UTEACH – LIBERAL ARTS

UTL101- Intro to Teaching Profession
General Course Syllabus — Spring 2018

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Office Phone: (512) 232-4318
Central Office Phone: (512) 232-2789

Class: Wednesday, 9:00-10:00 AM MEZ 1.122 UNIQUE# 46100
Class: Wednesday, 11:00 AM-12:00 PM GAR 0.128 UNIQUE# 46105
Class: Wednesday, 1:00-2:00 PM CLA 0.118 UNIQUE #46110
Office Hours: Tuesday, 9:00-11:00 AM, Wednesday 2:30-3:30 PM or by appointment

Prerequisite
2.5 grade point average

UTeach- Liberal Arts Website/Handbook
Website: https://liberalarts.utexas.edu/uteach/index.php

Course Description
UTL 101 involves one seminar hour per week with a University faculty member, as well as field placement in an elementary school for a minimum ten hours during the semester, under the supervision of a cooperating teacher. An on-campus seminar complements field experience.

Course Objectives
Course objectives and seminar topics reflect the state standards established for teacher preparation programs. Standards addressed by students in UTeach-101 will include:
- Instructional planning and delivery which is both engaging and standards-based
- Formative assessment
- Introduction to types of student learning
- Identification of diverse student populations
- Development of a safe, respectful and positive learning environment
- Basic classroom management techniques
- The use of reflection to improve over time
- Professional practices and responsibilities as well as legal and ethical requirements of the profession
- Technology used as a tool for communication, collaboration and instruction

Texas Approved Educator Standards
- Texas Teaching Standards Adopted in Chapter 149
- Pedagogy and Professional Responsibilities Standards (EC-Grade 12)
- Technology Applications (All Beginning Teachers)
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
Field Experience Expectations

10 hours: You are responsible for a total of ten hours of participatory visits to an Austin area elementary school campus. Ideally you will complete one hour of your assignment each week for ten successive weeks. Included in these ten hours are the design and delivery of three lessons. Normally the lessons will be less than an hour in length but the time on campus should be an entire hour. You will work, observe and interact with the class or do other tasks that your CT requests during the additional time. PROFESSIONAL ATTIRE is required for each campus visit.

Field Experience Attendance Policy

▪ Any absence from field experience must be made-up to successfully complete the course.
▪ Obtain the signature of your cooperating teacher on the observation and lesson verification form each time you observe or teach a lesson.
▪ IF AN EMERGENCY ARISES, CAUSING YOU TO MISS YOUR SCHEDULED FIELD EXPERIENCE, NOTIFY YOUR COOPERATING TEACHER AND YOUR INSTRUCTOR IMMEDIATELY. Transportation problems, studying for a test, or making up work for another class are NOT considered valid excuses for missing an observation. Be sure to reschedule and complete the missed lesson or observation (preferably within a week).
▪ For security reasons, know the check-in procedures for your assigned school.
▪ Professional behavior is a must! Arrive on your campus at least 10 minutes early in order to be prepared for your observation.

Field Experience Directed Observations

Within your ten hours of field observations, you will be given specific guidelines for 4 directed written observations. Instructions for the completion these observations will be provided on Canvas as well as a schedule for due dates.

Field Experience Lesson Plans

Within your ten hours of field experience observations, UTeach-101 students will design and deliver three lessons. A completed lesson consists of three parts:

1. Forty-eight hours prior to instruction:
   ▪ Upload to Canvas a completed lesson plan with all supporting details and documents.
   ▪ Email to your CT a copy of your lesson plan with all supporting documents.
   ▪ Failure to complete the above steps may result not being allowed to teach that lesson as planned.

2. Within forty-eight hours after instruction:
   ▪ Upload to Canvas a reflection of your performance of the lesson delivery.
   ▪ Directions for lesson reflection are found on Canvas.

3. The campus class following the instruction of your lesson:
   ▪ Hand-deliver the lesson evaluation form completed by your CT to your instructor.

