

**Urban Institute for Teacher Education – EDU 5490/6490 – Syllabus
Field Practicum, Fall 2015, T-W-H 7:30-10:30 am
Undergraduate/Graduate Secondary Cohort**

Instructors: Udita Gupta, M.S., M.A.T., Doctoral Candidate
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Office hours: Always available by phone, email, or appointment

Classroom: SAEC 3151

Important Events	Dates
Classes begin	Monday, Aug. 24
Last day to add without a permission code	Sunday, Aug 30
Last day to drop (delete) classes	Friday, Sept. 4
Last day to add, elect CR/NC, or audit classes	Monday, Sept.4
Last day to withdraw from classes	Friday, Oct. 23
Last day to reverse CR/NC option	Friday, Dec. 4
Classes end	Thursday, Dec. 10
Final exam period	Monday-Friday, Dec. 14-18

Course Objectives: The purpose of this course is to provide the teacher candidate (TC) with the experiences necessary to develop an understanding of the teaching process in an urban classroom setting. TCs will fully explore the teacher role as they delve into the dynamics of the classroom, the responsibilities of teaching, and student life in secondary schools. These observations, along with knowledge gained through the reading of current educational research, will enable TCs to reflect on their practice as developing teachers.

Throughout this course, the Utah Effective Teaching Standards (UETS) and Continuum of Practice will serve as the basis for formative, then summative, evaluation of TCs. The course is open only to students enrolled in the secondary licensure program and is offered credit/no credit.

Required Reading: Johnson, A.P., (2012). *A Short Guide to Action Research, 4th edition*. Upper Saddle River, NJ: Pearson Education, Inc.

Suggested Reading: Charles, C.M., *Building Classroom Discipline (11th ed.)*

TCs are also required to read the Teacher Handbook, <http://uite.utah.edu/student-teaching/TC%20handbook%2015-16%20final.pdf>, sign the contract in the front, and return the contract to the cohort leaders before being allowed to participate in any capacity (including observing) in the public schools in Utah.

Background Check: Every TC is required to pass a background check. Fingerprints must be cleared before a TC is left alone in the classroom. Any TC whose fingerprint check has not been cleared will not be allowed to begin student teach.

Early in the semester, TCs will observe teachers in several middle/junior high schools and high schools. Later, each TC will work primarily with a specific site teacher educator (STE) in preparation for student teaching. **NOTE: TCs from the University of Utah must wear a school or university ID when present in the schools.**

Course Requirements: The field experience is an excellent opportunity for TCs to develop an understanding of schools, students, and teachers in urban settings. They are expected to spend a **minimum of three hours per day, three days per week** in the field (i.e., in schools/site classroom). If a TC will be late or must miss a field day due to illness, s/he is required to contact the STE **and** university supervisor directly, leaving messages as necessary. In the event that unusual health circumstances prevail, TC's instructors reserve the right to make changes to the course requirements and policies, if warranted.

Decorum: While in the field, TCs need to be especially sensitive to the fact that **they are guests** in the school. It is crucial to act in a thoughtful, helpful manner at all times, and to always present oneself in a professional manner. Keep people's trust and confidentiality. When a TC finishes a task, s/he should be on the lookout for other ways to be helpful. Remember, **every person the TC meets is potentially a future colleague and/or valued contact.**

Assignments and Grading

Written Assignments: Assignments are due at the beginning of class on the dates indicated on the schedule, unless otherwise specified, or by midnight on the due date if no class is held. Late assignments accrue a 10% deduction per day and may receive little or no written feedback unless other arrangements have been made prior to class. Typographical and grammatical errors detract from the composition, which will be reflected in the score. Written assignments should be typed and double-spaced and written according to APA standards.

Micro-Lessons: TCs are required to teach at least **four** micro-lessons upon placement with an STE. Micro-lessons should be of about 20-min duration, irrespective of whether a TC is placed in a middle/junior high school or high school. Related to the micro-lessons...

