

**University of North Texas at Dallas**  
**SPRING 2011**  
**SYLLABUS**

<b>EDSP 4101-02D-780 Student Teaching: Special Education, ESL 3Hrs</b>	
<b>Division of Education and Human Services</b>	
<b>Instructor Name:</b>	Ms. Marty Walter
<b>Office Location:</b>	Adjunct faculty
<b>Office Phone:</b>	(214) 801-8657
<b>Email Address:</b>	Marty.Walter@unt.edu
<b>Office Hours:</b>	Prior to class on Mondays 4:00-5:00 or by appointment
<b>Course Catalog Description:</b>	Teaching under supervision. This course is designed for UNTD teacher certification candidates. It includes supervision by university faculty and support from a school-based mentor teacher. Content includes supervised application of the Texas Pedagogy and Professional Responsibilities Standards. Requirements include classroom teaching under the leadership of the mentor or cooperating teacher and guidance of the supervisor.
<b>Prerequisites:</b>	EDSP 3210, 3220, 3420, 4320, 4330, 4360 and 4340; or consent of department. Students must complete all prerequisites and have a C or better in all education courses
<b>Recommended Text and References:</b>	<p>Rosenberg, M. S., O'Shea, L. O., &amp; O'Shea, D. J. (2006). <i>Student Teacher to master teacher: A practical guide for educating students with special needs</i> (4<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p><b>General Education:</b></p> <p>Arends, R. I. (2000). <i>Learning to teach</i> (5<sup>th</sup> ed.) Boston: McGraw-Hill.</p> <p>Wiggins, G. (1998). <i>Educative assessment: designing assessments to inform and improve student performance</i>. San Francisco, CA: Josey-Bass. ISBN/ISSN 0787908487</p> <p>Current TEKS and TAKS objectives.</p> <p>Wong, H. &amp; Wong, R. (1998). <i>First days of schools</i>. Mountain View, CA: Harry K. Wong Publications, Inc. ISBN 0-9629360-2-2.</p> <p>EC-4 AND 4-8 Student Teachers, log on to this website for more specific listing of your goals and guidelines for the portfolio process:  <a href="http://www.coe.unt.edu/TeacherTools/portfolios/06_print_guidelines.doc">http://www.coe.unt.edu/TeacherTools/portfolios/06_print_guidelines.doc</a>  for teachers: <a href="http://www.coe.unt.edu/mentoring/teachers/new_teachers.htm">http://www.coe.unt.edu/mentoring/teachers/new_teachers.htm</a></p>
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>

Your supervisor is responsible for supporting, guiding, observing, evaluating and assigning the final grade, with input from the mentor or cooperating teacher.

### **Tk20**

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess.

Please go to the following link for directions on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website. <http://www.coe.unt.edu/tk20>

### **UNTD Core Curriculum Over-arching Objectives:**

1. Gain an awareness of fundamental areas of knowledge and the interrelationships among them. Assessed through Student Teacher Appraisal Report (STAR)—Final Evaluation, Domain 1, Content and Curricular Knowledge. Students will design and implement lessons and instructional units, including interdisciplinary lessons/units, in content areas appropriate to their field placement in early childhood, elementary, middle school, and/or secondary classrooms. Specifically, they (as “instructors” of Pre-K-12 students) will demonstrate competency in the following Content and Curricular Knowledge subareas: instructor demonstrates knowledge of the content being taught and is aware of common student misconceptions; instructor demonstrates understanding of curriculum connections across disciplines; instructor plans coherent instruction to reflect prerequisite concepts, appropriate goals, and objectives; instructor states or implies learning goals and objectives including knowledge, skills, and concepts; instructor aligns instruction with larger curriculum objectives (TAKS, TEKS); instructor emphasizes value and importance of the content/activity; instructor supports student learning at high cognitive levels, promoting critical thinking and problem-solving; and instructor plans and implements assessments that are aligned with curriculum objectives and uses knowledge gained from assessments when planning lessons.

