

University of North Texas at Dallas
Spring 2015
SYLLABUS

EDUC 4200D
Student Teaching
3 hours

Department of	Teacher Education	Division of	Education and Human Services
Instructor Name: Glenda Moss, Professor of Record			
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Office Hours: By Appointment M-F			
Virtual Office Hours: Arranged between supervisor and candidate.			
Classroom Location: Students will be assigned to work in a specific school.			
Class Meeting Days & Times: M-F, Full Contract Day			
Course Catalog Description:		Teaching under supervision.	
Prerequisites:		admission to the teacher education program; completion of all course work, completion of EDUC 3320D, EDEE 4330D, EDSP 4340D, EDEE 4350D; EDRE 4860D.	
Co-requisites:		none	
Required Text:		<i>none</i>	
Recommended Text and References:		<i>none</i>	
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com	
Course Goals or Overview:			
The goal of this course is to prepare students to teach.			
Learning Objectives/Outcomes: At the end of this course, the student will demonstrate the ability to...			
1	Design instruction and assessment to promote student learning Texas Beginning Teacher Standard 1 EC-6 TEKS for all content areas InTASC Standards 6 and 7: Assessment and Planning for Instruction		
2	Create a positive, productive classroom environment Texas Beginning Teacher Standard 2 PPR Framework Domain II InTASC Standard 3: Learning Environments		
3	Implement effective, responsive instruction and assessment Texas Beginning Teacher Standard 3 EC-6 TEKS for all content areas InTASC Standard 8: Instructional Strategies		
4	Fulfill professional roles and responsibilities Texas Beginning Teacher Standard 4 PPR Framework Domain Domain IV InTASC Standards 9 and 10: Professional Learning and Ethical Practice; Leadership and Collaboration		

Course Evaluation Methods

1. Observations

Three-way conference and four formal observations are to be arranged between the student teacher, mentor teacher, and field supervisor. The field supervisor will take the lead. This class is graded on a pass/fail basis. The supervisor will submit observation scores to TK20.

2. TK20 Portfolio Checkpoint 3

This class is graded on a pass/fail basis. The supervisor will also score the TK20 Portfolio Checkpoint 3. This is a summative evaluation, which means candidates will not receive instructional support by supervisors. Candidates received extensive support during checkpoint 1 and 2. During student teaching, candidates are expected to demonstrate their ability to work independently as a teacher. Collecting artifacts, writing descriptions in connection to INTASC standards, and writing section reflections that weave between theory and practice are the responsibility of the candidate. If a candidate receives an unsatisfactory score, they will have one week to revise and resubmit. If the portfolio is still not satisfactory, the candidate will receive an incomplete in student teaching until the portfolio is revised to meet targets. At this point, the professor of record will score the revised portfolio.

All artifacts must be collected from student teaching. Following are suggestions for artifacts during student teaching:

The Learner and Learning

Standard #1: Learner Development

- Lesson Plans
- Unit Plans

Standard #2: Learning Differences

- Lesson Plans
- Unit Plans
- Instructional strategies you choose that show your pedagogical content knowledge, ability to differentiate, ability to meet diverse learning styles, ability to meet Individual Education Plans (IEP), use of ESL strategies

Standard #3: Learning Environment

- Lesson Plans
- Unit Plans
- Bulletin Boards you created
- Displaying student work
- Seating arrangements you design to support the learning environment
- Classroom management plan or reflections

Content Knowledge

Standard #4: Content Knowledge

- Lesson Plans that show your knowledge of the TEKS
- Unit Plans that show your knowledge of the TEKS
- Materials you choose that show your content knowledge

Standard #5: Application of Content

- Lesson Plans
- Unit Plans
- Materials you choose that show your pedagogical content knowledge

Instructional Practice

Standard #6: Assessment

- Lesson Plans with assessment strategies
- Unit Plans with assessment strategies

Standard #7: Planning for Instruction

- Lesson Plans – make sure all plans are fully developed with all the components
- Unit Plans

Standard #8: Instructional Strategies

- Lesson Plans
- Unit Plans
- Instructional strategies you choose that show your pedagogical content knowledge, ability to differentiate, ability to meet diverse learning styles, ability to meet Individual Education Plans (IEP), use of ESL strategies

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

- Agenda and notes from in-service activities
- Professional journal recording incidents when you protected the privacy of students, did not engage in negative conversations about students, reflections on phone conferences with parents
- Resume with reflection on student teaching experience
- Philosophy of Teaching Statement
- Case Study

Standard #10: Leadership and Collaboration

- Professional reflective journal from collaborating with cooperating teacher
- Meeting agenda and notes from department meetings, faculty meetings, etc.
- Agenda and notes from in-service activities
- Introduction letter to parents
- Class Newsletter or any other information items you send home
- Community Engagement Project

Frequently asked questions:

- Can I use the same artifact in more than one place?

It is permissible to use the same lesson plan and/or unit of study for multiple standards. For example, you might use the same unit plan to show instructional strategies, assessment strategies, planning instruction, etc. The key is to describe which part you are focused on for that standard. You might even highlight in yellow the portion that applies to the standard. Looking at an assessment strategy separate from the whole plan, does not show your ability to assess learning. The supervisor needs to be able to see that the assessment is aligned with the TEKS and the instructional strategies.

- How many artifacts for each standard?

A minimum of one. Enough to demonstrate your proficiency in the standard.

- What does “cover page” mean in the portfolio?

This refers to the description of the artifact and connects to the standards. You describe the artifact and provide a rationale for why you put it for the particular standard.

- Do we write in first person or third person?

When you refer to the INTASC standard, you may quote something from the standard that says, “The teacher will....” That is third person. You then need to write in first person, explaining what you did. Say, I included three ESL strategies in my lesson plan to demonstrate that I understand the importance of meeting the diverse needs of all students. Weave between third and first, but most of your test will be in first person because you are telling what you did. In the section reflection, you have to make connections to theories and theorists.

When you talk about Dewey’s theories, you will write in third person because it is expository. You are describing his theory. Then, you need to use your own voice to explain how your practice is connected to Progressivism. If your practice is framed by Behaviorism, you will connect to theorists like B.F. Skinner. You might have a lesson plan that shows direct teaching or a behavior management plan that shows behavior modification. The key is to write in third person to tell your knowledge of theory and write in first person to develop your professional voice, telling what you did in practice and how it connects.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

During Student Teaching, school districts do not accommodate for student teachers as instructors do in a class on the university campus. For example, you will not be given extra time to get your lesson plans ready to teach at the site where you are assigned. You must be prepared to teach when it is time for you to teach. Student teachers are expected to follow K-12 school and district policies. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is not used for this class because professor of record is not the supervisor working with the student. Please do not complete SETE for this course. Evaluate your supervisor in TK20.

Assignment Policy:

See the Student Teaching Handbook.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

No absences are allowed. Any missed days must be made up. It is the responsibility of the student teacher to inform the university supervisor, cooperating teacher and assigned campus office as early as possible in case of an illness or forced absence. See the Student Teaching Handbook.

Diversity/Tolerance Policy:

Offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.