

**Field Practicum**  
**EDU 5390/6390**  
**Fall Semester 2015**  
**Mondays and Tuesdays 8:00-4:00**  
**Credit / No Credit**

**Instructor: Dee Caldwell, Ph.D.**

**Office Hours:**  
SAEC 2244  
By appointment

**Office Phone: 801-587-7995**

**Required Texts:**

Teacher Candidate Handbook -

<http://uite.utah.edu/studentteaching/TC%20handbook%20FINAL%2008.17.15.pdf>

***Teacher Preparation Framework:** A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas, and perspectives.*

**Prerequisites:** Admittance in the Elementary Licensure Program. Students must receive a “Credit” grade from this course to continue with the Elementary Licensure Program.

**ADA Clause:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Course Description:** This course will: a) offer clinical experiences for the translation of theory into practice; b) provide professional development support; c) provide models of good practice; d) offer sound educational experiences in a community of learning.

Current research suggests that the first weeks of the school year are a crucial time in which teachers establish routines and management strategies with the students in their classrooms. It is essential for teacher candidates to gain an understanding of the procedures for setting up an elementary classroom and to observe the strategies used by the classroom teacher to begin the school year. In addition, teacher candidates need to understand the role of teachers and teachers’ work through direct observations, analysis, and participation.

Throughout this course, candidates will have many opportunities to demonstrate knowledge, skills, and professional character predictive of teacher success. From the NCATE Standards, these three areas are defined in relation to teaching as:

**\*Knowledge** - mastery over the subject content that candidates will impart to their students to include not only knowing, but understanding - analyzing, using, building on, or relating that knowledge to other knowledge.

**\*Skills** - the ability to not only know and understand content but, also the ability to relate it to ideas, information, and knowledge previously learned, to know how to teach using a variety of methods, how to adapt teaching to the subject being taught, and how to engage diverse students in the subject

**\*Professional Character**- a willingness to learn as a student, as well as a belief that ALL students can learn, a vision of high and challenging standards, a commitment to personal professional development and to a safe and supportive learning environment, an ability to accept responsibility, an understanding of school operation as an integral part of the larger community, an acceptance of families as partners in the education of their children, and a dedication to bringing ethical principles into decision-making processes.

**Honesty Code:** You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (Please refer to sections IV, V, and VI)

**Background Check:** Each Teacher Candidate has been required to pass a Background Check. Fingerprints must be cleared before a teacher candidate is to be left alone in the classroom. If a fingerprint check has not been cleared before student teaching (Jan. 1, 2016), the teacher candidate will not be allowed to student teach.

**Essential Learning Outcomes:** By the end of this course, each teacher candidate is expected to have accomplished the following:

1. Develop their understanding of the teaching process specific to their future student teaching site.
2. Develop an understanding of student life and classroom dynamics within both site placements and establish a working relationship with students.
3. Demonstrate basic skills in lesson delivery across content areas.

**Course Performance Outcomes:** Since this is a field-based class, during the course, each student will demonstrate their progress toward becoming proficient in all Utah Effective Teaching Standards.

## Requirements

### 1. Participation and Professionalism: 100 points

Teacher Candidates are expected to follow the regular contract hours of teachers at designated sites and are required to attend scheduled parent/guardian, district, and faculty meetings. Teacher Candidates may, with the consent of both their STE and university supervisor, become involved in before and after-school clubs and activities that will be of value to their own personal growth as a Teacher Candidate.

If you must miss a teaching day, contact your STE, **AND** your university supervisor no later than the morning you will miss class. If you are unable to contact your STE and university supervisor directly, leave messages as necessary.

You are required to attend:

- **Back to School Night**
- **Student/Parent/Teacher Conferences (SEPs)** – exceptions may occur
- **Faculty meetings** and grade level meetings when held while you are in the field
- **Friday or other agreed upon planning time**

The goal for this class is continued growth and establishment of professional patterns. Students may NOT be master teachers at this point, but it is expected that you will show continuous growth at the difficult task of teaching every week. Progress will be tracked on weekly goal sheets, in addition to observations and conferences.

**Please note that excessive absences (i.e., 2 + days) or missed time will result in an extended student teaching schedule and/or failure to be recommended for licensure.**

### 2. Reflection and Analysis and Evaluation: 125 points

#### a. Videotape Evaluation 25 points

Videotape yourself teaching at least one lesson. Write a reflective analysis on your own teaching including examples of the Big 8. This paper will be 2-3 pages, including what went well and why, what were your strengths and challenges, and how you'll adjust your teaching in the future. A good time to tape yourself would be during field week. **Due: 11/12**

#### b. Midterm and End-of-Term Evaluations 50 points each

During the middle, and again at the end of the term, you and your STE will conduct formal evaluations of your teaching progress. Please refer to your teacher candidate handbook for the evaluation forms. Please note that you will need a score of 3 or above at each evaluation period to continue with the Elementary Licensure program. If at midterm, a teacher candidate scores a 2 or below, a conference will ensue, and a contract for future directions will be drafted between the cohort leader, the teacher candidate, the STE, and when necessary, the site school's principal.

**Due: 10/22 & 12/10**

**Grade Breakdown**

**196-225 points Credit**

**0-195 points No Credit**

**Grade Sheet for EDU 5390/6390**

**1. Participation and Professionalism**

**-Due Everyday**

**-100 points**

**2. Reflection and Evaluations**

**A. Video**

**-Due 11/12**

**-25 points**

**B. Midterm Evaluation**

**-Due 10/22**

**-50 points**

**D. Final Evaluation**

**-Due 12/10**

**- 3 or above on each category is required to pass field practicum and continue to student teaching -50 points**

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