

Student Teaching Syllabus - EDU 5495 Spring 2015 - Undergraduate Secondary Cohort

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

Classroom Meetings: West High School, Room 403 – Thursdays 3:45 – 6:15

Important Events	Dates
Classes begin	Monday, Jan 12
Last day to add without a permission code	Monday, Jan 19
Last day to drop (delete) classes	Wednesday, Jan 21
Last day to add, elect CR/NC, or audit classes	Monday, Jan 26
Last day to withdraw from classes	Friday, Mar 6
Last day to reverse CR/NC option	Friday, Apr 24
Classes end	Tuesday, April 28
Final exam period	Thursday - Wednesday, Apr 30 - May 6

Course Description

Under the direction of your instructor/university supervisor (US) and site teacher educators (STE), you, the teacher candidate (TC), will engage in supervised teaching in the classroom, lesson planning and implementation, evaluation of instruction, classroom management, and interaction with school personnel. This course is open only to students in the secondary teacher licensure program and is offered as Credit/No credit.

Course Purpose

The purpose of this course is to examine issues related to classroom teaching in public schools and to enable you to become a reflective practitioner through involvement in the daily practices of classrooms and schools. By participating in student teaching, you will have the opportunity to experience the manner in which teachers plan, evaluate, and reflect on teaching. An important component of this course is for you to come to an understanding of the role of teachers and teachers' work through direct observation and participation.

By the end of this course, you are expected to have accomplished the following:

- Demonstrated at least a basic level of proficiency in the assumption and performance of full teaching responsibilities in your student teaching placement classroom. These responsibilities closely approximate the duties of a regular classroom teacher and include lesson and curriculum planning, teaching, assessing, record keeping, maintaining professional communication with parents (guardians), attending meetings and parent-teacher conferences, tracking student attendance, etc.

- Conducted yourself in a professional manner, according to the Utah Professional Practice Advisory Council (UPPAC). Similarly, you are expected to follow the State Board of Education Standards for Professional Ethics and Professional Responsibilities.

Time Commitment

This course requires your full-time involvement at your selected student teaching site. As such, you are expected to maintain, at a minimum, teacher contract hours (i.e., be at the school Monday through Friday from twenty minutes before school begins until twenty minutes after school ends) between January 5, 2015, and March 27, 2015 (or until all grades and teaching responsibilities are completed at individual sites.)

Course Materials

Teacher Candidate Handbook, accessed at:

<http://uite.utah.edu/student-teaching/TC%20handbook%202014-15.pdf>

Course Performance Outcomes

You will demonstrate progress toward proficiency in the UETS standards. Accordingly, your STE and US will complete two performance evaluations during this semester utilizing these guidelines to evidence your progress.

Attendance

As mentioned above, you are expected to follow the regular contract hours of teachers at designated sites. Additionally, you are required to attend all scheduled parent/guardian, district, and faculty meetings. You may, with the consent of both your STE and US, become involved in before- and after-school clubs and activities that will be of value to your personal growth. Note, however, that these activities may not interfere with teaching and cohort commitments. If you plan to participate in these activities, inform your US. Payment for activity involvement during teacher contract hours is not permissible.

If you must miss a teaching day due to illness, contact your STE and your US on or before the morning you will miss class. If you are unable to contact these persons directly, leave messages. Plan ahead and provide your STE with lesson plans for your classes on any missed days. **Please note that excessive absences (2+ days) or other missed time will result in an extended student teaching schedule and/or failure to be recommended for licensure.**

As a TC, you must adhere to all policies of the *Teacher Candidate Handbook* reviewed during Fall Semester 2014, including school-based policies and procedures. Note that your removal from a student teaching site may be grounds for dismissal from the licensure program.

Field Component/Supervision

A Credit/No Credit grade for this course will be determined jointly by your STE and US. STE evaluations will be based upon attendance, preparation of appropriate teaching materials and teaching methods (e.g., collaborative learning, student-centered learning

experiences), multiple evaluation and questioning techniques, co-planning, demonstrating commitment to professionalism in course and field work, and overall growth. (See the *Teacher Candidate Handbook* and seminar discussions for specific criteria.)

