Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Joyce E. Myers</th>
<th>Phone:</th>
<th>(972) 523-0892</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Science Hall 322 G</td>
<td>Fax:</td>
<td>(817)272-0224</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:rjem@uta.edu">rjem@uta.edu</a></td>
<td>Mailbox:</td>
<td>19777</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
<td></td>
<td></td>
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<tr>
<td>Course Web Site:</td>
<td><a href="http://elearn.uta.edu">http://elearn.uta.edu</a></td>
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</table>

Course Information:

Course Title: Practicum  
Course Number: ELED 5315  
Semester: Spring 2016  
Course Location and Time: Off Campus

Course Website: http://elearn.uta.edu

Catalog Description

ELED 5315. PRACTICUM. 3 Hours.
Practicum in student's teaching area(s). This semester-long experience will help students apply theory and research to practice.

Textbook(s) and Materials:


TK20
- The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our
processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

**Requirements:** Full-time teaching placement in two Elementary classrooms. Placements will be determined by the Office of Professional Development through your TK20 application.

**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 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

**Conceptual Framework:**
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

**University Policies:**
Expectations for Out-of-Class Study:
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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 undergraduate / graduate catalog.
http://www.utdallas.edu/catalog/content/general/academic_regulations.aspx#10

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://www.utdallas.edu/ses/fao).

American with Disabilities Act (ADA):
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.utdallas.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity:
All students enrolled in this course 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.

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).
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.

Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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.

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

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 syllabi. 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. Classes are held as scheduled during this week and lectures and presentations may be given.

Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
https://www.uta.edu/policy/procedure/7-6

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.
UTA Writing Center:
- Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students.
- You can set up an online or face-to-face appointment with a tutor at the On-Line Writing Lab. (http://www.uta.edu/owl/).

College of Education and Health Professions Policies:

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.

Professional Dispositions Statement:
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. (see blackboard for further details.)

TK-20:
- The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 Higher Ed. The following is a partial listing of what the Tk20 system will enable you to do:
  - Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
  - Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
  - Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
  - Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. Information is available at the following website: http://www.uta.edu/coehp/tk20
- We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!
AVID:

- AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
- The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.
- At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

C & I Departmental Policies:

General Policies:
- The professor is available for telephone, e-mail or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This is to be done before problems affects your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- **Do not underestimate the importance of the above requirements.** Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.

EC- 6 Program Policies:

Assignments and Assessments:
- All assignments should be submitted via the Blackboard course webpage.
- All assignments should be submitted with the designated title of the assignment.
- All assignments should be submitted using APA 6th Ed. formatting guidelines and a cover sheet including the following:
  
  Student’s Name  
  Assignment Name  
  University of Texas at Arlington  
  Dr. Joyce E. Myers  
  Date  
  Academic Honesty Statement
• Tips for APA can be found at the following website: http://owl.english.purdue.edu/owl/resource/560/01/
• Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
• **Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the value of the assignment for each day it is late.**
• All assignments are due before the scheduled final examination for the course. Assignments submitted during or after the final examination will not be graded or considered in the final course grade.
• Student teachers are required to attach and sign the program academic integrity statement with each assignment submitted for a course requirement.

**Grades and Learning:**
- **No** extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

**Concerns:**
- Should problems or concerns arise, it is your responsibility to solicit help.
- This is to be done before problems affect your grade – not after.

**Electronic Devices:**
- As a courtesy to your instructor and your classmates, please silence electronic devices such as cell phones, computers and pagers.
- Texting will not be tolerated.
- Cell phones should be on ‘silent’ and vibrating feature should be turned off. A vibrating phone on a desk makes noise.
- Non-course related Internet surfing will not be tolerated. Internet use is strictly limited to class discussions.
- Cell phones are not to be used in the ISD classrooms. Computers and iPads may only be used with permission of the CT for curriculum use only.

**Academic Honesty:**
At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but 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” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards 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.

The following statement is to be included on the cover page of each written assignment submitted for credit in an ECED course. For assignments submitted electronically, the candidate’s name may be word-processed on the signature line. The posting of the statement with the candidate’s name through the candidate’s email, Blackboard or TK-20 account is recognized as the candidate’s signature.
Copy and paste the following statement to the bottom of the coversheet for each assignment.

