



**Urban Institute for Teacher Education**  
**EDU 5390/6390**  
**Field Practicum**  
**Salt Lake Elementary Cohort**  
**Fall Semester 2015**  
**Mondays and Tuesdays 8:00-4:00**  
**Credit / No Credit**

**Instructors:**

Peggy McCandless: [peggy.mccandless@utah.edu](mailto:peggy.mccandless@utah.edu)

Adeli Ynostroza: [adelmiraynostroza@gmail.com](mailto:adelmiraynostroza@gmail.com)

Raven Cromwell: [u0859240@utah.edu](mailto:u0859240@utah.edu)

Office Phone: 801-581-7158 or 801-587-7990

**Required Texts:** Teacher Candidate Handbook - available on line at:  
<http://uite.utah.edu/student-teaching/TC%20handbook%20FINAL%208.17.15.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 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.

**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 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)

### **Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**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.

**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).**

### **Requirements:**

#### **1. Participation and Professionalism: 100 points**

- a. The essence of a field experience is being in the field. Thus, attendance is vital to success. **Please note that excessive absences (i.e., 2 + days) or missed time will result in an extended field practicum schedule and/or failure to be recommended for licensure.** In the event of either a full or partial absence due to illness or emergency, please notify both your STE and your cohort leader as far in advance as possible. Make-up days will be required. Difficulties with attendance or unprofessional behavior may be cause for the teacher candidate to receive a no credit grade for the course. Consequently, “no credit” also means the teacher candidate will be placed on scholastic probation.

As your instructors, we are looking for two things...continued growth and establishment of professional patterns. We know that you are NOT master teachers at this point, but we expect you to become better and better at the difficult task of teaching with every passing week.

During fall semester, you will be asked to plan, prepare, and implement math, literacy, social studies, and science lessons, etc. Your STE will be observing these lessons and working with you to reflect upon your own practices. It is our expectation of you that you put every effort into making these lessons applicable and engaging. **During the semester, a University of Utah Supervisor will observe you five to six times. When the University of Utah Supervisor visits your classroom, you are expected to provide a lesson plan. (See attached)**

- b. Attend **Back to School Night, if it doesn't interfere with a methods course**
- c. Attend **Student/Parent/Teacher Conferences** (as many as your schedule allows)
- d. Attend faculty **meetings** and grade level meetings, when appropriate
- e. Attend one-hour **Friday planning** times.

#### **2. Reflection, Analysis, and Evaluation (UETS 8:39, 8:40, 8:41): 100 points**

##### **a. Weekly Goal Sheet 36 points**

Complete a weekly goal sheet that is signed by both you and your STE. There are 17 weeks during the semester. You need to turn in 12 goal sheets during this time. Your site teacher needs to comment and sign and then you need to scan before submitting to Canvas. ***Due: These goal sheets will be turned in weekly on Canvas.***

**b. Video 20 points**

Video yourself teaching. School groups will meet on site at scheduled times to review teaching segment from your video and engage in discussions concerning how to self analyze your teaching, looking for the “ah-ha” moments in your teaching, and general pedagogical practices. You will then write a reflective analysis on your own teaching including insights you’ve gained from your peers. 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: Nov. 6*

**c. Midterm and End-of-Term Evaluation 44 points**

During the middle, and again at the end of the term, you and your STE will conduct formal evaluations of your teaching progress. These evaluations are based off the UET Standards. Please refer to your teacher candidate handbook for the evaluation forms.

**Grade Breakdown:    160-200 points Credit                      0-159 points No Credit**

**I DO NOT ACCEPT LATE WORK. For every day an assignment is late, I will take off 10% of the grade. Assignments are due at the beginning of the class period.**

**Grade Sheet for EDU 5390/6390**  
**Fall Semester, 2015**

Name: \_\_\_\_\_

**1. Participation and Professionalism**

**-Due Everyday!**

**-100 points**

**2. Reflection and Evaluations**

**1. Weekly Goal Sheets**

**-36 points (3 points each)**

**-Due Weekly!**

**One** \_\_\_\_\_

**Two** \_\_\_\_\_

**Three** \_\_\_\_\_

**Four** \_\_\_\_\_

**Five** \_\_\_\_\_

**Six** \_\_\_\_\_

**Seven** \_\_\_\_\_

**Eight** \_\_\_\_\_

**Nine** \_\_\_\_\_

**Ten** \_\_\_\_\_

**Eleven** \_\_\_\_\_

**Twelve** \_\_\_\_\_

**2. Video**

**-Due Nov. 6**

**-20 points**

**3. Midterm**

**-Due Oct. 22**

**-22 points**

**4. Final**

**-Due Dec. 10**

**-need a 3 or above on each category  
in order to pass field practicum and  
continue on the student teaching**

**-22 points**

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## GENERAL LESSON PLAN

**Name:**

**Date:**

**Subject:**

**Length of Lesson:**

**Grade Level:**

**Core Curriculum Objectives:**

**Common Core Objectives (ELA or Math):** If subject other than ELA or Math, please show how the content could be integrated with the Common Core.

**ELL Considerations:**

**Vocabulary:**

**Preparation:** What materials will be needed?

TIME:	LESSON:	MANAGEMENT:
	<p><b>Introduction:</b> How will I get the students' attention and motivate them? How will you activate and develop prior knowledge? How will you connect this lesson to previous lessons?</p> <p><b>Content/Activity:</b> Describe the steps you will take.</p> <p><b>Closure:</b> How will you conclude the lesson (think reflection)?</p> <p><b>Assessment:</b> How do I know the students learned? What have you learned about students' strengths and challenges? How will you record learning?</p>	

**Adaptations:** Think about ALL of your students! Which students may need specific accommodations in order to successfully complete the lesson? (Special needs, linguistically diverse, hearing impaired, etc.) What are the accommodations? What will early finishers do, or slow finishers?

**Integration:** How would you take this topic and integrate it into other subject areas? (Social Studies, Visual Art, Dance, Health, PE, Life Skills, Music, Drama, Writing, Listening, Grammar, Math, Etc.) How could you use technology to enhance this lesson?

