UTEACH – LIBERAL ARTS
UTL 202
Teaching in the Middle School
Detailed Course Syllabus

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Office Hours: Time will be set up upon request

Prerequisite:
A or B in UTL 101
Grade point average minimum of 2.6
SSP(for Spanish majors) You must take the SSP again during UTL 202 unless you scored a 7 or 8 in UTL 101

Course Description: UTL 202 will provide students with field experience in a middle school classroom selected for the diversity of the student body and the quality of the classroom teacher who serves as a cooperating teacher. Students attend a twice-weekly class on the UT campus and complete a twenty-hour field experience component in a middle school. For the field experience, students will attend fourteen observation/participation periods of one hour each and teach an additional six lessons. 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
• assess whether they wish to pursue teaching as a profession.
• discuss strategies and techniques for creating a positive classroom.
• examine various classroom management styles.
• examine different strategies for designing learner-centered activities.
• examine various theories of multiple intelligence as they apply to teaching strategies.
• explore and implement national and state standards to develop semester and unit lesson plans
• exhibit positive expectations for all students.
• serve as role model by demonstrating clear communication, pleasant demeanor, interest in each individual student.
• design and deliver lessons that are age appropriate for the class they are observing
• examine various methods of assessment
• become reflective practitioners who keep improving over time
• explore professional development possibilities
• become familiar with teacher appraisal systems
• become familiar with teacher certification requirements,
• develop a portfolio documenting the UTL 202 field and seminar experienc
Field Experience:
In the detailed course syllabus, dates are listed for observations and lessons.

- **20 hours**: You are responsible for 14 hours of observation/participation and six lessons. 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. Your mentor will fill out a final evaluation at the end of the Semester.

**Observations - Students will**
- document their observation and teaching experiences
- participate in classroom activities as suggested by the mentor teacher
- participate in class discussions concerning the observations and the various strategies and rationales used by the mentor teacher, as well as alternative options

**Lessons - Students will**
- design and implement six lessons based on the TEKS and strategies covered in the seminar
- provide lesson plans to both the mentor teacher and the course instructor before the lesson is taught
- write a reflection over each of the lessons taught
- receive evaluative, constructive feedback from the mentor teacher after each lesson
- receive a final evaluation after completion of the field experience

- 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!

- Your mentor teacher will give you written feedback at the end of each lesson. You are responsible for getting the form from your mentor before you leave, and for giving it in to your instructor at the next class seminar. Your mentor teacher will also write a final evaluation of your progress.

- E-mail reflections and other assignments as required to your instructor as listed on the detailed syllabus. A reflection is a page or more describing your experience in the classroom that day. Keep a hard copy for yourself.

- Dress appropriately and professionally when going to schools. Avoid t-shirts with messages that could be offensive in a middle school environment. Don’t wear shorts i.e. flip-flops
• Do not deviate from the schedule you and your cooperating teacher have set up for observations and lessons.

• Professional behavior is a must! Be on time and prepared. If an Emergency arises and you have to miss your scheduled class, notify your Mentor and your instructor as soon as you know. Be sure to reschedule and complete the missed lesson or observation within a week. No absence from field experience will be allowed.

Seminar Expectations:

• **Regular class attendance** is important for success. (5pts. will deducted from your final grade for each absence after the first). If an emergency arises and you have to miss your scheduled class notify your instructor as soon as possible. Be sure to reschedule and make up the missed day within a week.

• **Professional behavior** is a must! Be on time and prepared for the class. 3 tardies will equal 1 absence.

• **Complete in assignments on time.** *See the detailed syllabus for dates.* All late work will receive a reduced grade. Lesson must be emailed to instructor before lesson is taught. Lesson reflections and teacher evaluations must be turned in within five days of lesson being taught.

• **Technology**
  UTL 202 requires the following proficiencies:

  1. communicating via e-mail, including attaching documents
  2. word-processing
  3. searching Web sites for new materials, educational resources, and school information

**GRADING SYSTEM:**

**Field Experience**
  a. attendance
  b. cooperation
  c. lessons completed(1,2,3,4,5,6)
    1. lesson Plan
    2. presentation
    3. teacher evaluation (Copy turned into instructor)
    4. student Reflection

**Seminar**
  a. Attendance
  b. Lessons, evaluations and reflections checked off in my grade book
  c. reflections (expectations of Middle School and 202 Experience
  d. observations(1,2,3,4,5&6,7&8,9&10,11&12,13&14)
  e. web activities(1,2,3)
Remember 5 points are deducted from your total grade for each absence beyond the first in the seminar.

