General Syllabus
Course Description/Expectations
UTL 640 – Spring 2014

Instructor: Joe Kieke **Office:** 1.308 Gebauer
Phone: 232-4318 **E-mail:** kiekej@austin.utexas.edu
Office Hours: Monday 9-11AM, Wednesday 8-9AM or by appointment

Prerequisites:

- successful completion of UTL 101
- a grade of A or B (84 or above) in UTL 202, overall and certification area GPA of 2.75 overall and 3.0 in content area
- laptop computer or tablet with programs to complete all required assignments and access the internet- YOU WILL NEED THIS ON THE FIRST DAY OF CLASS

Course Description: UTL 640 will provide students with early field experience and an in-depth study of the theory and practice that is necessary to design and deliver excellent instruction. **Students attend a six-hour course on the UT campus as well as completing the field experience. Students will attend *thirty-six* observation periods of one hour each and teach *nine* lessons to the students they have observed**. The classes are selected both for the diversity of the student body and the quality of the classroom teacher who serves as a mentor. The mentor teachers will work with the UTeach students to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times and will provide immediate feedback on the quality of the UTeach student's instruction.

Course Objectives:
Students will

- implement instructional strategies that meet the needs of a diverse student population.
- address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills.
- design and deliver interactive lessons.
- prepare and implement learner-centered instructional activities.
- focus on-time-on task issues during instruction.
- construct and implement a successful classroom management strategy appropriate for high school students.
- maintain a portfolio documenting the UTL 640 field and seminar experience.
- apply state and national standards when designing lessons.
- analyze their own personality and learning style as it relates to teaching.
- serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
- design and teach lesson plans appropriate for the subject area observed.
- demonstrate how and when to assess student performance.
- become reflective practitioners using reflections to improve over time.

- begin to prepare for state certification exams, professional development opportunities, and appraisal systems.
- utilize technology to communicate, collaborate, investigate, and instruct.

Field Experience:

- **45 hours:** You are responsible for observation/participation and nine lessons totaling 45 hours. Specific guidelines for the fieldwork and evaluations of your work will be provided. An assessment by your mentor teacher will be turned in after each lesson and a final evaluation will be completed by the mentor at the end of the semester. A schedule is listed for observations and lessons in the detailed course syllabus as well as a copy of the Mentor Evaluations.
    - Observations-Students will
        - document activities in class with an anecdotal form
        - write reflections concerning the pedagogical issues raised during the observations
        - observe, reflect, gather data, and research the answer to specific questions, based on the TExES domains, concerning observations
        - participate in class discussions concerning the observations and the various strategies and rationales used by the mentor teacher, as well as alternative options to these situations
    - Lessons-Students will
        - design and implement nine lesson plans based on the TEKS, STAAR, and TExES domains and criteria
        - receive evaluative, constructive, and specific feedback from the mentor teacher over each of the nine lessons as well as an overall evaluation for the complete participation in the field experience
        - participate in class discussions concerning the students' own performance and execution of the lesson plans with regard to both positives and negatives of the teaching event
        - 1 DVD of your unedited teaching is required. Equipment can be checked out from LAITS.
    - Students will write a final reflection over the entirety of their field experience
- A schedule is listed for observations and lessons in the detailed course syllabus.
- Check in at the front office of the school each day you are there. For security reasons most schools require that you pick up a guest pass before walking through the school. Introduce yourself to the receptionist and to the principal if you see him or her. Learn their names!
- Sign-in and out with your mentor teacher *every* time you are there.
- E-mail reflections and other assignments as a required to your instructor as listed on the detailed syllabus. A reflection *thoroughly* describes your experience in the classroom that day. Keep a hard copy for yourself.
- Dress appropriately and professionally when going to schools. Follow the school's dress code for teachers. Avoid t-shirts with messages that could be offensive in a high school environment. Don't wear shorts or inappropriate footwear. (i.e. flip-flops)
- **Professional behavior** is a must! Be on time and prepared. If you are unable to go to your school, follow the procedure listed below for emergencies. *Re-schedule within one*

week. If you are unable to attend the class, e-mail the instructor. Your mentor, your students, and your instructor are counting on you!

