Instructor Information:

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Faculty Profile: https://www.uta.edu/profiles/janet-melton

Course Information:

Course Title: Practicum
Course Number: ELED 5315
Semester: Fall 2015
Course Location and Time: Off-Campus
Course Website: http://elearn.uta.edu

Catalog Description

ELED 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 ELED, LIST, and BEEP courses must be completed before beginning student teaching.

Required Materials:
TK-20 (http://www.uta.edu/coed/tk20)

- Working full-time, daily in an elementary classroom as per the school district schedule of work during the duration of the Practicum experience.
- Performing a Data-Driven Project and posting the written product into TK20.
- Writing weekly reports of activities and reflection of the week’s work in concert with Cooperating Teacher.
• Submitting 3 satisfactory, formal lesson plans in the EC-6 Program format.
• Conform to and abide by the Texas Educator Code of Ethics and District and school policies.
• Model correct English grammar, spelling, punctuation, and syntax verbally and in writing throughout the Practicum in all matters pertaining to the Practicum.

• Submitting all required forms and paperwork.

**NEED TO KNOW:**
Graduate Field Experience Handbook via

**NOTE:** The policies and information herein are accurate. Dates will be different. There has been difficulty getting items added or changed to this webpage. As the current semester’s handbook becomes accessible, Dr. Melton will update this.

**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.

**University Mission:**

*The mission of The University of Texas at Arlington* is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Mission:**

*The mission of the UTA College of Education and Health Professions* is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

**Core Values:** Effective teaching Active learning Quality research Meaningful service
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

• The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

• The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

• The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  • **Research** encompasses the investigation of ideas and theories with the purpose of
discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**Professional Dispositions: College of Education and Health Professions**

- 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.

- The full document regarding dispositions is posted in Blackboard in the course materials.

**State Guidelines, Competencies and Professional Organizations:**

- Texas Essential Knowledge and Skills (TEKS) - [http://www.tea.state.tx.us/index2.aspx?id=6148](http://www.tea.state.tx.us/index2.aspx?id=6148)

**University Policies:**

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, the attendance policy will be governed by the policies found in the Graduate Student Handbook of the College of Education.

**Incomplete Work:**

- In the case of incomplete work, a grade of “I” can be awarded **only** in the event of serious circumstances that prevent completing all work.

**Medical Reimbursement:**

- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.
**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/aaofao/).

**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.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**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.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. 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 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.

**The English Writing Center (411LIBR):** Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

**Commitment to Diversity:**
- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education and Health Professions at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

**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.

**College of Education Policies:**

**Academic Integrity:**
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

- The following statement (between the part between the ******s) is to be signed and submitted by Week 3 of the semester into the appropriate space in Blackboard to receive credit in EDUC 5315. An actual signature must appear where it states “signature”. Please put your full name and class meeting day and time on the top
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 (including the Texas Essential Knowledge and Skills). I will follow the highest standards of integrity and uphold the spirit of the Honor Code. (I also attest and acknowledge that if I fail in meeting this standard of integrity, I will have consequences that include not passing this course.)

Course Assignments:

--Student Teacher Statement of Intent:
Candidate will submit the signed form via Blackboard.

--College of Education Media Release Form:
Candidate will submit the signed form via Blackboard.

--Teaching Schedule Form:
Candidate will submit a completed Teaching Schedule for each week of each placement (See sample in Handbook).

--Texas Educator Code of Ethics Form:
Located in Bb and must be downloaded, signed, scanned, and uploaded into Bb as well as turned in hard copy to your filed supervisor.

--Weekly Report and Reflection:
Candidates are required to meet weekly with their Cooperating Teachers to complete the Weekly Report and Reflection during both the Field Experience and Student Teaching semesters. Candidates will submit this form to their UTA Supervisor via https://www.uta.edu/coed/academics/advising/resident-weekly-report.php before 5 p.m. on Friday of each week. **NOTE: You should be meeting WITH your CT when filling this form out. If this is the case, then you should not be submitting it too long after school is out on Friday.

• Data Driven Instruction Project:
Candidates will choose a content area, collect data, analyze the data, design a data-driven instructional plan consisting of five lessons to address the needs of the students as revealed in the data, implement the instructional plan, evaluate the students’ progress, and determine the next instructional goal for the students based on the results.

Instructions:

• Step 1 - Data Collection – determine which pieces of data you will need to make a good instructional decision about your students.
• Step 2 - Data Reflection – analyze the data from the assessment to determine the needs of each student.
• Step 3 - Data-Driven Instructional Design- plan a series of five lessons based on the data you have for each student. This requires instructional differentiation to meet the needs of all learners in your classroom.
• Step 4- Data Collection – assess the students to determine if the Instructional Design was effective.
• **Step 5** – Data Reflection – analyze the results of the assessment and determine the next instructional goal for the students.