--Two will be observed in person by the university supervisor, with the TC submitting—for each micro-lesson--a comprehensive lesson plan in advance and a reflection afterward to the university supervisor;

--One will be video-recorded by the TC, with the recording being submitted to the cohort leader. The TC will also submit both a comprehensive lesson plan (in advance) and a reflection (afterward) to the cohort leader.

--One will be observed in person by the STE. Prior to the lesson, the TC should request a post-lesson conference in which the STE shares both written and verbal feedback.

Journal Keeping: Once TCs are placed with STEs, they will be required to maintain a journal. In the journal, TCs will write their impressions on any one of the major components of teaching in one class. The topic for the teaching area and the format of journal will be provided in class. The journal will be discussed every week and periodically collected for evaluation and feedback.

Teacher Portfolio: A portfolio is a purposeful collection of work that exhibits one's professional efforts, progress, and achievement in several areas. A portfolio demonstrates mastery of skills of

inquiry and provides an opportunity to express understanding of specific topics. At the end of the semester, TCs will gather applicable artifacts—including several assignments produced for this class—and present the collection as an e-portfolio in EDU 5201, Seminar Language Awareness. These items should be revised periodically to reflect professional growth during the student teaching experience; they will also be useful in job interviews. Course credit will be based, in part, upon the successful completion of the following assignments at a passing level.

In addition to the point total derived from assignments, credit for this course will be determined jointly by ratings from STEs and university supervisors. STE evaluations will be based upon attendance, preparation of appropriate teaching materials and methods (e.g., incorporating cooperative learning strategies), competence in planning, and overall growth. STEs will submit an evaluation of these areas at the end of the semester.

Attendance/Participation: Participation points are determined both by attendance AND engaged involvement in all class sessions, site visits, and site-teaching activities. Participation includes, but is not limited to, collaborating with the STE, communicating effectively, offering suggestions, contributing feedback, and examining ways of developing as an educator. (Specific examples include helping students with their queries, collecting assignments from students, passing out worksheets to students, etc.). Please note that missing **more than two (2) classes** will necessitate formal notification regarding the TC's status of continuation in the licensure program. Activities missed during class time will need to be completed as outlined; in the event of field hours being missed, a TC may receive an "Incomplete" until hour requirements are fulfilled.

Specifically with regard to field work, TCs are expected to be in attendance at their practicum site every assigned day and for the entire clock time. If a TC plans not to be present at the site for any reason, s/he must notify the STE and university supervisor prior to the start of the class (7:30 a.m.), unless it is due to an emergency en route. In this case, notification must be given as soon as is reasonable given the circumstances. Bottom line: The STE should never wonder where the TC is, and the university supervisor should never show up to observe and not find the TC in the classroom.

Professionalism: A specific, though not inclusive, list of behaviors that address professionalism includes completing assignments in a timely fashion, displaying evolving attitudes towards teaching and learning, developing assignments that are of high quality, being open to suggestions, seeking advice when needed, sharing ideas with others, and recognizing diversity in others' perspectives. For an inclusive list of professional behavior, please refer to your Teacher Candidate Handbook.

Please note: Every TC in the Urban Institute for Teacher Education, Department of Education is required to adhere to the Utah Professional Practices Advisory Committee's (UPPAC) standards, as well as to University of Utah, district, and departmental policies regarding professional and ethical behavior. A detailed discussion of criteria in these areas is available in the Teacher Candidate Handbook (reviewed in class) and will be discussed throughout the student-teaching experience.

Finally, the Field Practicum experience is only possible because of the relationship the University of Utah's College of Education/Urban Institute for Teacher Education has developed with the

schools and school district. As such, the TC's presence in the classroom is viewed as the presence of the University of Utah's College of Education/Urban Institute for Teacher Education; therefore, it is critical to represent oneself and the University in the best manner.

Other Policies and Procedures

Cell Phones: Prevent disruption by turning off and refraining from use of cell phones and beepers and by putting away extraneous reading materials. Use of laptop computers in class is not permitted without the instructors' pre-approved permission.

