General Syllabus
Course Description/Expectations
UTL 360 – Fall 2013

Coordinator: Rosemary Morrow, PhD
Office: 1.308 Gebauer
Phone: (512) 232-2789
E-mail morrow@austin.utexas.edu
Office Hours: Thursday, 4 to 5, or by appointment

Instructors:
ELA                Julia Haug          jhaug@austin.utexas.edu
LOTE               Rose Potter         rpotter@austin.utexas.edu
Social Studies     Rosemary Morrow   rmorrow@austin.utexas.edu

Seminars: Thursday evening, 5:00 p.m. to 8:00 p.m.
            General Session             CLA 0.112
            Breakouts
            English Language Arts        CLA 0.104
            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) on or before midnight of the due date.
  - 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 and a grade of zero will be recorded.*
  - 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** 20%
- **Constructing Résumé and Philosophy** 20%
- **Unit Plan Second Draft** 30%
- **Presentation of Unit Plan** 10%

UT Seminar Expectations:

- Attend seminar regularly. Five points will be deducted from the final average for every absence after one absence.
- If you must miss the seminar, or will be late, please contact your breakout instructor.
- Complete assignments on time.
- Complete readings as listed on your detailed syllabus before the seminar. Come prepared to participate! 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 and the University’s Blackboard system will be the primary means of communication for the larger group. Blackboard 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:
- Week of August 19  
- August 22  
- August 26  
- Week of September 9  
- Week of September 16  
- Week of September 30  
- Week of November 11  
- Week of November 18  

You may be asked to report to your campus for teacher workdays (determined by your CT)
Student Teacher Orientation for UTeach-Liberal Arts
First day public school classes can begin in Texas. Some districts start a day or two later.
Take 1-2 classes with CT present
Take 1-2 classes fully without CT model
Take over maximum number of classes allowed
Transition to 1-2 classes
Transition classes back to CT

Evaluations:
- **Formative**: Completed by October 11
- **Summative**: Completed by November 8
### UTL360 STUDENT TEACHING SEMINAR – FALL 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>08/09</td>
<td><strong>Letter</strong> Goes out to Student Teachers and Cooperating Teachers – Invitation to Participate on August 22</td>
<td><strong>Coordinator</strong> Rosemary Morrow</td>
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<tr>
<td>08/22</td>
<td><strong>PRE-SEMINAR WORKSHOP</strong>: Introduction to Faculty and Field Observers; Overview of Course Structure, Calendar and Daily Responsibilities in your Placement School, Complete “White Card”</td>
<td><strong>Coordinator</strong> Rosemary Morrow</td>
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<td></td>
<td><strong>BREAKOUT</strong> with Cooperating Teachers and Field Observers</td>
<td><strong>English (ELA)</strong> Julia Haug</td>
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<td></td>
<td>Review of Student Teaching Handbook, Expectations &amp; Timelines; Certification Information <em>(also on Blackboard)</em>; Testing; Discipline Specific Course Information and Handbook Review; Observation Guidelines</td>
<td><strong>Languages Other Than English (LOTE)</strong> Rose Potter</td>
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<td><strong>CLOSURE</strong>: Q &amp; A Sharing</td>
<td><strong>Social Studies</strong> Rosemary Morrow</td>
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<td><strong>ASSIGNMENTS</strong></td>
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<td></td>
<td>Harry Wong articles</td>
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<td><a href="http://teachers.net/gazette/wong.html">http://teachers.net/gazette/wong.html</a></td>
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<td></td>
<td>“How to Start a Class Effectively” October 2000</td>
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<td>“A First Day of School Script” March 2003</td>
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<td>“The First Ten Days of School” January 2005</td>
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<td>08/29</td>
<td><strong>SEMINAR FOCUS: Organizational Boot Camp 101</strong></td>
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<td><strong>SPEAKERS</strong>: MILYBETT LLANOS-GREMILLION, JUDITH KEMP, AND J.J. MELGAR, ROUND ROCK ISD</td>
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<td><strong>BREAKOUT</strong>: Review of Organization Boot Camp; Review Assessment and Grading; Discuss Harry Wong Articles and first week of school</td>
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<td><strong>CLOSURE</strong>: Q &amp; A Sharing</td>
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<td><strong>ASSIGNMENT</strong>: Effective Student Management (Handout) due September 5</td>
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<tr>
<td>Date</td>
<td>Seminar</td>
<td>Focus</td>
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<td>09/05</td>
<td>Seminar 3</td>
<td><strong>SEMINAR FOCUS:</strong> Unit Plan Design</td>
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<td>09/12</td>
<td>Seminar 4</td>
<td><strong>SEMINAR FOCUS:</strong> Resume Writing/Interviewing/Philosophy</td>
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<td>09/19</td>
<td>Seminar 5</td>
<td><strong>SEMINAR FOCUS:</strong> State Board of Education</td>
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<tr>
<td>Date</td>
<td>Seminar</td>
<td>Topic</td>
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<td>09/26</td>
<td>Seminar 6</td>
<td><strong>District Orientations (scheduled at various times)</strong></td>
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| 10/03 | Seminar 7 | **SEMINAR FOCUS: Social Media in the Classroom**                    | **GUEST SPEAKER: BRITTANY BUSSELL, ET.AL. ROUND ROCK ISD**  
**BREAKOUT:** Debrief using social media in the classroom  
**CLOSURE:** Q & A Sharing |
| 10/10 | Seminar 8 | **SEMINAR FOCUS: Teaching Diverse Populations**                      | **GUEST SPEAKERS: JENNIFER BREWER, AUSTIN ISD; ROB HILLHOUSE; AUSTIN ISD; MARIO MORALES, AUSTIN ISD; NICOLE SHANNON, ROUND ROCK ISD**  
Differentiation: Special Education; English Language Learners; Gifted & Talented; 504 Modifications  
**BREAKOUT:** Review Differentiation in each discipline  
**CLOSURE:** Q & A Sharing  
Review: Language Acquisition Through Reading and Writing Activities  
**CLOSURE:** Q & A Sharing  
**FORMATIVE EVALUATION** *should be completed this week.* |