• **Step 6** - Develop a paper in which you describe your project. In it you will present the following:
  - A description of your data collection procedures including why you chose this assessment and its validity and reliability.
  - The results of the assessment. Include conclusions about the needs of each student.
  - Descriptions of the instructional strategies you developed in your five lesson plans to address the student needs.
  - Reflect on the lessons’ implementation. Do you feel the lessons were effective?
  - Evidence of student learning – Did the students meet your instructional objectives? Describe and include evidence of student learning
  - Based on the results of your lesson, what are the next instructional goals for each of your students. *This final write-up MUST be uploaded to TK-20.*

**Grade Calculation:**

Grades are assigned on a Pass/Fail basis. In order to earn a “Pass” for this course, students must:

- keep deadlines, follow UTA EC-6 Program policies, follow all policies of the District and the school
- follow the State of Texas Educator Code of Conduct, exhibit professionalism her/his behavior with others
- demonstrate the skill of speaking and writing in correct English as required by an educator in Texas
- demonstrate the ability to plan for instruction and implement that instruction effectively – One long, formal lesson plan is due 48 hours in advance of each formal observation by UTA Field Supervisor. This totals 3 plans during the semester that are directly correlated to the lessons observed by the UTA Field Supervisor.
- demonstrate an attitude of willingness to accept constructive criticism and make appropriate adjustments, etc.
- Successful completion of three observations by UTA Field Supervisor, 1(at minimum) observation form and conference with first placement CT, and 1 (at minimum) observation form and conference with second placement CT.
- Attendance at the September 5, 2015 “All COE” meeting.
- **Submit all required forms in Blackboard and on Tk-20.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Teaching Responsibilities (These are cumulative)</th>
<th>Assignment Due (All assignments due before Friday midnight)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLACEMENT 1</strong></td>
<td><strong>Week 1 – (Week of Aug. 25)</strong></td>
<td>• Ethics Statement signed and uploaded into Bb.</td>
</tr>
<tr>
<td></td>
<td>• Assist Cooperating Teacher</td>
<td>• Week 1 Report and Reflection</td>
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<td></td>
<td>• Observe classroom routines</td>
<td>• Student Teacher Statement of Intent</td>
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<td>• Cooperating Teacher Credo – Placement 1</td>
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<td>• <strong>Teaching Schedule placement 1 due to Dr. Melton’s e-mail and in Bb</strong></td>
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<td>• Week 1 Report and Reflection (See link below)</td>
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<td>• <a href="https://www.uta.edu/coed/academics/advising/resident-">https://www.uta.edu/coed/academics/advising/resident-</a></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Tasks</td>
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<tr>
<td>2</td>
<td>(Sept. 1)</td>
<td>Help with transitions</td>
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<tr>
<td>3</td>
<td>(Sept. 8)</td>
<td>Begin teaching 25% of day</td>
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<tr>
<td>4</td>
<td>(Sept. 15)</td>
<td>Begin teaching 50% of day</td>
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<tr>
<td>5</td>
<td>(Sept. 22)</td>
<td>Begin teaching 100% of day</td>
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<tr>
<td>6</td>
<td>(Sept. 29)</td>
<td>Begin teaching 100% of day</td>
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<td><strong>PLACEMENT 2</strong></td>
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<tr>
<td>7</td>
<td>(Oct. 6)</td>
<td>Assist Cooperating Teacher, Observe classroom routines</td>
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<tr>
<td>8</td>
<td>(Oct. 13)</td>
<td>Help with transitions</td>
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<td>9</td>
<td>(Oct. 20)</td>
<td>Begin teaching 25% of day</td>
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<tr>
<td>10</td>
<td>(Oct. 27)</td>
<td>Give back teaching to 50% of day</td>
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<tr>
<td>11</td>
<td>(Nov. 3)</td>
<td>Begin teaching 100% of day</td>
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<tr>
<td>12</td>
<td>(Nov. 10)</td>
<td>Begin teaching 100% of day</td>
</tr>
<tr>
<td>13</td>
<td>(Nov. 17)</td>
<td><strong>Data Project Step 6 Due = on Blackboard AND TK20!!!</strong></td>
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</tbody>
</table>

**If your Data-Driven Project is not uploaded into TK20, you will not receive a “Pass” for this course. Also, you MUST have all forms, benchmarks, and observations completed.**

Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials.

- Library Home Page ........................................... [http://www.uta.edu/library](http://www.uta.edu/library)
- Subject Guides ............................................. [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves ............................................ [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Connecting from Off-Campus ............................. [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask A Librarian ............................................. [http://ask.uta.edu](http://ask.uta.edu)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php).

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit [http://libguides.uta.edu/os](http://libguides.uta.edu/os) and [http://libguides.uta.edu/pols2311fm](http://libguides.uta.edu/pols2311fm).