Cooperating Teacher (CT)

The cooperating teacher will offer feedback and suggestions that will help improve the teaching abilities of the UT-LA 101 student.

▪ The CT will submit a written evaluation after the completion of each lesson taught by the UT-LA students.

Individual Growth Plan

Please note that inadequate performance or professionalism during your field experience may result in the development of an Individual Growth Plan (IGP). The purpose of an IGP is to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. Failure to achieve the goals of an IGP could result in termination of the course. Your final grade will reflect the entire semester’s work, including any pre-IGP performance.
Campus Class Attendance Policy

- Regular attendance is important for success. After the first absence from the class, 5 points will be deducted from the final grade for each additional absence.
- Emergencies: If you are unable to attend your class or have any problems, notify your instructor by email as soon as possible. Transportation problems are not considered a valid excuse for missing a class.
- A student arriving to class more than 10 minutes late will be considered absent from that class.

Campus Class Expectations

- Participate actively and positively in class discussions and activities.
- Turn in assignments on time. Late assignments will have a 10-point deduction after 24 hours. After 48 hours, the grade will be a zero.
- Technology: UTL101 requires demonstration of basic computer literacy skills and students should have access to technology during each class. You are encouraged to bring your laptops to class.

Grading Policy

UTL-101 follows the University’s plus/minus grading scale to record final grades for this course. [http://liberalarts.utexas.edu/english/_files/pdf/faculty-resources/plus-minus_guidelines.pdf](http://liberalarts.utexas.edu/english/_files/pdf/faculty-resources/plus-minus_guidelines.pdf)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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</tbody>
</table>

Grading System

- **Field Experience** 50%
  - (Attendance, CT Communication, Lesson Reflections and Observations, CT evaluations, UTeach Forms)
- **Class** 40%
  - (Assignments, Lesson Plans, Technology)
- **Professional Website/Portfolio** 10%
  - (A documentation of your UTeach-LA 101 experience with Final Self-assessment)
- **Total** 100%

(Reminder: See Campus Class Attendance Policy above concerning overall grade deductions).

Language Support Review Committee

If a UT-LA student has difficulty with the spoken or written language, it is our program’s responsibility to identify them and provide support. Students will be identified in UTL-101 by written and oral evaluation. The results of this evaluation will be submitted to a Language Support Review Committee and a support plan will be developed for the student.

Performance Standards Committee

UT-LA students who earn a letter grade of “B-“ or below in UTL 101 are automatically suspended from the program and need to reapply to continue. The performance Standards Committee Chair will notify students within seven calendar days of the grade posting.
THE UNIVERSITY OF TEXAS NOTIFICATIONS

University 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 University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” 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. Link to University Honor Code: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct.

Student Rights & Responsibilities
- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:
- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.
**Personal Pronoun Preference**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Accommodations for Students:**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [http://diversity.utexas.edu/disability/](http://diversity.utexas.edu/disability/)

**Counseling and Mental Health Center**

Everyone benefits from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression we strongly encourage you to seek support. [http://www.cmhc.utexas.edu/individualcounseling.html](http://www.cmhc.utexas.edu/individualcounseling.html)

**The Sanger Learning Center**

All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [http://www.utexas.edu/ugs/slc](http://www.utexas.edu/ugs/slc) or call 512-471-3614 (JES A332).

**Undergraduate Writing Center:** [http://uwc.utexas.edu/](http://uwc.utexas.edu/)

**Libraries:** [http://www.lib.utexas.edu/](http://www.lib.utexas.edu/)

**ITS:** [http://www.utexas.edu/its/](http://www.utexas.edu/its/)

**Student Emergency Services:** [http://deanofstudents.utexas.edu/emergency/](http://deanofstudents.utexas.edu/emergency/)

**Religious Holidays**

Religious holy days sometimes conflict with class and examination schedules. Sections 51.911 and 51.925 of the *Texas Education Code* address absences by students and instructors for observance of religious holy days.