Academic Honesty: Following the University of Utah Student Code, the instructors adopt a zero tolerance policy for academic misconduct in this course. "Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of misconduct." Again, utilizing the ideas, expressions, or words of others without citing the sources constitutes plagiarism. Therefore, you must cite sources in all of your work. Please note that you may not submit an assignment for this course that has been previously submitted for another course. You will be accountable to high standards of academic integrity; therefore, you should read and understand the policy on academic integrity as printed in the University of Utah's student handbook. 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).

Americans with Disabilities Act (ADA): The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. 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, (V/TDD). 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.

Tentative Schedule and Brief Overview

- Aug 25-SAEC 3151 Syllabus
“What Makes a Good Teacher?”
Homework: Read “Teacher Planning, Teacher Behavior, and Student”
- Aug 26-SAEC 3151 Article Discussion
Classroom Disclosure & Classroom Management
**Homework: Read “Effective Management at the Beginning of the School Year in Junior High Classes
Read “What a Researcher says to Practitioner: about Classroom Management”**
- Aug 27-SAEC 3151 Articles Discussion
Classroom Management
Introduction to Mock Teaching
Guest: Regina DeLong – Portfolios (~9am)
**Homework: Read: “Success Strategies of Inner-City Teachers: A Year Long Study”
Read: “Instructional Behaviors for Clearer Presentations in the Classroom”**
- Sept 1-SAEC 3151 Articles Discussion
Diversity; Cognitive Load
Mock Teaching – Session 1
Guest: Emily McCoy from Career Services – Resume & Interviews
Homework: Read “Teaching Diversity: Using a Multifaceted Approach to Engage Students”
- Sept 2-SAEC 3151 Article Discussion
Diversity (cont’d.); Teaching Strategies
Mock Teaching – Session 2
Homework: Read “Mathematics, Power and Language: Implications from Lived Experiences to Empower English Learners”
- Sept 3-SAEC 3151 Articles Discussion
Instructional Strategies
Preparation for school site visits
Mock Teaching – Session 3
Guest: Sara Hatch (Secondary Advisor, UITE) – Licensure
Homework: Read “Relationship of New Teachers’ Beliefs and Instructional Practices: Comparisons across Four Countries”
- Sept 5 *Resume due*

- Sept. 8 Site visits:
Highland High @ 8 am
East High @ 9:15 am
- Sept 9 Site visits:
North West Middle @ 8 am
West High @ 9:15 am
- Sept 10 Site visits:
Cottonwood High @ 7:30 am
AMES @ 8:00 am
Granite Park Jr. High @ 9:15 am
- Sept 15-SAEC 3151 Article Discussion
Language Diversity
Mock Teaching – Session 4
Homework: Bring *Teacher Candidate Handbook* to class on Sept. 29
- Sept 16 Site visits:
Granger High @ 7:30 am
Kearns High @ 8:45 am
- Sept. 17 Site visits:
Hillcrest Jr. High @ 7:45 am
Eisenhower Jr. High @ 9 am
- Sept. 22, 23, 24 Student observations at school sites
- Sept. 29-SAEC 3151 Teacher Candidate Handbook
Classroom Disclosure and Language Diversity (*revisited.*)
Mock Teaching – Session 5
Homework: Read “Preparing Pre-Service Teachers in a Diverse World”
- Sept. 30, Oct. 1 Student observations at school sites
- Oct. 1 FIELD PLACEMENT PREFERENCES DUE @ 3pm***
- Oct. 3 Classroom Disclosure Statement due
Language Diversity Plan due***
- Oct. 6-SAEC 3151 Article Discussion
Supervision Process; Observation Form and Standards
Introduction to Journal Keeping
Curriculum Map
Mock Teaching – Session 6

