



EDU 5390
Field Practicum
Urban Institute for Teacher Education (UTE)
Internship – Section 002
M-F
Fall 2015

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Course Description: This course will offer clinical experiences for the translation of theory into practice, is supportive of the student's professional development, provides models of good practice, and offers sound educational experiences in a community of learning. There should be clear articulation of the university, the school site, and the teacher candidate to ensure an optimal clinical experience. 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, teaching, 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 also 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.

Course Objectives: By the end of this course, each teacher candidate is expected to have accomplished the following:

1. Develop an understanding of the teaching process.
2. Develop an understanding of student life and classroom dynamics within both site placements and establish a working relationship with students, school faculty, families, and the community.
3. Demonstrate ongoing skill development 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 **UET (Utah Effective Teaching) Standards**.

Required Texts: Teacher Candidate Handbook - available on line at:
<http://uite.utah.edu/student-teaching/index.php>

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.

This course is a CREDIT/NO CREDIT course. You receive full credit or no credit. There are no grades given for this course.

ADA Clause: The University of Utah and the Department of Teaching and Learning seek 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, 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.

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, the teacher candidate will not be allowed to student teach.

Attendance: Teacher Candidates are expected to follow the regular contract hours of teachers at designated sites on Mondays and Tuesdays during this practicum course. Teacher Candidates must attend **all** scheduled parent/guardian, district, and faculty meetings during Mondays and Tuesdays and should make every effort to attend any scheduled Wed.-Friday. 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. **These activities may not interfere with teaching and cohort commitments. Payment for activity involvement during teacher contract hours is not permissible.**

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. If your supervisor is not available, please contact Mary Burbank (801-581-7158). **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.**

Requirements:

1. Camera Safari 40 points (Due: Oct. 7)

As a school group, you will “discover” the school community in which you are working. With a camera, you and your group will take various pictures around your school community answering the ten questions below. Answering these questions will help you to get to know the community in which you are working and will also help you to know the students of that community more thoroughly.

1. Something that shows the natural beauty of the area.
2. Local community resources (i.e., library, parks, outreach centers, etc)
3. Something that shows the area is changing.
4. A picture showing how the school is unique.
5. Art, Dance, Theater, Music opportunities in the school or community
6. An area where kids may gravitate towards.
7. Examples of various homes in the area.
8. Something that surprised you and your group about the area.
9. Local businesses.
10. Any other pictures that you and your group would like to add.

These pictures will then be presented to the entire class and your group will provide the leadership for a presentation/discussion about your community. Two points will be given

for the picture and information in each of the ten categories. Your school group can present in any format! Be creative!

2. Getting to Know Students 40 Points (Due: Oct. 28)

You are to keep notes on each of your students. As you start keeping notes about your students, please focus on their abilities. EVERY child has strengths and, as teachers, we do our students and ourselves a great service if we focus on their abilities. Ways in which you can get to know your students better include, interviewing students, observing students, shadowing students to lunch and recess, and by meeting their parents at Back to School Night and SEP Conferences. Focus on the whole child....find out about their interests, language/s spoken at home, areas of academic successes, academic needs, special needs, socialization, notes on student progress, and notes on communication with home. These notes serve many and various purposes. First and foremost, they serve as an avenue for you to get to know each of your students as individuals. Once you know your students as individuals, you will be able to better meet their unique needs. Secondly, as you become more involved with conversations with parents/guardians, your notes will help you to formulate quality conversations. Thirdly, your notes will come in very handy when writing progress reports or report cards and planning individual goals for each student. *Please submit final study on Canvas on the assigned date.*

3. Professionalism/Dispositions/Participation 140 Points (10 per week)

-Professional Conduct (70 points): Because the teacher candidates are in the “professional core” part of their education at the University, professionalism is imperative. While making the transition between a student and a teacher, it is vital to the success of the candidate that they are displaying professional behaviors in the field, and especially with others. Professionalism includes such activities, though not all inclusive, arriving to school on time, having assigned lessons prepared when required, dressing professionally, being respectful to all faculty members, respecting students and their families and the area culture. Professionalism also includes being prepared when a university supervisor is scheduled to observe your teaching progress. **You also must adhere to the attendance policy described in red earlier in this syllabus.**

-Weekly Journal/Goals (70 points): Your journal needs to be updated each week with reflections and goals for the following week.

4. Midterm/Final Evaluations 100 Points (50 each)

You will be receiving a midterm and final evaluations on your practicum from your site teacher and supervisor. You must receive at least a ‘3’ on every evaluation point to receive credit for your evaluations. Any scores lower than ‘3’ will receive a 5 point deduction.

Class Point Totals: 320 points - To receive credit for this course, you must receive 300 points throughout the semester.

Since this course is in collaboration with EDU 5310, please use this syllabus as a companion to the syllabus for EDU 5310. EDU 5310 schedule is as follows.

8/26 The Big 8, Granite Lesson Plan Form

- Article 1 (TTD)
- Student Teaching Handbook:

<http://uite.utah.edu/student-teaching/TC%20handbook%20FINAL%208.17.15.pdf>

9/2 Social Emotional Pyramid, Building Positive Relationships, *Expectations (Big 8)*

- CA – Chapter 2
- Intro to Weekly Journal
- DUE: Signature Page from Handbook

9/9 Supportive Environments, *Attention Prompts (Big 8)*

- CA – chapter 6
- Article 2 (BCD – Ch. 9)
- Discussion Groups
- DUE: Journal Entry (5390)

9/16 Social/Emotional Strategies, *Proximity (Big 8)*

- Article 3 (TTD – 25-40)
- CA Chapter 7
- Safari Planning
- DUE Journal Entry (5390)

9/23 Procedures, *Cueing (Big 8)*

- Article 4 (BCD, 118-130)
- CA – chapter 5
- Discussion Groups
- DUE: Journal Entry (5390)

9/30 Human Development, *Signals (Big 8)*

- Article 5
- CA – chapter 8
- DUE: Journal Entry (5390)
- DUE: Quiz 1

10/7 Dealing with Defiance, *Time Limits (Big 8)*

- Article 6
- CA – chapter 4
- DUE: Journal Entry (5390)
- DUE: Camera Safari

10/14 Fall Break for the U (no class)

10/21 Seven Deadly Habits/Seven Connecting Habits, *Tasking (Big 8)*

- Article 7 (BCD – 196-200)

- CA – chapter 10
- DUE: Letter to Parents
- DUE: Journal Entry (5390)
- DUE: Midterm Evaluation

10/28 Getting to Know Your Students Update, *Voice (Big 8)*

- CA – chapter 9
- DUE: Getting to Know Your Students (5390)
- DUE: Journal Entry (5390)
- DUE: Quiz 2

11/4 Teasing, *Big 8 Review*, Video Review

- Article 8 (TTD – 67-87)
- DUE: Video Reflection
- DUE: Journal Entry (5390)

11/11 Disengagement, Spotlighting Students

- Article 9 (TTD – 153-171)
- DUE Spotlight Students
- Due Journal Entry (5390)

11/18 Classroom Management Plan

- DUE: Classroom Management Plan (posted in your e-portfolio)
- DUE: Journal Entry (5390)

12/2 Teacher Attitude/Positive Influence on Difficult Students

- Update on e-portfolios
- DUE: Journal Entry (5390)

12/9 12 Characteristics of an Effective Teacher

- Article 10
- DUE: Journal Entry (5390)
- DUE: Quiz 3