

**College of Education
and Health Professions**



Student Teaching in Early and Elementary Education
ECED 4687

Spring 2012

Instructor Information:

Instructor:

Office:

E-Mail:

Phone:

Fax:

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Office Hrs:

Course Information:

Course Title:

Student Teaching in Early and Elementary Education

Course Number:

ECED 4687

Semester:

Spring 2012

Course Location and Time:

Off-Campus

Course Website:

<http://elearn.uta.edu>

Catalog Description

ECED 4687. Student Teaching in Early and Elementary Education. Full-day, Monday – Friday, supervised and directed practice in university-approved classrooms for students in EC-6 classrooms. Students will have at least two placements: one in PK-2 and one in grade 3-6. Student teaching must immediately follow the Field-based experiences semester. Student teaching assumes that students will follow the school district's calendar, and report to the classroom all day and each day of the semester. Prerequisite: All other ECED, LIST, and BEEP courses must be completed before beginning student teaching.

Required Materials:

TK-20 (<http://www.uta.edu/coehp/tk20>)

Requirements: Full-time teaching placement in an Elementary classroom.

Learning Outcomes:

As a student teacher, you will be given the opportunity to:

1. Implement educational theories and practices in a realistic setting;
2. Practice various teaching and management strategies and methods;

3. Observe the behavior and learning styles of students in a world of diverse cultures and expectations;
4. Develop high levels of teaching competence through guided teaching experience;
5. Create and use effective lesson plans for instruction;
6. Effectively use technology for instruction and communication;
7. Become familiar with the total public school organization and programs;
8. Establish professional relationships with fellow teachers, students, administrators and parents;
9. Engage in self-evaluation and professional goal-setting.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values: Effective teaching Active learning Quality research Meaningful service

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

State Guidelines, Competencies and Professional Organizations:

- TExES EC-12 PPR Domains and Competencies- <http://www.sbec.state.tx.us/sbeonline/standtest/standards/allppr.pdf>
- ACEI National Accreditation Standards- <http://acei.org/wp-content/uploads/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>
- Texas Essential Knowledge and Skills (TEKS) - <http://www.tea.state.tx.us/index2.aspx?id=6148>

University Policies:

Adds and Drops:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration

period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Incomplete Work:

- In the case of incomplete work, a grade of "I" can be awarded only in the event of serious circumstances that prevent completing all work.

Medical Reimbursement:

- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. Classes are held as scheduled during this week and lectures and presentations may be given.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account and it remains active as long as a student is enrolled at UT-Arlington. UTA email will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA email for all communications.

UTA Writing Center:

- Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students.
- You can submit a rough draft via email and request feedback from a tutor at the On-Line Writing Lab. (<http://www.uta.edu/owl/>).

American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Commitment to Diversity:

- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

Communications:

- UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.
- For questions related to the course requirements, assignments, or exams post your questions on the course Q & A Discussion Board. on Blackboard.
- For questions related to grades or other questions that are personal in nature, please use the email function within Blackboard. This will come directly to my UTA email account.
- During the week you will receive a response within 24 hours from your instructor. On the weekends, expect to wait 48 hours for a response.
- All official course information and announcements will be posted on the announcement page in Blackboard.
- For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be

asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

College of Education and Health Professions Policies:

TK-20:

The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. Information will be available at the following website: <http://www.uta.edu/coehp/tk20>

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

Departmental Policies:

General Policies:

- The professor is available for telephone, e-mail or face-to-face conferences as the need arises. **It is your**

responsibility to solicit help from the instructor. This s to be done *before* problems affect your grade – not after.

- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator’s Code of Ethics
([http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y))
- **Do not underestimate the importance of the above requirements.** Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.
- Courses are for persons registered in the class. Visitors and **children are not permitted in class.** You are responsible for finding appropriate child care.

