

General Syllabus
Course Description/Expectations
UTL 360 – Spring 2013

Coordinator: Rosemary Morrow, PhD

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Office Hours: Thursday, 4 to 5, or by appointment

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Lecturers:

ELA

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LOTE

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Social Studies

Rosemary Morrow

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Seminars: Thursday evening, 5:00 p.m. to 8:00 p.m.

General Session

CLA 0.112

Breakouts

English Language Arts

CLA 0.122

Languages Other Than English

CLA 0.106

Social Studies

CLA 0.118

Prerequisites:

- successful completion of UTL 101
- a grade of A or B (84 or above) in UTL 202, overall and certification area GPA of 2.5
- a grade of A or B (84 or above) in UTL 640, overall and certification area GPA of 2.5
- laptop computer

Course Description: UTL 360 will provide students with support for the student teaching experience and an in-depth application of the theory and practice that is necessary to design and deliver excellent instruction. Students attend a three hour course on the UT campus as support for teaching on a high school campus. Students will begin teaching one to two classes then reach the maximum number of classes allowed after about three weeks. The cooperating teacher will work with the UTeach student to improve their teacher abilities as the semester progresses. The formative evaluation with the student teacher, cooperating teacher, and observer will be completed mid-way through the teaching experience. The summative evaluation with the student teacher, cooperating teacher, and observer will be completed at the end of the teaching experience.

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 middle or high school students.

- 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.

Student Teaching Experience:

- You are responsible for teaching as many classes (minimum of 2) as you can during the semester. Specific guidelines for student teaching and evaluations of your work will be provided. Your observer and CT will make periodic observations and will provide feedback to you. Both formative and summative evaluations will be conducted with the ST, CT, and observer present.
- A schedule is listed for the student teaching experience and for assignments due for the course are included 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 cooperating teacher *every* time you are there.
- 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)
- **Professionalism** is a must! Be on time and prepared. If you are unable to go to your school, follow the procedure listed below for emergencies. *Plan to make up your time at the end of your teaching experience.* If you are unable to attend the class, e-mail the coordinator and your instructor. Your mentor, your students, and your instructor are counting on you!
- **Immediately report any problems to your observer and the coordinator.**

IF AN EMERGENCY ARISES AND YOU HAVE TO MISS YOUR SCHEDULED HIGH SCHOOL CLASS, NOTIFY YOUR COOPERATING TEACHER, OBSERVER, AND YOUR INSTRUCTOR AS SOON AS YOU KNOW. Do not miss your teaching assignment due to a transportation problem. Be sure to add the time missed to the end of your teaching experience. Your students, cooperating teacher, observer, and instructor are counting on you.

Course Expectations:

- **UTL 360 is an opportunity to provide support for your student teaching experience and is designed to help you grow through the application of methodologies learned in the UTeach-Liberal Arts program.**
- **Regular class attendance** is important for success.
- **Assignments**
 - Submit assignments digitally in Word format (.doc or docx)
 - Assignments will be taken as late for 48 hours only with a starting grade of 80% of the original grade. *After 48 hours, no late work will be accepted.*
 - See Course Products for due dates (p. 9)
- **Technology** is of ever increasing importance to you as a teacher.
 - You have been developing computer skills in the previous UTL courses. These competencies include communications via e-mail including attachments, word-processing, and searching Web sites for new materials, educational resources, and school information.
 - Bring your laptop to each seminar.

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:

- | | |
|---|------------|
| • Effective Student Management | 20% |
| • Unit Plan First Draft | 16% |
| • Constructing Résumé and Philosophy | 20% |
| • Unit Plan Second Draft | 24% |
| • Participation | 10% |
| • Presentation of Unit Plan | 10% |

UT Seminar Expectations:

- Attend seminar regularly. Five points will be deducted from the final average for every absence after the first two absences.
- If you must miss the seminar, or will be late, please contact your breakout lecturer.
- Complete assignments on time. All late work will receive a reduced grade. Work more than 48 hours late will result in a grade of 0.
- Complete readings as listed on your detailed syllabus before the seminar. Come prepared to participate! Seminar participation is a portion of your seminar grade. Note: The instructor maintains the right to change the syllabus and will inform you during the seminar. You are responsible for changes even if you are absent. Check Blackboard frequently.

Grading Scale:

Grades: Your final course grade will be based on the following grading scale:

•	A	93%-100%	A-	90%-92%
•	B+	87%-89%	B	83%-86%
•	B-	80%-82%	C+	77%-79%
•	C	73%-76%	C-	70%-72%
•	D	60%-69%	F	59% and below

Communication:

Email will be the primary source of communication for the larger group. The University's Blackboard system will also be a means of communication in the breakout sessions.