**********
On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another’s work as my own is a violation of the UTA Academic Integrity Policy.

I have not submitted the attached work as an assignment for any other course or field activity.

Signature ___________________________ Date __________

State Guidelines, Competencies and Professional Organizations:

- TExES EC-12 PPR Domains and Competencies- [http://www.sbec.state.tx.us/sbeconline/standtest/standards/allppr.pdf]
- Texas Essential Knowledge and Skills (TEKS) - [http://www.tea.state.tx.us/index2.aspx?id=6148]

Course Assignments:

Student Teacher Statement of Intent:
Student will submit the signed form via Blackboard. The form can be found in the Handbook and on Blackboard.

College of Education and Health Professions Permission Form:
Student will submit the signed form via Blackboard. The form can be found in the Handbook and on Blackboard.

Daily Classroom Schedule:
Student will submit a copy of the classroom schedule for each placement by the 2nd week of the placement via Blackboard.

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

Required Activities for Student Teachers Checklist:
Student will submit the Checklist via Blackboard. The form can be found in the Handbook and on Blackboard.

Weekly Report and Reflection:
Student teachers 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. This assignment is used specifically for the cooperating teacher to give feedback and guidance to the student teacher and for student teacher reflection for improvement. **It is required for you and the Cooperating Teacher to complete this together.** Students will complete and submit this form to their UTA Supervisor before midnight of Friday of each week using the following link: [https://www.uta.edu/coehp/academics/advising/resident-weekly-report.php](https://www.uta.edu/coehp/academics/advising/resident-weekly-report.php)
Formal Lesson Plans and Reflections:
You will be observed twice in each placement by your UTA Supervisor; one informal and three formal. Student Teachers are required to develop three detailed lesson plans for formal observations. Other lesson plans may be developed according to a more abbreviated format if approval is given by the Cooperating Teacher and the UTA Supervisor. Student Teachers are to use the EC-6 Lesson Plan Form provided for all lessons formally evaluated by Cooperating Teachers, UTA Supervisors, or peers. Cooperating Teachers, UTA Supervisors, and peers evaluating lessons must have a copy of the lesson plan at least 48 hours before the lesson is to be taught so that final revisions can be made if necessary before the actual teaching is done. Reflections are due 48 hours after the completion of the Formal Observation. The formal evaluations consist of a minimum of 45 minutes for observations, followed by a minimum of 20 minutes for feedback. These documents will be sent via their iPads to the CT, building principal, student teacher and the Office of Professional Development.

Formal Teaching Observation by Cooperating Teacher:
Student Teachers will be formally observed continually throughout the placement by their Cooperating Teacher. Using the form in the Handbook, the Cooperating Teacher will formally observe and give feedback to the candidate on one lesson. The student will submit a copy of this formal observation via Blackboard.

Benchmarks by Cooperating Teacher:
Each cooperating teacher will complete benchmarks at the end of your placements. These benchmarks will be submitted to the UTA supervisor for review and feedback to the student teacher. A link to the survey will be emailed to you and your Cooperating Teacher.

Final Teaching Philosophy Statement
Students will complete a statement summarizing their philosophy of teaching. The philosophy statement must be clear and consistent and well developed. It must relate meaningful examples of classroom experience that are free from stereotypes and misconceptions. The statement must also include thoughtful reasons why the candidate wants to become a teacher that go beyond “love of children” and express elements of professionalism. Finally the paper must contain original thought demonstrating the candidates own beliefs about the complexities of the teaching profession.

The student can use the following prompts to guide their philosophy statement.
- I believe the purposes of education are...
- I believe that children learn best when...
- The curriculum of any classroom should include certain “basics” that contribute to...
- These basics are...
- Children learn best in an environment that promotes...
- Features of a good learning environment are...
- Some of children’s basic needs are...
- I would meet these needs by...
- Qualities that are important for teachers to have are...

Data Driven Instruction Project:
Students 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:
Students will post responses to Steps 1-5 on the Discussion Board on Blackboard.
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.
      o Reflect on the lessons’ implementation. Do you feel the lessons were effective?
      o Evidence of student learning – Did the students meet your instructional objectives? Describe and include evidence of student learning
      o Based on the results of your lesson, what are the next instructional goals for each of your students.
Step 7 – When deemed satisfactory by your UTA Supervisor, all materials will be uploaded to Blackboard and TK-20.

