



**EDU 5395**  
**Student Teaching**  
**Urban Institute for Teacher Education (UTE)**  
**Granite West Cohort – Section 002**  
**Monday-Friday**  
**Spring 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 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 during 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.

**Course Performance Outcomes:**

**UET (Utah Effective Teaching) Standards: This class specifically examines and develops all UET Standards, but pays particularly close attention to Standard 3, 9, and 10.**

**Standard 1: Learner Development**

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

**Standard 2: Learning Differences**

The teacher understands individual learner differences and cultural and linguistic diversity.

**Standard 3: Learning Environments**

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

**Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

**Standard 5: Assessment**

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

**Standard 6: Instructional Planning**

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

**Standard 7: Instructional Strategies**

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

**Standard 8: Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

**Standard 9: Leadership and Collaboration**

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

**Standard 10: Professional and Ethical Behavior**

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515

**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.

***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. All assignments must be completed with high academic quality.***

**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)

### *Addressing 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.

**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. Professionalism/Dispositions/Participation 200 Points**

**-Professional Conduct (80 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 (120 points – 10 per week):** Your journal needs to be updated each week with reflections and goals for the following week.

## **2. Video Reflections (50 points – 25 per session) Due: #1-2/10, #2-3/24**

As part of your preparation, you should create a video of your teaching at least twice during the semester. The first time, you will meet with your group and discuss each video and offer help and suggestions to the other members of your team. You will post the video on Canvas. The second video should concentrate on the Big 8 and improvements from video #1. The goal of this second video is to create a clip that can be downloaded onto your electronic portfolio (we will discuss this in 5391).

## **3. Local School District Report (20 points) – Due 3/24**

Your team will research one of the local districts and report to the group your findings. Your team will be *assigned* a district for reporting. You will use the following rubric:

### **District Overviews**

There are at least seven different districts within the greater Salt Lake Valley. For this assignment, groups will research the following information:

- Salaries (beginning, steps and lanes.)
- Benefits (medical, dental, life insurance)
- Reading and math programs
- Observation requirements
- Professional development opportunities
- Any other information that may be helpful.

## **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.

***Since this course is in collaboration with EDU 5390, please use this syllabus as a companion to the syllabus for EDU 5390. You must acquire a total of 370 points. Student Teaching schedule is as follows:***

Granite Elementary Cohort  
Spring Semester 2015 Schedule (*subject to change*)

Week Of:	Monday	Tuesday	Wednesday	Thursday	Friday
Jan. 5	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00
Jan. 12	<b>Field 8:00-4:00</b>	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	No School
Jan. 19	Martin Luther King Jr. Day No School	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00
Jan. 26	Field 8:00-4:00	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00
Feb. 2	Field 8:00-4:00	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00

Feb. 9	Field 8:00-4:00	Field 8:00-4:00 Seminar 4:35-7:05 SEPs	Field 8:00-4:00 SEPs	Field 8:00-4:00	<b>No School</b>
Feb. 16	Washington & Lincoln Day No School	Field 8:00-4:00 Seminar 4:35-7:05 Midterm Evaluations Due	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00
Feb. 23	Field 8:00-4:00	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00
March 2	Field 8:00-4:00	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00
March 9	Field 8:00-4:00	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	Field 8:00-4:00
March 16	Field 8:00-4:00 U Spring Break	Field 8:00-4:00 U Spring Break No Seminar	Field 8:00-4:00 U Spring Break	Field 8:00-4:00 U Spring Break	Field 8:00-4:00 U Spring Break
March 23	Field 8:00-4:00	Field 8:00-4:00 Seminar 4:35-7:05	Field 8:00-4:00	Field 8:00-4:00	Last Day of Student Teaching Granite
March 30		Seminar 4:35-7:05 Final Evaluations Due			Granite Spring Break
April 6	Granite Spring Break	Seminar 4:35-7:05			
April 13		Seminar 4:35-7:05			
April 20		Seminar 4:35-7:05			
April 27		Final 4:35-7:05			
May 4					Commencement!