<table>
<thead>
<tr>
<th>Class #</th>
<th>Week</th>
<th>Location</th>
<th>Seminar topics</th>
<th>Outside Activities</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9 / 1</td>
<td>UT Seminar</td>
<td>Course Syllabus Class orientation What is a middle school</td>
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<td></td>
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<td>Standard IV</td>
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<tr>
<td>2</td>
<td>9 / 8</td>
<td>UT Seminar</td>
<td>Middle school teacher Standard III</td>
<td>Reading 1 Standard IV</td>
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<td>3</td>
<td>9 / 11</td>
<td>UT Seminar</td>
<td>Discuss Observation Positive Classroom Standard II</td>
<td>Reading 2 Standard IV</td>
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<td>4</td>
<td>9 / 18</td>
<td>UT Seminar</td>
<td>Discuss Observation / Lesson Standard III</td>
<td>Reading 3 Observation Standard IV</td>
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<td>9 / 22</td>
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<td>5</td>
<td>9 / 25</td>
<td>UT Seminar</td>
<td>Discuss observation / Lesson Lesson Plan Standard I and II</td>
<td>Reading 4 Observation Standard IV</td>
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<td>9 / 29</td>
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<tr>
<td>6</td>
<td>10 / 2</td>
<td>UT Seminar</td>
<td>Discuss Observation / Lesson Instructional strategies / Assessment Standard I and III</td>
<td>Reading 5 Observation / Lesson Standard II</td>
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<td>7</td>
<td>10 / 9</td>
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<td>Discuss Observation / Lesson Plan Diversity Standard II</td>
<td>Observation / Lesson</td>
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<td>10 / 13</td>
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<td>8</td>
<td>10 / 16</td>
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<td>Discuss Observation / Lesson Plan Classroom management Standard II</td>
<td>Reading 6 Observation / Lesson Standard II</td>
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<td>10 / 20</td>
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<tr>
<td>9</td>
<td>10 / 23</td>
<td>UT Seminar</td>
<td>Discuss Observation/ Lesson Plan</td>
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A lesson is complete when the lesson plan, teacher evaluation and reflection are turned in to me. Email me the lesson plan before you teach the lesson. The teacher evaluation and reflection must be
Turned in within a week of having taught the lesson.

| Lesson Plan 1, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 2, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 3, Teacher evaluation and Reflection (Turn in to instructor) |

**Important**  All the Lesson Plans listed above should be completed by October 23

| Lesson Plan 4, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 5, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 6, Teacher evaluation and Reflection (Turn in to instructor) |

The Portfolio must be turned in to the instructors office by December 8

**UTL 202 Pedagogy and Professional Responsibilities Standards**

**Standard I** The teacher designs instruction appropriate for all students

**P&P**

1.1k Plans lessons that reflect an understanding of students developmental characteristics and needs.

1.3k Adapts lessons to address students varied backgrounds, skills, interests and learning needs.

1.5k Acknowledge and respect cultural and socioeconomic differences when planning instruction.

1.16k Use various types of material and other resources to aid in preparing and implementing instruction.

1.19k Designing instruction that reflects state standards

1.28 The role of technology in assessing student learning
Standard II  The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.1k The importance of creating a learning environment in which diversity and individual differences are respected.

2.3k Ways to establish a positive classroom climate that fosters active engagement in learning among students.

2.4k Communicate teacher expectations for student learning

2.6k How classroom routines and procedures affect student learning and student achievement

2.16k The importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior

2.18k Appropriate responses to a variety of student behaviors and misbehaviors.

Standard III  The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process

3.1k Use of clear, accurate communication in the teaching and learning process

3.4k Skills and strategies for engaging in questioning and leading effective student discussions
3.6k How to present content in relevant and meaningful ways linking students prior knowledge and experiences

3.10k Techniques for structuring and pacing lessons in ways that promote student engagement and learning.

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

4.1k The importance of families’ involvement in their children’s education

4.2k Appropriate ways for working and communicating effectively with families in varied contexts

4.3k Types of interaction among professionals in a school (vertical teaming, team teaching and mentoring)

4.9k The importance of participating in professional development activities to enhance content knowledge and pedagogical skills

4.12k The importance of using reflections and ongoing self-assessment to enhance teaching effectiveness

4.16k Procedures and requirements for maintaining accurate records

Bibliography
Faber, Sharon. If these are the kids, who should the adults be? and how do we teach them? Milledgeville, GA: Georgia Middle School Association, 2001.


Research and resources in support of this we believe. Westerville, OH: National Middle School Association, 2003.


This we believe. Westerville, OH: National Middle School Association, 2003

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 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.

**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://www.utexas.edu/diversity/ddce/ssd/.

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**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.

- Behavior Concerns Advice Line (BCAL): 512-232-5050 - Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.