Section 51.911 states that a student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.
Emergency Evacuation Policy
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

- 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.
# UTL 101 Spring 2018 Class Calendar

*Note: The instructor maintains the right to change the syllabus and will inform you of any changes during the seminar. You are responsible for changes even if you are absent. Check Canvas for changes.*

<table>
<thead>
<tr>
<th>S-#</th>
<th>Date</th>
<th>Class Objective</th>
<th>Assignment</th>
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</table>
| 1   | 1/17 | **Focus:** Overview of UTL-101  
Objective: At the conclusion of this lesson, the student will be able to, explain the expectations and guidelines of the UTL 101 course. The student will, with a partner summarize three keys to successful completion of the course.  
▪ Syllabus Review  
▪ Email communication  
▪ Placement Info Sheet  
▪ Create a community in your classroom  
▪ Introductory Activity- Writing Prompt  
Educator Standards- Standard VI  
PPR- Standards III, IV | **Assignment:** Mandatory Orientation for all 101 students:  
Thursday, Feb. 1, 2018  
CLA 0.128  
5:00-6:00 PM |
| 2   | 1/24 | **Focus:** How do I manage a classroom?  
(Par 1- The Foundation)  
Objective: At the conclusion of this lesson, the student will be able to demonstrate two behavior management techniques for the elementary classroom.  
▪ Create a positive, productive classroom with an environment of respect.  
Educator Standards- Standard IV  
PPR- Standard II | **Assignment:** CRIMINAL BACKGROUND CHECK  
Directions for completing the check are found on Canvas.  
**YOU MUST FORWARD TO ME,** the email confirmation you receive from your assigned district stating that you have completed your criminal background check.  
**THIS IS DUE NO LATER THAN THURSDAY, Jan 25, AT NOON.**  
Failure to meet this deadline may result in a delay with the start of your classroom observations.  
**Assignment:** Introductory Email to CT  
Directions on Canvas.  
Remember to COPY ME on this email.  
Due by midnight Sunday, Jan. 28  
**Assignment:** Professional Development/Essay- Intelligence, Learning Styles, Creativity and Education  
Directions on Canvas  
Due uploaded to Canvas by midnight Sunday, Jan. 28 |
| 3   | 1/31 | **Focus:** How do students learn?  
Objective: At the conclusion of this lesson, students will be able to summarize theories of multiple intelligence, metacognition and learning styles. Students will use this information to critique a lesson and offer three suggestions for improvement.  
▪ Metacognition/ Student Centered Lessons  
▪ Internship Placements  
▪ Criminal Background Check  
Educator Standards- Standard- I, II  
PPR- Standard II | **Assignment:** 2nd CT Email  
Once you receive an email from Soo Aldridge stating that your background check has cleared, you may start your observations.  
When you receive your email from Soo, go to Canvas and look at the directions for 2nd CT Email.  
**YOU MUST CC me on EVERY email you send to your CT or receive from your CT. (Failure to CC me on assigned CT emails results in a 5-point deduction from your grade.)** The second email to your CT MUST be sent within 48 hours of receiving your email from Soo Aldridge.  
**Assignment:** “Your School Profile”  
Directions on Canvas.  
Due uploaded to Canvas by midnight Sunday, Feb. 4, 2018  
**Reminder:** Mandatory Orientation for all 101 students  
Thursday, Feb. 1, 2018  
CLA 0.128  
5:00-6:00 PM |
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<tr>
<td>4</td>
<td>2/7</td>
<td><strong>Focus - How do I write a lesson plan? (Part 1 - TEKS and Objectives)</strong></td>
<td>Assignment- All first Campus visits must be done by, Friday, Feb. 16.</td>
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<td><strong>Objective</strong> - At the conclusion of this lesson, students will be able to</td>
<td>Assignment- “Directed Observation 1”</td>
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<td>differentiate between a standard and a performance objective. Students will</td>
<td>Directions on Canvas.</td>
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<td>write 2-3 examples of performance objectives that demonstrate an understanding</td>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<td>of the assigned standard.</td>
