

Instructor/TA Info

Instructor Information

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Course Information

Description

This class will help you become a resilient teacher to 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.

Learning Outcomes

Special education practice

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

Supportive learning environments

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

Standards-based planning and teaching

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

Lifelong professional development

4. Explain the continuum of lifelong professional development.

Grading Scale

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

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late, we 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.

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.

Classroom Procedures

We will typically meet together via Zoom during the normal class time. Please plan to be in class as though we were meeting together in the same classroom, including the following:

- Be in a place that is free from disruptions (e.g., pets, children, roommates, etc.)
- Do not participate from the doctors office, the DMV, or from another appointment.
- Make sure that you have adequate internet access
- Have your camera on for the duration of class
- Be present and participate
- Follow BYU dress and grooming standards
- Safety - Absolutely no participating in class while driving
- Log-on on time and stay for the duration of the class

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.

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

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

Praxis

Jan
15

Due: Friday, Jan 15 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
22

Due: Friday, Jan 22 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 1 (Student Teaching Handbook)

Jan
25

Due: Monday, Jan 25 at 11:59 pm

Practice Assignment #2

Jan
29

Due: Friday, Jan 29 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.

Readings 2

Feb
01

Due: Monday, Feb 01 at 11:59 pm

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

Practice Assignment #3

Feb
05

Due: Friday, Feb 05 at 3:30 pm

Make at least 3 entries addressing the Practice Assignment from ACTGuide Module 5, 6, or 7.

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
12

Due: Friday, Feb 12 at 3:30 pm

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

Readings 3

Feb

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

Practice Assignment #5

Feb
19

Due: Friday, Feb 19 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.

Lead a discussion

Feb
22

Due: Monday, 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.

Semester Attendance

Feb
26

Due: Friday, Feb 26 at 11:59 pm

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

ACT Final Response Paper

Feb
26

Due: Friday, Feb 26 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.

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.

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.

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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be

you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

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.

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.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

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

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 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	Topic	Reading/Module	Assignments
Week 1			
M Jan 11 Monday	Introduction:	The situation	ACT Guide: https://sccc.usu.edu/services/act-guide/ Class Discussion Schedule: https://docs.google.com/spreadsheets/d/1ReQ3CYNwTUMI6o-U1JwmwwqfyusnH3GjHw6-HkhcQJg/edit?usp=sharing Link to Student Teaching Handbook: https://education.byu.edu/cpse/teaching-a

Week 2			
M Jan 18 Monday	Martin Luther King Jr Day		
F Jan 22 Friday			Practice Assignment #1
Week 3			
M Jan 25 Monday	Getting to know your mind	Act Guide (lessons 1&2): <ul style="list-style-type: none"> • Away moves • Your mind is like... 	Readings 1 (Student Teaching Handbook)
F Jan 29 Friday			Practice Assignment #2
Week 4			
M Feb 01 Monday	Getting to know your values Guest Speaker: Derek Jack Career Development Center	Act Guide (lessons 3&4): <ul style="list-style-type: none"> • Your Values • Finding Values 	Readings 2
F Feb 05 Friday			Practice Assignment #3
Week 5			
M Feb 08 Monday	Learning to be flexible	ACT Guide (lessons 5, 6, & 7): <ul style="list-style-type: none"> • Being Flexible • Stepping Back • Sitting with Emotions 	
F Feb 12 Friday			Practice Assignment #4
Week 6			
M Feb 15 Monday	Presidents Day		Readings 3
T Feb 16 Tuesday	Monday Instruction Pursuing your goals Learning to accept what is	ACT Guide (lessons 8, 9, & 10): <ul style="list-style-type: none"> • Carrying Emotions With You • How You Want to Act • Setting Goals 	
F Feb 19 Friday			Practice Assignment #5
Week 7			

M Feb 22 Monday	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
T Feb 23 Tuesday			
F Feb 26 Friday			ACT Final Response Paper Semester Attendance
Week 8			
M Mar 01 Monday			
Week 9			
M Mar 08 Monday			
Week 10			
M Mar 15 Monday			
Week 11			
M Mar 22 Monday			
Week 12			
M Mar 29 Monday			
Week 13			
M Apr 05 Monday			
Week 14			
M Apr 12 Monday			