**Grade Calculation:**

Grades are assigned on a Pass/Fail basis. Final grades will not be posted until the Student has completed ALL of the requirements listed in this document and the Handbook.

**Student Teacher Seminars:**

Seminars are mandatory and attendance will be taken. There will be 5 seminars; dates are posted in your handbook. The seminars will begin in a group meeting and then split into small group discussions with your UTA Supervisor. Location will be emailed prior to each seminar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Assignment</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21</td>
<td>Chapters 1 and 2</td>
<td>Complete the chart on p. 23</td>
<td>Data Driven Project/ Meet Supervisors/ go over chart</td>
</tr>
<tr>
<td>February 8</td>
<td>Chapters 3, 4 and 5</td>
<td>Complete “try it” #2 on pg. 97</td>
<td>Mental Health/ Classroom Management</td>
</tr>
<tr>
<td>March 7</td>
<td>Chapters 6 and 7</td>
<td>Complete question #5 on pg. 115</td>
<td>Understanding Dyslexia/ bring copy of RTI plan</td>
</tr>
<tr>
<td>April 18</td>
<td>Chapters 8 and 9</td>
<td>Complete questions 3,4 &amp; 5 pg. 172</td>
<td>Applying for certification/ Principals Panel</td>
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<tr>
<td>May 9</td>
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<td>Inspirational Speaker/ Celebration</td>
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</table>
## Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Teaching Responsibilities (These are cumulative)</th>
<th>Assignment Due (All assignments due before Friday before midnight unless otherwise noted above)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLACEMENT 1</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
| Week 1 January 25-29 | Assist Cooperating Teacher | Student Teacher Statement of Intent
CoEHP Permission Form
Cooperating Teacher Credo – Placement 1
Weekly Report & Reflection |
| Week 2 February 1-5 | Begin teaching 25% of day | Weekly Report & Reflection |
| Week 3 February 8-12 | Begin teaching 50% of day | Data Project – Step 1 Due
Weekly Report & Reflection |
| Week 4 February 15-19 | Begin teaching 100% of the day
February 9, 3:30 pm - Student Teaching Seminar 2 | Data Project – Step 2 Due
Weekly Report & Reflection |
| Week 5 February 22-26 | Continue teaching 100% of day | Data Project – Step 3 Due
Weekly Report & Reflection |
| Week 6 February 29-March 4 | Give back teaching to 25 or 50% of day | Data Project – Step 4 Due
Weekly Report & Reflection
Mid Semester Benchmark |
| **PLACEMENT 2**                                           |                                                                                               |
| Week 7 March 7-11 | Assist Cooperating Teacher
Observe classroom routines | Data Project – Step 5 Due
Weekly Report & Reflection |
| March 14-18 |                                                                                               |                                                                                               |
| **Spring Break**                                         |                                                                                               |
| Week 8 March 21-25 | Begin teaching 25% of day
March 16, 3:30 pm - Student Teaching Seminar 3 | Cooperating Teacher Credo – Placement 2
Weekly Report & Reflection |
| Week 9 March 28-April 1 | Begin teaching 50% of day | Teaching Schedule Form - Placement 2
Classroom Daily Schedule- Placement 2 |
| Week 10 April 4-8 | Begin teaching 100% of day | Weekly Report & Reflection |
| Week 11 April 11-15
April 11 | Continue teaching 100% of day
*UTA Career Fair 9:00 am – 1:00 pm
E.H Hereford University Center – Bluebonnet Rm | Weekly Report and Reflection
Philosophy Statement due to
Blackboard and TK20 |
| Week 12 April 18-22 | Give back teaching to 25% or 50% of day |                                                                                               |

### Library Resources

Library Home Page ........................................ http://www.uta.edu/library
Subject Guides.......................... http://libguides.uta.edu
Subject Librarians ..................... http://www.uta.edu/library/help/subject-librarians.php
Database List .......................... http://www.uta.edu/library/databases/index.php
Course Reserves ....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog ........................ http://discover.uta.edu/
E-Journals ................................ http://liblink.uta.edu/UTAllink/az
Connecting from Off-Campus .......... http://libguides.uta.edu/offcampus
Ask A Librarian ........................ 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