Oct. 7 – 26	Journal Keeping – 1 (<i>Topic: Classroom Management</i>)
Oct. 7, 8	Field work: Work with STE, teach micro-lessons
Oct. 10	<i>Curriculum Map due</i>
Oct.12 – 16	No class (U Fall Recess)
Oct. 20, 21, 22	Field work: Work with STE, teach micro-lessons
Oct. 27-SAEC 3151	Classroom Management Plan (<i>revisited</i>) Unit Plan Lesson Plan Reflective Writing and Reflections Homework: Read “Using Data to Improve Instruction: Different Approaches to Different Goals” Read “Action Research: A Tool for Exploring Change” Read “Preservice Teachers Becoming Agents of Change: Pedagogical Implications of Action Research”
Oct. 28 – Nov. 9	Journal Keeping – 2 (<i>Topic: Acknowledging Diversity</i>)
Oct. 28, 29	Field work: Work with STE, teach micro-lessons
Oct. 31	<i>Unit Plan due</i> <i>Classroom Management Plan due</i>
Nov. 3, 4, 5	Field work: Work with STE, teach micro-lessons
Nov. 10-SAEC 3151	Articles Discussion Journal Keeping – 2 Action Research Homework: Read “What you need to know about Portfolios?” Read “Organization of Portfolios around Teaching Standards”
Nov. 11 – Nov 23	Journal Keeping – 3 (<i>Topic: Assessment</i>)
Nov. 11, 12	Field work: Work with STE, teach micro-lessons
Nov. 14	<i>Assessment Plan due</i>
Nov. 17, 18, 19	Field work: Work with STE, teach micro-lessons
Nov. 21	<i>Action Research Question due</i>

Nov. 24-SAEC 3151 Articles Discussion
Journal Keeping – 3
Portfolios
Homework: Read Chapter 5 of Action Research textbook

Nov 11 - 25 Videotape micro-lesson; due by Nov. 25

Nov. 25 Field work: Work with STE, teach micro-lessons

Nov. 26 Thanksgiving Break

Dec. 1, 2, 3 Field work: Work with STE, teach micro-lessons

Dec. 8-SAEC 3151 Chapter Discussion
Portfolio for fall
Literature Review
Guest: Emily McCoy

Dec. 9, 10 Field work: Work with STE, teach micro-lessons

Dec 12 Final Portfolio due

Dec 15 Literature Review (first draft)

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Required Course Assignments and Submission Schedule Checklist

Assn. #	Assignment	Points possible	Revise if your score is...	Due date	Revision due
1	Resume	NA ⁺	NS ⁺⁺	Sept. 5	Sept. 11
2	Field placement preference	NA	NA	Oct. 1	NA
3	Classroom Disclosure Statement	10	< 7	Oct. 3	Oct. 7
4	Language Diversity Plan	25	< 20	Oct. 3	Oct. 7
5	Curriculum Map	25	< 20	Oct. 10	Oct. 14
6	Journal: Classroom Management	5	NS	Oct. 26	
7	Classroom Management Plan	25	< 20	Oct. 31	Nov. 4
8	Unit Plan	25	< 20	Oct. 31	Nov. 4
9	Journal: Acknowledging Diversity	5	NS	Nov. 9	
10	Assessment Plan	25	< 20	Nov. 14	Nov. 18
11	Journal: Assessment	5	NS	Nov. 23	
12	Action Research Question	10	< 7	Nov. 21	Nov. 25
13	Videotaped Micro-Lesson	50	NA	Nov. 25	NA
14	Lesson Plans + Reflections (2@15 pts. Each)	30	< 20	With Obs. 1 & Obs. 2	TBD
15	Final Portfolio	75	NA	Dec 12	NA
16	Literature Review (<i>first draft</i>)	25	NA	Dec 15	NA
17	Participation	80	NA	Ongoing	NA
18	Professionalism	80	NA	Ongoing	NA
	Total	500			

⁺NA: Not applicable; ⁺⁺NS: Not satisfactory; ⁺⁺⁺TBD: To be decided

Grades/Credit will be assigned according to the following point distribution:

475-500 = A	435-449 = B+	385-399 = C+	335-349 = D+	< 300 = F
450-474 = A-	415-434 = B	365-384 = C	315-334 = D	
	400-414 = B-	350-364 = C-	300-314 = D-	

400-500 points = Credit (C) for the semester
 < 400 points = No Credit (C) for the semester