Safety in the Building and on Campus:

University of Texas Police Department

512-471-4441; <http://www.utexas.edu/police/>

Please familiarize yourself with the exits from CLA.

Student Teaching Experience:

- January 7
 - First day most districts resume classes after winter break.
 - Some districts may start back on a different day.
 - Students may choose to begin their student teaching on this date.
- January 10
 - Student Teacher Orientation for UTeach-Liberal Arts
- January 14
 - Students may choose to begin their student teaching on this date.
- Week of January 28
 - Take 1-2 classes with CT present
- Week of February 4
 - Take 1-2 classes fully without CT model
- Week of February 18
 - Take over maximum number of classes allowed
- Week of April 8
 - Transition to 1-2 classes
- Week of April 15/22
 - Transition classes back to CT

UTL360 STUDENT TEACHING SEMINAR – SPRING 2013

Date	Seminar Topic	Faculty
12/14	Letter Goes out to Student Teachers and Cooperating Teachers – Invitation to Participate on January 10	Coordinator Rosemary Morrow
1/10 Seminar 1	<p>PRE-SEMINAR WORKSHOP: Introduction to Faculty and Field Observers; Overview of Course Structure, Calendar and Daily Responsibilities in your Placement School, Complete “White Card”</p> <p>BREAKOUT with Cooperating Teachers and Field Observers</p> <p>Review of Student Teaching Handbook, Expectations & Timelines; Certification Information (<i>also on Blackboard</i>); Testing; Discipline Specific Course Information and Handbook Review; Observation Guidelines</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENTS Harry Wong articles http://teachers.net/gazette/wong.html “How to Start a Class Effectively” October 2000 “A First Day of School Script” March 2003 “The First Ten Days of School” January 2005</p>	<p>Coordinator Rosemary Morrow</p> <p>English (ELA) Pat Conquest</p> <p>Languages Other Than English (LOTE) Rose Potter</p> <p>Social Studies Rosemary Morrow</p>
1/17 Seminar 2	<p>SEMINAR: Organization Boot Camp 101 SPEAKERS: MILYBETT LLANOS-GREMILLION, JUDITH KEMP, AND J.J. MELGAR, ROUND ROCK ISD</p> <p>BREAKOUT: Review of Organization Boot Camp; Assessment and Grading; Discussion of Harry Wong articles</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENT: Effective Student Management (Handout)</p> <p>DUE: Seminar 3, January 24</p>	

<p>1/24</p> <p>Seminar 3</p>	<p>SEMINAR: Modification of Existing Unit Plans GUEST SPEAKER: JOE KIEKE</p> <p>BREAKOUT: Complete first draft of unit design LOTE: Editing video for the Classroom</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENT: Unit Plan Project:</p> <ul style="list-style-type: none"> ▪ First Draft Due: February 7 ▪ Final Draft Due: April 4 (Hard copy as well as digital of all documents) ▪ Presentation of Unit Plan: April 18 	<p><i>ST begins responsibility for 1-2 classes with CT model.</i></p>
<p>1/31</p> <p>Seminar 4</p>	<p>SEMINAR: Resume Writing/Interviewing GUEST SPEAKER: DANA DOWNEY, LIBERAL ARTS CAREER SERVICES</p> <p>BREAKOUT: Building your resume/Defining your philosophy</p> <p>Review of résumés and résumé assignment</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENT: Résumé and Philosophy due on February 21</p>	<p><i>Student Teachers take over maximum number of classes allowed this week</i></p>
<p>2/7</p> <p>Seminar 5</p>	<p>Seminar Focus: Teaching Diverse Populations GUEST SPEAKERS: JENNIFER BREWER, AUSTIN ISD; JESSICA JOLLIFFE, AUSTIN ISD; NICOLE SHANNON, ROUND ROCK ISD</p> <p>Differentiation: Law & Practice – Special Education; Gifted & Talented; 504 Modifications</p> <p>BREAKOUT:</p> <p>Review: Differentiation in each discipline</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENT: Unit Plan Project First Draft Due Today</p>	<p><i>ST working with 1st and 2nd class fully without the CT model</i></p>

