Instructor Information:

Instructor: Dr. Diane Galloway  
Office: 322M - Science Hall  
Office Hrs: Tuesday – 1:00 – 4:00  
Wednesday, 3:00 – 4:00 - Anytime by Appointment

Course Information:

Course Title: Practicum  
Course Number: EDML 5315  
Semester: Fall 2014  
Course Location and Time: Assigned Schools/Placements

Description of Courses:

EDML 5315- Practicum. Full-day, Monday – Friday, supervised and directed practice in university-approved classrooms for students in EC-6 classrooms. Students will have at least two placements: one in PK-2 and one in grade 3-6. Student teaching must immediately follow the Field-based experiences semester. Student teaching assumes that students will follow the school district's calendar, and report to the classroom all day and each day of the semester. Prerequisite: All other EDML, LIST, and BEEP courses must be completed before beginning student teaching.

Student Learning Outcomes:

As a student teacher, you will be given the opportunity to:
1. Implement educational theories and practices in a realistic setting;
2. Practice various teaching and management strategies and methods;
3. Observe the behavior and learning styles of students in a world of diverse cultures and expectations;
4. Develop high levels of teaching competence through guided teaching experience;
5. Create and use effective lesson plans for instruction;
6. Effectively use technology for instruction and communication;
7. Become familiar with the total public school organization and programs;
8. Establish professional relationships with fellow teachers, students, administrators and
parents;
9. Engage in self-evaluation and professional goal-setting.

Description of Major Assignments

**TK20** Key Assessments are submitted to TK20 (http://www.uta.edu/coehp/tk20)

- 12 weeks of full-time, daily classroom experience with a Cooperating Teacher.
- Teacher candidates are assigned 6 weeks in a younger grade (Grades 4,5,6) and 6 weeks in an upper grade (Grades 7, 8).
- Submission of weekly reports of activities and reflection of the week’s work in concert with Cooperating Teacher.
- Submission of three lessons plans preceding the university supervisor formal observation.
- Two week curriculum unit per placement.
- Conform to and abide by the Texas Educator Code of Ethics and District and school policies.
- Compilation of 7 formal lessons observation forms from each Cooperating Teacher (2) and the University Supervisor (3). A reflective analysis of growth over student teaching and readiness to begin teaching. Submitted on **TK20**

**Grading:** Student teaching grade is a Satisfactory / Unsatisfactory

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog http://catalog.uta.edu/academicregulations/grades/#graduatetext.

**Instructor Policies:**

Communication with the University Supervision is very important. The student needs to coordinate formal observation visits in advance. Lessons plans are to be submitted at least 3 days before the scheduled observation. Post-Conference time after teaching is required.

**Attendance:** Your attendance at the school placements is the same level expected for professional teachers. In the event of illness you must notify your university supervisor and Cooperating Teacher as soon as possible. Absences beyond 2.5 days will require an Action Plan addressing compensating time away from the classroom.
BLACKBOARD: Assignments and communication will be posted on the course blackboard web site. **It is your responsibility to keep up-to-date** and monitor the site. Go to Blackboard on the UTA website and log into blackboard with your NetID and Password.

| Blackboard | Your 'go to' site for resources, get assignments, upload your work and keep on track. |

WRITING CENTER: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit https://uta.mywconline.com/ to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

LIBRARIAN TO CONTACT: Our librarian is Mr. Andy Herzog

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/+)

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from
participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.
Alignment to AMLE National Standards

The UTA middle level teacher preparation program aligns with the Association of Middle Level Educators (AMLE) standards of excellence. All candidates in the program will build a professional portfolio documenting performance to the standard. This course is foundational to your preparation and addressed major elements of the standards. The following AMLE Standards address the professional knowledge, skills and demonstrations you are held to as a mid-level teacher candidate. The UTA Mid-level program is an accredited, nationally recognized program; your assurance that UTA mid–level meets high standards of teacher preparation.

Association for Middle Level Education Middle Level Teacher Preparation Standards

PRINCIPLE A: THE LEARNER AND LEARNING

Standard 1. Young Adolescent Development

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

PRINCIPLE B: CONTENT

Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.
PRINCIPLE C: INSTRUCTIONAL PRACTICE

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

State Domains and Competencies:

TExES Domain I, Competency 004
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

TExES Domain II, Competency 005
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment.

TExES Domain III, Competency 007
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

TExES Domain III, Competency 008
The teacher provides appropriate instruction that actively engages students in the learning process.

TExES Domain III, Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

TExES Domain III, Competency 010
The teacher monitors student performance and achievement; provides students with high-quality feedback; and responds flexibly to promote learning for all students.
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**Texas College and Career Readiness Standards** — The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. According to research, over 80 percent of 21st century jobs require some postsecondary education. By implementing these standards, secondary school and postsecondary faculty in all academic disciplines will advance the mission of Texas: college and career ready students.

**Department Policies**

**PROFESSIONAL DISPOSITIONS STATEMENT** (Approved by Teacher Education Council, 2-7-2012)

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

I. **PROFESSIONAL DISPOSITIONS GUIDELINES**

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.1 Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. **Professional Demeanor:** TAC Standards 1.9, 1.10, 2.1 through 3.9

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
  - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
  - Accepts decisions made by institutional authority.
  - Treats others in a just and equitable manner.

- Maintains composure and self-control.
  - Responds positively to constructive criticism.
  - Follows appropriate channels of communication/authority.
  - Reacts professionally (calm and patient) when under stressful situations.

B. **Professional Practices:** TAC Standards 1.1 through 3.9

- Complies with class and program requirements
  - Attends classes, trainings, and field experiences.
  - Arrives on time and remains for the duration.

- Is prepared, engaged, and meets deadlines.

- Demonstrates academic integrity and honesty.

- Maintains appropriate confidentiality at all times.

- Demonstrates compliance with all laws and regulations.
• Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards.

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
• Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
• Uses appropriate and professional language and conduct.
• Works effectively, collaboratively, and equitably with others.
• Receives feedback in a positive manner and makes necessary adjustments.
• Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
• Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
• Uses UT Arlington email as official university form of electronic communication and information. Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.