- **Immediately report any problems to me.**

IF AN EMERGENCY ARISES AND YOU HAVE TO MISS YOUR SCHEDULED HIGH SCHOOL CLASS, NOTIFY YOUR MENTOR AND YOUR INSTRUCTOR AS SOON AS YOU KNOW. Do not miss your teaching assignment due to a transportation problem. ***Be sure to reschedule and complete the missed activity within one week. Your students, mentor, and instructor are counting on you. Absences impact your Final Grade (minus 5 points after any 2 absences from either seminar or fieldwork).***

Course Expectations:

- **UTL 640 is a much more time demanding course than 101 and 202 have been-time management will be very important.**
- **Regular class attendance** is important for success. ***5 points will be deducted*** from your final average for ***every*** absence from both seminar and field experience after 2.
- **Turn in assignments on time. It is important that assignments be completed on time. This is an issue of professionalism that I take very seriously. Assignments will be taken as late for 48 hours only with a starting grade of 80.** ***After 48 hours, no late work will be accepted.*** See What's Due When or the Course Syllabus.
- **What is a Reflection?** This is an essay about what you thought about either what you observed or what you did while you are teaching. It is to be concerned with your personal growth and is NOT one paragraph. Two and one half pages is the minimum requirement. See more on the specific syllabus
- **What is an Observational Form?** This is *just the facts* of what you observed. No personal comments about what you think-just what happened and the effectiveness of the activities. Instead of the usual observation forms that you have been doing in 101 and 202, you will be completing TExES Domain Questions.
- **Technology** is of ever increasing importance to you as a student and teacher. You have been developing computer skills in the previous UTL courses. These competencies include

  communications via e-mail including attachments
  - word-processing
  - searching Web sites for new materials, educational resources, and school information.

  In addition to the previously listed skills, you will now
  - create interactive multimedia lessons
  - present multimedia lessons to small or large groups of public school students

- create and use databases and spreadsheets
- explore sample subject-specific educational software packages
- design a web page or blog

Grading System:

- **Field Experience** (Attendance to school, Cooperation with mentor and students, Lessons, Plans, Observations, Reflections over Lessons and Observations, Anecdotal records, and TExES-based observation questions) **40%**
- **Seminar** (Assignments, Attendance to seminar, Presentations, Participation, Projects, Technology) **30%**
- **Portfolio** **10%**
- **Fitness Rubric** **20%**

100%

640 Spring 2013

Date	Seminar Topic	Due This Week
1/14	Overall Introduction Managing Social Studies Information Syllabus Specifics Portfolio Daily Lesson Plan Guide Tech Activities Handout Purpose of Social Studies Teachers Management Lesson example – Groups Fill out forms	1/19 Spreadsheet due as attachment by midnight
	More Managing Unit 1: Technology What districts expect Teaching standards Discuss Technology Assignments for 640: iMovie Instructions Web Design Powerpoint Spreadsheet/Excel Web Activity 1	
1/16	Unit 2: Why Teach Social Studies? History Ranking Activity	
	Pedagogical Goals Review 7 choices Data-driven instruction Analyze test results	

	Develop Plan of Action Analyze TAKS Question characteristics Assign Beliefs Series	
1/21	Unit 3: Fieldwork Simulation Lesson - Sequencing How to observe Tie into reflections How to make a good impression	1/24 Web Page url e-mail by mid-night
	Continue Fieldwork Big Unit Planning Scripting practice Scope and sequence PISD Website Parts of a Unit Plan 3 Approaches Samples	
1/23	Continue Fieldwork Meet University Observers Character Education Lesson Plans Cloze Activity Model construction of lesson plan Parts Practice – Bill of Rights Paperwork check First experiences discussion	
1/28	Continue Philosophy Effective classroom management 3 Major strategies First day-first week Updates on observation experiences Reading-Charles	
1/30	Guest Speaker: Steve Cure De-brief History Day/Fair Lesson Plan feedback Unit 4: Philosophy &Theorists Belief Series; Theorist Jigsaw Evaluation of learning	