<p>2/14</p> <p>Seminar 6</p>	<p>District Orientations</p> <p><i>ST should assume full teaching responsibilities for teaching; student teacher may be left alone in the classroom with the students if the CT feels the ST has developed adequate behavioral management skills.</i></p> <p>ASSIGNMENT: Résumé and Philosophy are due next seminar, February 21.</p>	<p>No Seminar Student teachers take over maximum number of classes allowed!</p>
<p>2/21</p> <p>Seminar 7</p>	<p>Seminar Focus: Teaching Diverse Populations</p> <p>GUEST SPEAKER/S: TBA</p> <p>BREAKOUT:</p> <p>Differentiation: Application – Gifted & Talented; English Language Learners</p> <p>Review: Language Acquisition Through Reading and Writing Activities</p> <p>CLOSURE: Q & A Sharing</p> <p>FORMATIVE EVALUATION <i>should be completed this week.</i></p> <p>ASSIGNMENT: Résumé and Philosophy are due today.</p>	
<p>2/28</p> <p>Seminar 8</p>	<p>Seminar Focus: Professional Communication</p> <p>GUEST SPEAKER: PAM MYERS; ROBERT STELL, FREDDIE MCFARLAND, ROUND ROCK ISD</p> <p>Student conferences, Parent conferences, Performance Reviews and working with a difficult colleague</p> <p>BREAKOUT: Professional Communication</p> <p>CLOSURE: Q & A Sharing</p>	

<p>3/7</p> <p>Seminar 9</p>	<p>Seminar Focus: Internet Issues</p> <p>GUEST SPEAKER: TBA</p> <p>Internet Issues: Cyber bullying and other social media issues</p> <p>BREAKOUT:</p> <p>Review: Cyber bullying and other social media issues</p> <p>CLOSURE: Q & A Sharing</p>	
<p>3/21</p> <p>Seminar 10</p>	<p>Focus: STAAR</p> <p>Guest Speaker: VICTORIA YOUNG, TEXAS EDUCATION AGENCY</p> <p>BREAKOUT: Preparing for STAAR</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENT: Unit Plan Final Draft (digital and hard copies required) due April 4; Job Bank/Load Résumé Due April 4 (optional)</p>	
<p>3/28</p> <p>Seminar 11</p>	<p>Seminar Focus: Job Search Tools Workshop</p> <p>Guest Speakers – HOUSTON ISD AND YES PREP ACADEMY (<i>Wear professional dress</i>)</p> <p>BREAKOUT: Mock Interview</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENT: Unit Plan Final Draft (digital and hard copies required) due April 4; Job Bank/Load Résumé Due April 4 (optional)</p>	
<p>4/4</p> <p>Seminar 12</p>	<p>Seminar Focus: Project Share</p> <p>GUEST SPEAKER: KAREN KAHAN, TEXAS EDUCATION AGENCY</p> <p>BREAKOUT: Project Share review on-line</p> <p>CLOSURE: Q & A Sharing</p> <p>ASSIGNMENT: Unit Plan Final Draft (digital and hard copies required) due today; Job Bank/Load Résumé (optional)</p> <p>SUMMATIVE EVALUATION <i>should be completed this week.</i></p>	<p>Next week:</p> <p>Week of 4/8:</p> <p><i>Student teachers begin to transition responsibility for 1st and 2nd classes back to CT</i></p>

4/11 Seminar 13	No Class: MANDATORY - Teacher Education Career Fair, April 16 Location: Frank Erwin Center, open to the public <ul style="list-style-type: none"> ▪ 9:00 - 11:30 a.m. (Browsing) ▪ 12:30 - 4:30 p.m. (Interviews for some –by appt. only) 	No Seminar Week of 4/15 or 4/22: <i>Student teachers transition responsibility for remaining classes back to CT</i>
4/18 Seminar 14	SEMINAR: Student Presentations by Discipline Short meeting for any updates BREAKOUT: Presentation and Assessment of Unit Plan CLOSURE: Q & A Sharing	
4/25 Seminar 15	Seminar Focus: Evaluation BREAKOUT: Final Feedback/Certification Requests	

COURSE PRODUCTS

	DUE DATE	PROJECT
1	January 24	Effective Student Management
2	February 7	Unit Plan First Draft
3	February 21	Constructing Résumé and Philosophy
4	No later than Friday, February 22	Formative Evaluation
5	April 4	Unit Plan Final Draft (Digital and Hard Copy)
6	April 4	Job Bank>Loading Résumé (optional)
7	No later than Friday, April 12	Summative Evaluation
8	April 18	Presentation of Unit Plan

TEXES Testing Information: <http://www.testdatescentral.com/texas-test-dates.html>

- English Restricted Computer Administered Tests: Specific Dates
- LOTE Computer Administered Tests: Any Date
- Social Studies Computer Administered Tests: Any Date

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.