EC- 6 Program Policies:

Assignments and Assessments:

- All assignments should be submitted via the Blackboard course webpage.
- All assignments should be submitted with the designated title of the assignment.
- All assignments should be submitted using **APA 6th Ed.** formatting guidelines and a cover sheet including the following:
Student’s Name
Assignment Name
University of Texas at Arlington
Professor
Date
- Tips for APA can be found at the following website <http://owl.english.purdue.edu/owl/resource/560/01/>
- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
- **Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the value of the assignment for each day it is late.**
- All assignments are due before the scheduled final examination for the course. Assignments submitted during or after the final examination will not be graded or considered in the final course grade.
- Candidates are required to attach and sign the program academic integrity statement with each assignment submitted for a course requirement.

Grades and Learning:

- **No** extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

Concerns:

- Should problems or concerns arise, it is your responsibility to solicit help.
- This is to be done before problems affect your grade – not after.

Academic Honesty:

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

The following statement is to be included on the cover page of each written assignment submitted for credit in an ECED course. For assignments submitted electronically, the candidate’s name may be word-processed on the signature line. The posting of the statement with the candidate’s name through the candidate’s email or Live text account is recognized as the candidate’s signature.

On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another’s work as my own is a violation of the UTA Academic Integrity Policy.

I have not submitted the attached work as an assignment for any other course or field activity.

_____ Signature	_____ Date
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Course Assignments:**Student Teacher Statement of Intent :**

Candidate will submit the signed form via Blackboard.

College of Education Media Release Form:

Candidate will submit the signed form via Blackboard.

Teaching Schedule Form:

Candidate will submit a completed Teaching Schedule for each week of each placement (See sample in Handbook).

Weekly Report and Reflection:

Candidates are required to meet weekly with their Cooperating Teachers to complete the Weekly Report and Reflection during both the Field Experience and Student Teaching semesters. Candidates will submit this form to their UTA Supervisor via <http://www.uta.edu/coed/fieldexperience/Candidates/> before midnight on Friday of each week.

Weekly Lesson Plans and Reflections:

Each week (excluding the first two weeks of each placement) candidates are required to submit a Lesson Plan and Reflection following the UTA EC-6 Lesson Plan Format. This will not be the only lesson plans Candidates are responsible for, but all other plans can be completed using a format approved by the Cooperating Teacher.

Data Driven Instruction Project:

Candidates will choose a content area, collect data, analyze the data, design a data-driven instructional plan consisting of five lessons to address the needs of the students as revealed in the data, implement the instructional plan, evaluate the students' progress, and determine the next instructional goal for the students based on the results.

Instructions:

- **Step 1** - Data Collection – determine which pieces of data you will need to make a good instructional decision about your students.
- **Step 2** - Data Reflection –analyze the data from the assessment to determine the needs of each student.
- **Step 3** - Data-Driven Instructional Design- plan a series of five lessons based on the data you have for each student. This requires instructional differentiation to meet the needs of all learners in your classroom.
- **Step 4**- Data Collection – assess the students to determine if the Instructional Design was effective.
- **Step 5** – Data Reflection – analyze the results of the assessment and determine the next instructional goal for the students.
- **Step 6** - Develop a paper in which you describe your project. In it you will present the following:
 - A description of your data collection procedures including why you chose this assessment and its validity and reliability.
 - The results of the assessment. Include conclusions about the needs of each student.
 - Descriptions of the instructional strategies you developed in your five lesson plans to address the student needs.
 - Reflect on the lessons' implementation. Do you feel the lessons were effective?
 - Evidence of student learning – Did the students meet your instructional objectives? Describe and include evidence of student learning
 - Based on the results of your lesson, what are the next instructional goals for each of your students.
- **Step 7** – When deemed satisfactory by your University Supervisor, all materials will be uploaded to TK-20.

Grade Calculation:

Grades are assigned on a Pass/Fail basis.