During student teaching, you will be observed by your US during four (4) lessons. In conjunction with formal observations, post-lesson conferences will be held to provide feedback and set goals for progress throughout student teaching. You will be provided with a copy of the observation notes and comments within 24 hours following the observation; additionally, your STE will be provided with feedback information in a timely manner.

A three-way conference between you, your US, and your STE will be held at midterm. This conference will include a review of your formative (i.e., midterm) student teaching evaluation. Such conferences may be scheduled at other times throughout the semester, as well, should the need arise.

In order to receive credit for the field component of student teaching (EDU 5491), you must earn a score of 3 or higher on all evaluation categories on the final evaluation.

Please note: STE Final Evaluation Reports are due to instructor by **Friday, April 3, 2015.**

Grading

In addition to the field component of student teaching, credit for EDU 5491 will be determined by the following criteria:

A. Professionalism (50 points): You are required to adhere to the Utah Professional Practices Advisory Committee's (UPPAC) standards, as well as university, district, and departmental policies regarding professional and ethical behavior. A specific, though not inclusive, list of behaviors includes: completing assignments in a timely manner, displaying evolving attitudes towards teaching and learning, developing lesson plans and assignments that are of high quality, being open to suggestions, seeking advice when needed, sharing ideas with others, and recognizing diversity in others' perspectives. These and other criteria are discussed in detail in the *Teacher Candidate Handbook*.

NOTE: "Dismissal from a student teaching or field practicum placement by school-based or university personnel will result in immediate removal from a school site and will prompt a review for continuation in the teacher licensure program."
Teacher Candidate Handbook, 2013-2014, p. 33.

B. Participation (50 points): In addition to the actual classroom attendance requirements described previously, participation includes being actively involved in site activities, appropriately collaborating with your STE and US, communicating in a timely

manner, offering suggestions, contributing feedback, and examining ways of developing as an educator.

C. Assignments (310 points required, 20 optional)

- 1. Observations:** As mentioned above, you will be observed **four** times during the course of student teaching (Jan 5 - March 27, 2015). You must provide a written lesson plan to the US either prior to the observation (by email) or in person on the day of the observation. The format of the lesson plan should follow the format used during fall semester. Moreover, a neatly written reflection should be emailed to the US *within two* days of the observation. Failure to do so will lead to loss of points on the lesson plan and reflection. **(10 points for each lesson plan and 5 points for each reflection. Total: 60 points)**
- 2. Complete compilation of lesson plans and reflections for one preparation:** Twice during the semester, you are to turn in all lesson plans, and corresponding reflections to that point, to your US. Reviews of these documents will be reflected in your mid-term and final student teaching evaluations. Please note that lesson plans should be kept for review by the US at any time during the semester. The first lesson plan review (lesson plans + reflections) will take place after the second observation. The second lesson plan review will take place after the fourth observation. **(75 points for each review. Total: 150 points)**
- 3. Video, Lesson Plan, and Reflection:** You will submit a lesson plan and videotape that includes an entire lesson. This will, among other things, facilitate the inclusion of a video segment in your e-portfolio, which may be a useful showpiece in job applications and interviews. The main purpose of the videotaping and reflection (two-page) is that it gives you a rare opportunity to view yourself performing your job and to analyze your own effectiveness as a teacher. Moreover, you will be able to observe your students from an entirely different perspective. The lengthy time requirement allows you to incorporate your best practices, then make adjustments as needed.