2. Gain the skills required to explore and test ideas. Assessed through Student Teacher Appraisal Report (STAR)—Final Evaluation, Domain 2, Knowledge of Teaching and Assessment. Students, as student teacher interns in early childhood, elementary, middle school, and/or secondary classrooms, will act as reflective practitioners who gather data, analyze data, and draw conclusions for the purpose of making decisions regarding (a) the design and implementation of instruction and (b) the evaluation of instruction and assessment of Pre-K-Grade 12 student learning/achievement. Specifically, they (as “instructors” of Pre-K-12 students) will demonstrate competency in the following Knowledge of Teaching and Assessment subareas: instructor understands major concepts and principles related to development, learning, and motivation; instructor engages students in active learning experiences; instructor works to ensure student task commitment; instructor works to help students connect learning to life, work, and other disciplines; instructor uses motivational techniques to promote engaged learning; instructor maintains appropriate pace of lesson; instructor reinforces student learning; instructor monitors and assesses the academic progress of students; instructor uses a variety of assessment methods to check for understanding; instructor implements approved management procedures; instructor specifies behavioral objectives; instructor intervenes and redirects off-task and inappropriate behavior; instructor reinforces desired behavior in all learners; instructor maintains safety and productivity in the classroom; instructor effectively incorporates appropriate technology in lessons; and instructor effectively uses a wide range of print and non-print resources.

3. Have the ability to read intelligently, write clearly, and speak well. Assessed through Student Teacher Appraisal Report (STAR)—Final Evaluation, Domain 5, Professional Communication. As pre-service teachers, the students will engage in professional verbal (oral and written) and non-verbal communication with Pre-K-Grade 12 students, parents, mentor teachers, university supervisors, and public school administrators. Specifically, they (as “instructors” of Pre-K-12 students) will demonstrate competency in the following Professional Communication subareas: instructor uses technology-related terms, concepts, and data input strategies and ethical practices to make informed decisions about current technologies and their applications; instructor gives students specific, constructive feedback; instructor communicates effectively with students, colleagues, administrators, and families; instructor encourages students who are reluctant and having difficulty; and instructor promotes the involvement of parents and community.

4. Value different ideas, perspectives, cultures, and viewpoints. Assessed through Student Teacher Appraisal Report (STAR)—Final Evaluation, Domains 3 and 4, Promotion of Equity for All Learners and Encouragement of Diversity. As pre-service teachers, the students will be working in a diverse public school setting, charged with the responsibilities of promoting equity for all learners and encouraging diversity. Specifically, they (as “instructors” of Pre-K-12 students) will demonstrate competency in the following subareas: instructor promotes appreciation for diversity in the classroom; instructor expands knowledge of multi-cultural and global issues; instructor invites participation and provides feedback to students equitably; instructor works to ensure student success in learning; instructor communicates high expectations for the learning of all students; instructor interacts with students equitably and applies rules fairly; instructor relates learning to college and career opportunities for all students; instructor expands multi-cultural and global understanding for all learners; instructor chooses materials that are equitable and acknowledge student diversity; instructor accommodates for students with disabilities; instructor relates instruction to cultural background of students; instructor engages all students in learning; instructor ensures all students experience successful learning; and instructor relates instruction to interests and varied characteristics of learners.

5. Demonstrate personal and social responsibility. Assessed through Student Teacher Appraisal Report (STAR)—Final Evaluation, Domain 6, Engaged Professional Learning. As pre-service teachers, the students will demonstrate engaged professional learning through exhibiting positive teacher dispositions (both professionalism/curriculum-centered and student-centered). Specifically, they (as “instructors” of Pre-K-12 students) will demonstrate competency in the following Engaged Professional Learning subareas: instructor engages in professional development and learning; instructor adheres to legal and ethical requirements; instructor has appropriate level of knowledge of the education system in Texas; and instructor employs reflection for improvement of teaching.

### **UNT Capstone Experience Course Criteria:**

1. The course will help students integrate knowledge from across the core curriculum. As student teacher interns, the students will integrate content knowledge from across the core curriculum as they teach subject matter in early childhood, elementary, middle school, and/or secondary classrooms.

2. The course will participate in assessments of the full core. The Student Teacher Appraisal Report (STAR)—Final Evaluation, employed as an assessment tool in this course, includes a subsection that specifically addresses Content and Curricular Knowledge, as acquired by students across all their core coursework.

3. The course will be offered at the Junior/Senior level. This course is offered at the senior, 4000-level, typically during a student's last semester of undergraduate registration.

### **UNT Capstone Experience Objectives:**

1. UNT graduates will make connections between different areas of knowledge and different ways of knowing. This objective aligns with Over-arching Objective 1 and with Student Teacher Appraisal Report (STAR)—Final Evaluation, Domain 1. (See detailed descriptions above.) Performance level/criterion: "Proficient" level (rating of 3) or above on a 0 to 4-point Likert scale; 80% passing rate.

2. UNT graduates will be able to express ways that exposure to different ideas, perspectives, cultures, and viewpoints have enriched their thinking. This objective aligns with Over-arching Objectives 3 and 4 and with Student Teacher Appraisal Report (STAR)—Final Evaluation, Domains 3, 4, and 5. (See detailed descriptions above.) Performance level/criterion: "Proficient" level (rating of 3) or above on a 0 to 4-point Likert scale; 80% passing rate.

