. Answer all questions or complete all exercises relevant to that assignment.
3. Repeat the process as needed to have at least 3 entries per week (5 entries per week would be preferable).
4. Submit a Word (or equivalent) document to Learning Suite with those entries.

Practice Assignment #6

Feb
22

Due: Tuesday, Feb 22 at 3:30 pm

Make at least 3 entries addressing the Practice Assignment from ACTGuide Module 11 or 12.

The entries do you need to be long but they must be thoughtful. They need to demonstrate that you are thinking and that you are sincerely trying.

Format:

1. Identify which practice assignment you are submitting
2. Answer all questions or complete all exercises relevant to that assignment.
3. Repeat the process as needed to have at least 3 entries per week (5 entries per week would be preferable).
4. Submit a Word (or equivalent) document to Learning Suite with those entries.

ACT Final Response Paper

Feb
22

Due: Tuesday, Feb 22 at 11:59 pm

In this paper you will summarize your experience working on improving your psychological flexibility. You will identify the strategies that have been helpful and the strategies that have not been helpful. You will present an action plan for how you will continue to work on improving/maintaining your psychological flexibility throughout your first year of teaching.

Semester Attendance

Feb

22

You will be required to track your own attendance throughout the term.

Due: Tuesday, Feb 22 at 11:59 pm

Lead a discussion

Feb

22

Due: Tuesday, Feb 22 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 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

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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We

create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

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>).

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	Topic	Reading/Material	Assignments
Week 1			
M Jan 03 Monday	Introduction:	The situation	ACT Guide: https://scce.usu.edu/services/act-guide/ Link to Student Teaching Handbook: https://education.byu.edu/cpse/teaching-experience Discussion Group Sign up https://docs.google.com/spreadsheets/d/1BE_UXME5JNMeJwNfQ4wqj_gcxpNdVc6HN7rcrWklts/edit#gid=0
Week 2			
M Jan 10 Monday	Getting to know your mind Guest Speaker: Derek Jack Career Development Center	Act Guide (lessons 1&2): <ul style="list-style-type: none">• Away moves• Your mind is like...	Practice Assignment #1
Week 3			
M Jan 17 Monday	Martin Luther King Jr Day		
Week 4			
M Jan 24 Monday	Getting to know your values	Act Guide (lessons 3&4): <ul style="list-style-type: none">• Your Values• Finding	Practice Assignment #2

		Values	
Week 5			
M Jan 31 Monday	Emotional flexibility	ACT Guide (lessons 5&6): <ul style="list-style-type: none"> • Being flexible • Stepping back 	Practice Assignment #3
Week 6			
M Feb 07 Monday	Accepting what is	ACT Guide (lessons 7 & 8): <ul style="list-style-type: none"> • Sitting with emotions • Carrying emotions 	Practice Assignment #4
Week 7			
M Feb 14 Monday	Learning to accept what is	ACT Guide (lessons 9 & 10): <ul style="list-style-type: none"> • How You Want to Act • Setting Goals 	Practice Assignment #5
Week 8			
M Feb 21 Monday	Presidents Day		
T Feb 22 Tuesday	Monday Instruction Pursuing your goals Taking committed action Wrap-up and feedback	ACT Guide (lessons 11, 12, & Concluding activities): <ul style="list-style-type: none"> • Making Commitments • Returning to Commitments • Concluding activities (e.g., action plan) 	Lead a discussion ACT Final Response Paper 490 and SPED Program Survey https://forms.gle/FP6Qk94v1WC2fptB9 Practice Assignment #6
Week 9			
M Feb 28 Monday			
Week 10			
M Mar 07 Monday			
Week 11			
M Mar 14 Monday			
Week 12			
M Mar 21 Monday			
Week 13			
M Mar 28 Monday			
Week 14			

M Apr 04 Monday			
Week 15			
M Apr 11 Monday			