<td>Assignment- “Directed Observation 2”</td>
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<td>Educator Standards- Standard I</td>
<td>Directions on Canvas.</td>
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<td>PPR- Standard III</td>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<td>Assignment- Gagne's Nine Steps of Instruction</td>
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<td>Directions are on Canvas.</td>
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<td>Due uploaded to Canvas by midnight, Feb. 11, 2017.</td>
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<td>5</td>
<td>2/14</td>
<td><strong>Focus - How do I write a lesson plan? (Part 2 - “Gain Attention”</strong></td>
<td>Assignment- “Directed Observation 1”</td>
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<td><strong>Gagne’s Nine Events of Instruction)</strong></td>
<td>Directions on Canvas.</td>
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<td><strong>Objective</strong> - At the conclusion of this lesson, students will be able to</td>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<td>explain the importance of a student centered “gain attention” strategy. Students</td>
<td>Assignment- “Directed Observation 2”</td>
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<td>will develop two specific gain attention activities for assigned lessons.</td>
<td>Directions on Canvas.</td>
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<td>Educator Standards- Standard I</td>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<td>PPR- Standard III</td>
<td>Assignment- “Directed Observation 3”</td>
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<td>Directions on Canvas.</td>
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<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<td>6</td>
<td>2/21</td>
<td><strong>Focus - How to write a lesson plan? (Part 3- Gagne’s Nine Events of Instruction)</strong></td>
<td>Assignment- “Directed Observation 1”</td>
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<td><strong>Objective</strong> - At the conclusion of the lesson, students will be able to</td>
<td>Directions on Canvas.</td>
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<td>identify and define each of the 9 events in Gagne’s Model of instruction.</td>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<td>Students will successfully match examples from a lesson plan to each of the nine</td>
<td>Assignment- “Directed Observation 2”</td>
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<td>steps of instruction.</td>
<td>Directions on Canvas.</td>
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<td>Educator Standards- Standard 1</td>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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<td>PPR- Standard III</td>
<td>Assignment- “Directed Observation 3”</td>
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<td>Directions on Canvas.</td>
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<td>7</td>
<td>2/28</td>
<td><strong>Focus- How do I know that they have learned? (Assessments)</strong></td>
<td>Assignment due 48 hours after your scheduled classroom observation.</td>
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</table>
|    |        | Objective- At the conclusion of the lesson, students will be able to demonstrate two different types of formative assessments and explain how to use them to help check for student understanding. | Assignment- Final Professional Website/Portfolio  
Directions on Canvas  
Due by midnight, Friday, May 4, 2018. |
|    |        | Formative and Summative Assessments                                             | Assignment- CT Email- First Lesson  
Contact your CT via email and ask for help with the selection of a topic for Lesson 1.  
Directions for CT Email- First Lesson are available on Canvas  
YOUR GOAL IS TO TEACH YOUR FIRST LESSON THE WEEK OF March 19-23  
Proposed teaching schedule- This proposed schedule is the best way to complete your teaching requirements, however, it is not the required schedule.  
March 19-23- Teach Lesson 1/Lesson 1 Reflection Assign.  
March 26-March 30- Prepare Lesson 2  