Revised 08/19/13
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar</th>
<th>Focus</th>
<th>Guest Speakers</th>
<th>Breakout</th>
<th>Closing</th>
<th>Assignment</th>
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<tr>
<td>10/17</td>
<td>9</td>
<td><strong>SEMINAR FOCUS: HB 5 AND STAAR</strong></td>
<td>GUEST SPEAKERS: KELLY CALLAWAY AND VICTORIA YOUNG, TEXAS EDUCATION AGENCY</td>
<td><strong>BREAKOUT:</strong> Discussion of HB 5 and Preparing for STAAR</td>
<td><strong>CLOSURE:</strong> Q &amp; A Sharing</td>
<td><strong>ASSIGNMENT:</strong> Unit Plan Final Draft (digital and hard copies required) due October 24; Job Bank/Load Résumé due October 31 (optional)</td>
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<td>10/24</td>
<td>10</td>
<td><strong>SEMINAR FOCUS: Professional Communication</strong></td>
<td>GUEST SPEAKERS: FREDDIE MCFARLAND, PFLUGERVILLE ISD; PAM MYERS; ROBERT STELL, PFLUGERVILLE ISD</td>
<td><strong>BREAKOUT:</strong> Professional Communication</td>
<td><strong>CLOSURE:</strong> Q &amp; A Sharing</td>
<td><strong>ASSIGNMENT:</strong> Unit Plan Final Draft (digital and hard copies required) due TODAY; Job Bank/Load Résumé due October 31 (optional)</td>
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| 10/31  | 11      | **NO CLASS: MANDATORY - Teacher Education Career Fair, TBA** | Location: Frank Erwin Center, open to the public  
- 9:00 - 11:30 a.m. (Browsing)  
- 12:30 - 4:30 p.m. (Interviews for some –by appt. only) | **BREAKOUT:** Professional Communication | **CLOSURE:** Q & A Sharing | **ASSIGNMENT:** Unit Plan Final Draft (digital and hard copies required) due TODAY; Job Bank/Load Résumé due October 31 (optional) |
**Seminar 12**

- **Date:** 11/07
- **Seminar Focus:** Job Search Tools Workshop
- **Guest Speakers:** Houston ISD and YES PREP Academy (Wear professional dress)
- **Time to Meet:** With school representatives
- **Breakout:** Mock Interview
- **Closure:** Q & A Sharing
- **Summative Evaluation:** Should be completed this week.

**Next Week:**
Week of 11/14: Student teachers begin to transition responsibility for 1st and 2nd classes back to CT.

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**Seminar 13**

- **Date:** 11/14
- **Seminar Focus:** Project Share
- **Guest Speaker:** Karen Kahan and Kathy Ferguson Texas Education Agency
- **Breakout:** Project Share review on-line
- **Closure:** Q & A Sharing
- **Assignment:** Unit Plan Presentation next week

**Week of 11/14 or 11/21:**
- Student teachers transition responsibility for remaining classes back to CT.

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**Seminar 14**

- **Date:** 11/21
- **Seminar Focus:** Evaluation; Student Presentations by Discipline
- **Short Meeting:** For any updates
- **Breakout:** Presentation and Assessment of Unit Plan
- **Closure:** Q & A Sharing

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**Date:** 11/28
- **Thanksgiving Holidays**

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**Seminar 15**

- **Date:** 12/05
- **Seminar Focus:** Presentations, if time is needed
### COURSE PRODUCTS

<table>
<thead>
<tr>
<th>DUE on or before Midnight on:</th>
<th>PROJECT</th>
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<tbody>
<tr>
<td>1 September 5</td>
<td>Effective Student Management</td>
</tr>
<tr>
<td>2 September 12</td>
<td>Unit Plan First Draft</td>
</tr>
<tr>
<td>3 September 19</td>
<td>Constructing Résumé and Philosophy</td>
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<tr>
<td>4 No later than Friday, October 11</td>
<td>Formative Evaluation</td>
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<tr>
<td>5 October 24</td>
<td>Unit Plan Final Draft (Digital and Hard Copy)</td>
</tr>
<tr>
<td>6 October 31</td>
<td>Job Bank/Loading Résumé (optional)</td>
</tr>
<tr>
<td>7 No later than Friday, November 1</td>
<td>Summative Evaluation</td>
</tr>
<tr>
<td>8 November 14</td>
<td>Presentation of Unit Plan</td>
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</tbody>
</table>

### TEExES Testing Information: [http://www.testdatescentral.com/texes-test-dates.html](http://www.testdatescentral.com/texes-test-dates.html)

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