3. UNT graduates will be able to learn decision-making strategies that include an ethical analysis. This objective aligns with Over-arching Objectives 2 and 5 and with Student Teacher Appraisal Report (STAR)—Final Evaluation, Domains 2 and 6. (See detailed descriptions above.) Performance level/criterion: "Proficient" level (rating of 3) or above on a 0 to 4-point Likert scale; 80% passing rate.

4. Participate in activities that promote the common good. The ultimate goal of all schooling is citizenship education. In their student teaching/internship, student teachers/interns play a role in (a) imparting our cultural heritage to Pre-K through Grade 12 students and (b) guiding these students towards becoming productive, participating members of our democratic society. This objective aligns with Over-arching Objectives 1-5 and Student Teacher Appraisal Report (STAR)—Final Evaluation, Domains 1-6. (See detailed descriptions above.) Performance level/criterion: "Proficient" level (rating of 3) or above on a 0 to 4-point Likert scale; 80% passing rate.

### **UNTD Goals for Teacher Certification Candidates:**

Goal I: Content/Curricular Knowledge

Goal II: Knowledge of Teaching and Assessment

Goal III: Promotion of Equity for All Learners

Goal IV: Encouragement of Diversity

Goal V: Professional Communication

Goal VI: Engaged Professional Learning

### **Goals and Objectives: Texas Pedagogy and Professional Responsibilities Standards (EC-12):**

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage student in the learning process, and timely, high quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

*EC-4 AND 4-8 Student Teachers, log on to this website for more specific listing of your goals and guidelines for the portfolio process:*

<http://www.coe.unt.edu/teachertools/ncate/candidateportfolioresources.htm>

### **Course Requirements:**

1. work with small groups and the class as a whole
2. attend seminars and individual conferences at the supervisor's discretion
3. display professional conduct; adhere to the Texas Code of Ethics
4. adhere to all guidelines (example: attendance) set by the cadre coordinator, mentor and/or supervisor
5. provide records of attendance and classroom activities as requested by the supervisor
6. adhere to all district and campus policies
7. provide complete lesson plans, unit plans, or other curriculum designs as requested by the cadre coordinator, mentor and/or supervisor
8. construct and provide results of assessments of student learning as directed by cadre coordinator, mentor and/or supervisor
9. integrate appropriate technology
10. complete program portfolio under leadership of cadre coordinator, mentor and/or supervisor (EC-4/6 and 4-8)

### **Content Outline:**

The nature of the internship is documentation and reflection on practice, rather than delivery of information. The following is a POSSIBLE sequence of teaching activities for the semester. The supervisor and mentor teacher may use this as a flexible framework for setting expectations appropriate to the particular campus or classroom.

#### Week 1:

1. Observe mentor, daily routine, and classroom environment (ongoing).
2. Complete takeover plan with mentor teacher.

#### Week 2:

1. Teach one to two lessons using mentor teacher's plans.
2. Work with individuals and small groups.
3. Assume responsibility for some classroom routines, such as arrival and dismissal, restroom breaks, and transition times between classes.

#### Week 3:

1. Plan specific lessons with mentor for which intern will be responsible.
2. Assume more responsibilities for classroom planning and teaching.
3. Assist in tutoring and group work.

#### Week 4-7:

1. Increase planning and classroom responsibility to the point that the classroom is being managed by the intern.
2. Delegate Interns are expected to plan, implement, manage and evaluate independently as much as possible during the last two weeks of each placement.
3. Participate in a three-way conference comprised of the intern, mentor, and UNT supervisor during the final week of each placement.

4. Conduct a handwritten evaluation of each intern by the appropriate mentors

Week 8:

1. Intern proceeds to next student teaching assignment and schedule begins again. Please note: The observation time will be shorter for the second assignment because of the interns' previous experience in the classroom. However, interns will still need much guidance for planning and teaching appropriate lessons in the new grade level setting.
2. Interns observe and assist, preparing to begin some teaching in the second week of each placement.

Week 9:

1. Plan specific lessons with mentor for which intern will be responsible.
2. Increase responsibilities for classroom planning and teaching.
3. Assist in tutoring and group work.

Week 10 – 14:

1. Increase planning and classroom responsibility to the point that the classroom is primarily managed by the intern
2. Interns are expected to plan, implement, manage and evaluate independently as much as possible during the final two weeks of the placement.
3. Participate in a three-way conference during the final week of the placement.
4. Conduct a handwritten evaluation of each intern by the appropriate mentors.