April 2-6- Teach Lesson 2/Lesson Reflection Assign.  
April 9-13- Prepare Lesson 3  
April 16-20- Teach Lesson 3/Lesson 3 Reflection Assign.  
Professional Website/Portfolio Due midnight, May 4, 2018. |
|    |        | Educator Standards- Standard V  
PPR- Standard I                                                                  | Assignment- Directed Observation 4  
Directions on Canvas  
Due uploaded to Canvas by midnight March 30, 2018. |
|    |        |                                                                                  | Announcement- You should be finishing with Observations 1-3.  
Assignment- Final Professional Website/Portfolio  
Directions on Canvas  
Due by midnight, Friday, May 4, 2018. |
| 8  | 3/7    | **Focus- Section 1- How do I write a lesson plan? (Grading a lesson with a rubric)** | Assignment- Lesson Plan 1-3, Lesson Plan Reflection 1-3  
Directions on Canvas  
Due dates for lessons will vary by student.  
Reflections are due 48 hours after teaching the lesson.  
Remember that a completed lesson contains the following:  
1. Forty-eight hours prior to instruction:  
   - Upload to Canvas a completed lesson plan with all supporting details and documents.  
   - Email to your CT a copy of your lesson plan with all supporting documents.  
   - Email your instructor that your lesson is on Canvas.  
   - Failure to complete the above steps may result not being allowed to teach that lesson as planned.  
2. Within forty-eight hours after instruction:  
   - Upload to Canvas a reflection of your performance of the lesson delivery.  
   - Directions for lesson reflection are found on Canvas.  
3. The campus class following the instruction of your lesson: |
|    |        | Objective- At the conclusion of this lesson students will assess the strengths and weaknesses of a lesson plan using the rubric for Gagne's Nine Events of Instruction. Students will critique the lesson and offer a minimum of two suggestions for improvement. |                                                                                  |
|    |        | Educator Standards- Standard I  
PPR- Standard III                                                                |                                                                                  |
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<tr>
<td>9</td>
<td>3/21</td>
<td><strong>Focus- Section 2- How do I write a lesson plan? (Grading a lesson with a rubric.)</strong>&lt;br&gt;<strong>Objective-</strong> At the conclusion of this lesson students will assess the strengths and weaknesses of a lesson plan using the rubric for Gagne’s Nine Events of Instruction. Students will critique the lesson and offer a minimum of two suggestions for improvement.&lt;br&gt;Educator Standards- Standard I&lt;br&gt;PPR- Standard</td>
<td><strong>Assignment- Lesson Plan 1-3, Lesson Plan Reflection 1-3</strong>&lt;br&gt;Directions on Canvas&lt;br&gt;Due dates for lessons will vary by student. Reflections are due 48 hours after teaching the lesson. &lt;br&gt;<strong>Assignment- Directed Observation 4</strong> Directions on Canvas. Due March 30, 2018. &lt;br&gt;<strong>Assignment- Final Professional Website/Portfolio</strong> Directions on Canvas Due by midnight, Friday, May 4, 2018.</td>
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<td>10</td>
<td>3/28</td>
<td><strong>Focus- How can I use technology in the classroom?</strong>&lt;br&gt;<strong>Objective-</strong> At the conclusion of the lesson the student will define two types of technology integration in the classroom. In subject cohorts, students will identify two technology sources that could be either incorporated into a lesson or used as reference when planning a lesson for the classroom.&lt;br&gt;Blended and Flipped Classroom&lt;br&gt;Educator Standards- Standard IO, VI&lt;br&gt;PPR- Standard III</td>
<td><strong>Assignment- Every Kid Needs a Champion- Rita Pierson</strong> Directions on Canvas. <a href="https://www.youtube.com/watch?v=SFnMTHhKdkw">https://www.youtube.com/watch?v=SFnMTHhKdkw</a> &lt;br&gt;<strong>Assignment- Lesson Plan 1-3, Lesson Plan Reflection 1-3</strong> Directions available on Canvas&lt;br&gt;Due dates for lessons will vary by student. Reflections are due 48 hours after teaching the lesson. &lt;br&gt;<strong>Assignment- Directed Observation 4</strong> Due March 30, 2018. &lt;br&gt;<strong>Assignment- Final Professional Website/Portfolio</strong> Directions on Canvas Due by midnight, Friday, May 4, 2018.</td>