In your reflection, incorporate a summary of what you have been working on to make your teaching more effective, including a self-evaluation of how well you are doing at meeting your goals and what you plan to continue working on. **(50 points)**

- 4. Optional—Peer Observation:** Select a peer, observe them teaching during a lesson, and interview them afterward on the success of the lesson. One purpose of the observation and interview is to gain an increased understanding of your peer's experience as a teacher. A second purpose is to gain insight into how teachers think about and solve problems and how their thinking changes over time. The written portion of this assignment is designed to provide your peer with constructive feedback on his/her teaching. The write-up should include a discussion of perceived strengths in teaching, a section offering suggestions,

AND a summary which describes what you have learned from your interview and observation. A copy of your write-up will be provided to the US and to the observee. **(20 points)**

- 5. Professional Portfolio.** You will prepare a professional portfolio that serves three basic purposes: a) it may be a useful tool while interviewing for teaching positions; b) it represents a chance to reflect on and articulate critical teaching issues, thereby demonstrating an understanding of key components of teaching; and (c) it serves as the beginning of a professional portfolio that will be needed to obtain a Level II certification.

The various parts of the portfolio correspond to the teaching standards found on observation and evaluation forms. The following artifacts are to be included:

- a. Resume
- b. Teaching philosophy statement
- c. Disclosure statement
- d. Final management plan
- e. Diversity plan
- f. Unit plan(s)
- g. Sample lesson plans with reflections
- h. Assessment plans
- i. Student teaching evaluations
- j. Letters of recommendations
- k. Additional materials that show an ability to address various standards.

This list is not exhaustive, and contents will likely vary depending upon personal preferences as to what type of entry best reflects you and your teaching experiences. The most important part of the portfolio is the rationale you include to justify the inclusion of each artifact. **(Draft: 20 points; Final: 30 points)**

All grades for assignments in this course will be determined by your US. **No FINAL EVALUATIONS will be processed or moved forward for licensure until ALL assignments are completed AT A PASSING LEVEL and grades can be posted for licensure-related course work.** Due to the need to apply for your teaching license, grades must be posted and meet the minimum course and field-related standards affiliated with the licensure program. In order to meet all paperwork and logistical requirements, you are advised to pay close attention to due dates and to work closely with your US to ensure you are on track for completion of the program requirements.

Assignments are due on CANVAS on the dates and times indicated, unless otherwise specified. Late assignments may receive little or no written feedback and will receive a lower grade. You are strongly encouraged to work with a classmate to critique and proofread each other's assignments inasmuch as this practice typically results in the submission of superior papers and projects.

Papers submitted for this class should be typed (double-spaced) and conform to APA (6th Ed.) style. Each will be read and evaluated based upon clarity, quality of thought, and depth of analysis. Please do not assume that the reader of the work will have an understanding of your thoughts and intentions; thus, provide clear, well-written descriptions and analyses of the material covered. In each of your assignments you will be asked to provide work which is reflective and thoughtful.

Because your assignments build upon each other, it is important that work be turned in on time so that it may be returned to you without delay. That said, late work will be accepted up to one week late, with a 10% deduction per day. Regardless of this lack of points after one week, however, all assignments must be completed and turned in as part of your professional development.

Total course points possible = 430 points 328-410 points = Credit
<328 points = No Credit

Student Teaching Assignment Calendar

Assignment	Due Date
Four observations	(Will vary)
Optional peer observation	Feb. 1-15
Video, lesson plan, and reflection	Feb. 15-Mar. 1
Compilation of lesson plans and reflections	(Will vary)
Portfolio: Draft	Mar. 26
Portfolio: Final	Apr. 16

Student Conduct:

Usage of cell phones is not allowed in class and will affect your grade. The use of a laptop computer, PDA, or other devices will also not be allowed in class without express permission. If this is a problem, please speak to your instructors privately.

Civility Statement:

This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (e.g., rude, sarcastic, or disrespectful speech or disruptive behaviors) will not be allowed in class. In order to achieve the stated educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

Accommodations and ADA: Students with special needs (as addressed by the Americans with Disabilities Act, or ADA) who need assistance should notify the Center for Disability Services, as well as the instructors. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If in-class accommodations are needed, reasonable prior notice must be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020. CDS will work with

concerned parties to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to CDS.

University Policy and Codes: In order to maintain a positive, civil environment for learning, the instructors expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

University Policy and Codes

Following the Student Code, the instructors adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"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 academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, students must cite sources in ALL work, including work completed with peers if and when appropriate. Please also note that no assignment may be submitted for this class that has been previously submitted for another course. Students 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. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

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).