2/4	Unit 5: Curriculum Revisited Developing understanding Trade simulation Demographics 6 Steps to vocabulary attainment Practice-key terms Curriculum Reminders Concept mapping APPARTS document analysis Practice	2/7 Reflection 1 due by mid-night
2/6	LBJ Library	
2/11	Curriculum APPARTS practice Content to concepts ESP PERSIA Practice with DBQ Teaching historical thinking Wineburg Drake Practice-primary sources	
	Curriculum Teaching historical thinking Wineburg Drake Practice-primary sources	
2/13	Goals/Findings/Approach/Benefits Grading Format - 3 Types History/Social Studies Competencies Self-analysis – Strengths and Weaknesses Formative Test Unit 6: Assessment Types Purpose Authentic assessment Sample rubric	
2/18	Assessment Part 2 Multiple choice Tie to Bloom	

	Practice writing Assessment Part 3 Rubric samples Practice checklist Practice holistic grading	
2/20	Rubric creation Practice - NY standards Create essay question and rubric	
	Unit 7: Diversity Latest brain research Classroom application Student teacher examples	
2/25	Diversity Multiple intelligences Defined Gardner's research Test Application for teacher Application for students	
2/27	Diversity Special Ed/Collab/Inclusion ESL-Krashen Techniques Academic vocabulary Poverty	
3/4	Demographics/ESL Pt. 2 (El Paso)	3/1 Reflection 2 is due at mid-night
3/6	STAAR Revisited	
3/18	World History – Part 1	
3/20	World History – Part 2	
3/25	Economics	3/7 DBQ due at midnight
3/27	Government	
4/1	Geography/Sociology/Psychology	
4/3	US History	
4/8	US/Summative/Remediation	
4/10	Best of Show: Part 1/DBQ's	4/28 Video due in office by 4pm.
4/15	Geography GIS Presentation	
4/17	AP/GT	
4/22	Professionalism Students Brainstorm observations Professional organizations Extras	

4/24	Portfolio/Student Teachers	4/30 Final Reflection is due at mid-night
4/29	Portfolio/Issues Evaluation	
5/1	Portfolio due in my office (1.308 Gebauer) by 2PM	

SEE General Syllabus/Course Description & Expectations for more details.

You should not be absent for either the seminar or your field experience. However, sometimes emergencies occur. Should this happen notify both your mentor teacher and me if it is an absence from the field experience or me if it is from the seminar.

After 2 absences from the seminar for any reason, you will lose 5 points per absence off your FINAL GRADE AVERAGE.

Be careful with this and don't lose points.

Completing your work in a timely fashion is an important professional attribute and extremely important in the teaching field. Therefore, all work must be turned in on time to receive full credit. Time due for any work that is e-mailed to me: Midnight of the date due. If you miss this time, then you have 48 hours to turn work in for a maximum of 80. After 48 hours, you will receive a 0. Check Blackboard for your grades any time you wish.

Total Time in the field is 45 hours.

- You may teach two lessons in one week only once
- Administration of a test is NOT a "teach".
- Teaching the same lesson to two different classes is extremely good but will count as one "teach".
- Lesson Plans should be e-mailed to the teacher, the observer (if applicable), and me the day before you teach to be considered on time.
- You must be evaluated by an observer from UTLA 2 times to get **credit** in the class.
- A minimum of 2 lessons must be powerpoints.
- A rough copy of a lesson submitted on DVD.

Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)
All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on

a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures.

Accommodations for Students:
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Dean of Students at 471-6259; 471-4641 TTY.

Emergency Evacuation Policy
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling
outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.