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<td>11</td>
<td>4/4</td>
<td><strong>Focus- How do I manage a classroom? (Looking forward) Classroom Management Part 2</strong>&lt;br&gt;<strong>Objective-</strong> At the conclusion of the lesson the student will be able to actively participate in a roundtable discussion and identify at least 3 examples of positive classroom management techniques that they have used during the teaching of their lessons.&lt;br&gt;Build Relationships- Yes! It all still works in Middle School and High School!</td>
<td><strong>Assignment-</strong> Complete any final lessons or observations. &lt;br&gt;<strong>Assignment- Final Professional Website/Portfolio</strong> Directions on Canvas Due by midnight Friday, May 4, 2018.</td>
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<td>S-#</td>
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<td>12</td>
<td>4/11</td>
<td><strong>Focus- What groups of students will I teach? (Special Populations)</strong>&lt;br&gt;&lt;strong&gt;Objective-** At the conclusion of the lesson the student will be able to summarize the importance of differentiation in the classroom with a partner and identify at least two ways that inclusion benefits both students and the school community.**&lt;br&gt;• Definitions, SpEd, 504, GT, ESL, Accommodations, Inclusion, Differentiation&lt;br&gt;Educator Standards- Standard- II&lt;br&gt;PPR Standard-</td>
<td>Assignment- Final Professional Website/Portfolio&lt;br&gt;&lt;em&gt;Directions on Canvas.&lt;/em&gt;&lt;br&gt;&lt;em&gt;Due by midnight, Friday, May 4, 2018.&lt;/em&gt;&lt;br&gt;&lt;br&gt;Assignment- Complete any final lessons or observations.</td>
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<td>4/18</td>
<td><strong>Professional Portfolio Work Day</strong></td>
<td>Assignment- Prepare your Professional Website/Portfolio&lt;br&gt;&lt;em&gt;Directions on Canvas.&lt;/em&gt;&lt;br&gt;&lt;em&gt;Due Friday, May 4, 2018.&lt;/em&gt;&lt;br&gt;&lt;br&gt;&lt;strong&gt;Announcement-** Our Class #13 will meet in BEL 224. Be sure to plan extra travel time if necessary.**</td>
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<td>13</td>
<td>4/25</td>
<td><strong>Focus- Celebrate, meet, ask and learn...</strong>&lt;br&gt;&lt;strong&gt;Objective-** During this special class we will celebrate just how far you have come in UTL-101, give you an opportunity to meet your future professors, and let you learn from and ask questions of current UTeach student teachers.**&lt;br&gt;Educator Standards- Standard VI&lt;br&gt;PPR- Standard IV</td>
<td>Assignment- Prepare your Professional Website/Portfolio&lt;br&gt;&lt;em&gt;Directions on Canvas.&lt;/em&gt;&lt;br&gt;&lt;em&gt;Due by midnight, Friday, May 4, 2018.&lt;/em&gt;&lt;br&gt;&lt;br&gt;Assignment- Complete any final lessons or observations.</td>
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<td>14</td>
<td>5/2</td>
<td><strong>Focus- Looking back and moving forward. Do I want to be a teacher?</strong>&lt;br&gt;&lt;strong&gt;Objective-** After a brief discussion about the merits and challenges of the teaching profession the student will be given the opportunity to**</td>
<td>Assignment- Prepare Professional Website/Portfolio&lt;br&gt;&lt;em&gt;Due by midnight, Friday, May 4, 2018.&lt;/em&gt;&lt;br&gt;&lt;br&gt;Assignment- Complete Final Reflection&lt;br&gt;&lt;em&gt;Directions on Canvas&lt;/em&gt;&lt;br&gt;&lt;em&gt;Due by midnight, Friday May 4, 2018.&lt;/em&gt;</td>
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Remember: You are allowed **one absence** (excused or unexcused) in class. After the first absence, **five points will be deducted for each additional absence**. No absences are allowed in field experience. In case of an emergency, notify your cooperating teacher, e-mail me, and reschedule as soon as possible.

**References/Bibliography**


“Nine Events of Instruction." *The SAGE Encyclopedia of Educational Technology* (n.d.): n. pag. Northern Illinois University, Faculty Development and Instructional Design Center. Web. /*latest_citation_text*