Week	Teaching Responsibilities (These are cumulative)	Assignment Due (All assignments due before Friday midnight)
PLACEMENT 1		
Week 1 – (Jan. 2 – 6)	<ul style="list-style-type: none"> Assist Cooperating Teacher Observe classroom routines 	<ul style="list-style-type: none"> Student Teacher Statement of Intent College of Education Media Release Form Teaching Schedule Form - Placement 1 Cooperating Teacher Credo – Placement 1 Week 1 Report and Reflection
Week 2 – (Jan. 9 -13)	<ul style="list-style-type: none"> Help with transitions 	<ul style="list-style-type: none"> Week 2 Report and Reflection
Week 3 – (Jan.16 -20)	<ul style="list-style-type: none"> Begin teaching 25% of day 	<ul style="list-style-type: none"> Week 3 Report and Reflection Formal Lesson Plan and Reflection 3
Week 4 – (Jan. 23 – 27)	<ul style="list-style-type: none"> Begin teaching 50% of day 	<ul style="list-style-type: none"> Week 4 Report and Reflection Formal Lesson Plan and Reflection 4
Week 5 – (Jan. 30 - Feb. 3)	<ul style="list-style-type: none"> Begin teaching 75% of day 	<ul style="list-style-type: none"> Week 5 Report and Reflection Formal Lesson Plan and Reflection 5
Week 6 – (Feb. 6 – 10)	<ul style="list-style-type: none"> Begin teaching 100% of day 	<ul style="list-style-type: none"> Week 6 Report and Reflection Formal Lesson Plan and Reflection 5
Week 7 – (Feb. 13 – 17)	<ul style="list-style-type: none"> Continue teaching 100% of day 	<ul style="list-style-type: none"> Week 7 Report and Reflection Formal Lesson Plan and Reflection 5
Week 8 – (Feb. 20 – 24)	<ul style="list-style-type: none"> Give back teaching to 50% of day 	<ul style="list-style-type: none"> Week 8 Report and Reflection Formal Lesson Plan and Reflection 5
Week 9 – (Feb. 27 – Mar.2)	<ul style="list-style-type: none"> Give back teaching to 25% of day 	<ul style="list-style-type: none"> Week 9 Report and Reflection Formal Lesson Plan and Reflection 6 Mid-Semester Benchmark
PLACEMENT 2		
Week 10 –(Mar. 5 – 9)	<ul style="list-style-type: none"> Assist Cooperating Teacher Observe classroom routines 	<ul style="list-style-type: none"> Teaching Schedule Form - Placement 2 Cooperating Teacher Credo – Placement 2
Week 11 – (Mar. 19 -23)	<ul style="list-style-type: none"> Help with transitions 	<ul style="list-style-type: none"> Week 11 Report and Reflection
Week 12 – (Mar. 26 – 30)	<ul style="list-style-type: none"> Begin teaching 25% of day 	<ul style="list-style-type: none"> Week 12 Report and Reflection Formal Lesson Plan and Reflection 12
Week 13 – (Apr. 2 – 6)	<ul style="list-style-type: none"> Begin teaching 50% of day 	<ul style="list-style-type: none"> Week 13 Report and Reflection Formal Lesson Plan and Reflection 13
Week 14 – (Apr. 9 – 13)	<ul style="list-style-type: none"> Begin teaching 75% of day 	<ul style="list-style-type: none"> Week 14 Report and Reflection Formal Lesson Plan and Reflection 14
Week 15 – (Apr. 16 – 20)	<ul style="list-style-type: none"> Begin teaching 100% of day 	<ul style="list-style-type: none"> Week 15 Report and Reflection Formal Lesson Plan and Reflection 15
Week 16 – (Apr. 23 – 27)	<ul style="list-style-type: none"> Continue teaching 100% of day 	<ul style="list-style-type: none"> Week 16 Report and Reflection Formal Lesson Plan and Reflection 16
Week 17 (Apr. 30 – May 4)	<ul style="list-style-type: none"> Give back teaching to 50% of day 	<ul style="list-style-type: none"> Week 17 Report and Reflection Formal Lesson Plan and Reflection 17 Data-Driven Instruction Project Due
Week 18 (May 7 – 11)	<ul style="list-style-type: none"> Give back teaching to 25% of day 	<ul style="list-style-type: none"> Week 18 Report and Reflection Formal Lesson Plan and Reflection 18 Required Activities for Student Teachers Checklist End-of-Semester Benchmark