**(Source: Cowart Professional Development School)**

**Assessment of UNT Core Curriculum Over-arching Objectives and Capstone Experience Objectives Using the Student Teacher Appraisal Report (STAR)—Final Evaluation:**

- At least four documented observations using the Student Teacher Appraisal Report (STAR) are conducted by the university student teaching supervisor (two per student teaching rotation/field placement). The Student Teacher Appraisal Report (STAR)—Final Evaluation represents the last application of the instrument as a holistic evaluation of student performance at the end of the student teaching experience. There are 6 subject-area-specific versions and 1 generic version of the STAR. All STAR forms consist of the same six domains, with identical core items in each of the six domains. Some additional, subject-area-specific items are included under Domain 1 (Content and Curricular Knowledge) in each subject-area-specific version of the STAR. Each domain (1-6) is assessed on a Likert scale, with 4 = Exceeds Expectations, 3 = Proficient, 2 = Partially Proficient, 1 = Unsatisfactory, and 0 = Not Observed. Performance level/criterion is set at “Proficient” level or above, with an 80% passing rate. The six domains of the STAR align with the five UNT core curriculum over-arching objectives and four capstone experience objectives as follows:
  - STAR Domain1 (Content and Curricular Knowledge) = Over-arching Objective 1 (Gain an awareness of fundamental areas of knowledge and the interrelationships among them.) = Capstone Experience Objective 1 (UNT graduates will make connections between different areas of knowledge and different ways of knowing.)
  - STAR Domain 2 (Knowledge of Teaching and Assessment) = Over-arching Objective 2 (Gain the skills required to explore and test ideas.) = Capstone Experience Objective 3 (UNT graduates will learn decision-making strategies that include an ethical analysis.)
  - STAR Domain 3 (Promotion of Equity for All Learners) and STAR Section 4 (Encouragement of Diversity) = Over-arching Objective 4 (Value different ideas, perspectives, cultures, and viewpoints.) = Capstone Experience Objective 2 (UNT

- graduates will be able to express ways that exposure to different ideas, perspectives, cultures, and viewpoints have enriched their thinking.)
- STAR Domain 5 (Professional Communication) = Over-arching Objective 3 (Have the ability to read intelligently, write clearly, and speak well.) = Capstone Experience Objective 2 (UNT graduates will be able to express ways that exposure to different ideas, perspectives, cultures, and viewpoints have enriched their thinking.)
  - STAR Domain 6 (Engaged Professional Learning) = Over-arching Objective 5 (Demonstrate personal and social responsibility.) = Capstone Experience Objective 3 (UNT graduates will learn decision-making strategies that include ethical analysis.)
  - STAR Domains 1-6 = Over-arching Objectives 1-5 = Capstone Experience Objective 4 (UNT graduates will participate in activities that promote the common good.)

**Other Assessments of Learning:**

1. Participation in professional dialogues—timely and substantive
  - With mentor and other campus colleagues
  - With university supervisor (may be by e-mail, Blackboard, phone, face-to-face, or any combination).
  - With university supervisor, mentor teacher, and intern conduct three-way conferences at mid-semester and at the end of the semester to discuss intern progress.
  
2. Satisfactory observations of teaching
  - Observations may be both formal and informal
  - Mentor/cooperating teacher completes a midterm and a final evaluation of the intern
  - a) At least four documented observations using the STAR form conducted by the university supervisor (two per rotation) **Students in special education classrooms will be observed using a modified evaluation form as shared with you by your supervisor.**
    - Each observation to be accompanied by appropriate feedback and response
  
3. Documentation of instruction (lesson plans, reflections, e-mail messages) as required by supervisor

**FOR EC-6 AND 4-8 STUDENT TEACHERS:**

4. Satisfactory presentation of Professional Portfolio (evaluated with Program Rubric)
5. Some specific, suggested Portfolio contents (which may vary by cadre and/or Cadre Coordinator) might include such items as:
  - Selected lesson plans to show knowledge of content & pedagogy
  - Assessment instruments and procedures
  - Student work
  - Reflections/self-evaluation, using Program Goals and Objectives as criteria for evaluation.

**Grade Determination:**

This is a Pass/Fail course.

**Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.**

**Once available, the spring administration of the SETE will remain open through the week of finals.**

## **University Policies and Procedures**

### **STUDENTS WITH DISABILITIES (ADA COMPLIANCE):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

### **COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

### **COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist pre-service and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

### **JAGUARCONNECT MAIL**

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu>

## **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)

**UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.**

## **TECHNOLOGY INTEGRATION POLICY**

The Elementary Education program area supports technology integration to assist pre-service and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.