

Urban Institute for Teacher Education (UITE)
EDU 6490 – 002(3 cr.): Graduate Field Practicum, Fall 2023
Graduate Secondary Cohort

Instructor: Udit Gupta, M.S., M.A.T., Ph.D.
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Student hours: Always available by phone, email, or appointment – virtually or in-person
Meeting Times: T, Th (in person, 7:30 – 10:30 am; F (in-person, 3:30 – 5:30 pm)
Location: SAEC 2155; In-person (Aug. 29 – Dec. 1); Field Practicum: Aug. 21 – Dec. 7

“We don’t learn from experience; we learn from reflecting on experience” John Dewey

“Flexibility is the key to stability” Anonymous

Important Events	Dates
Classes begin	Monday, Aug. 21
Last day to add without a permission code	Friday, Aug 25
Last day to drop (delete) classes	Friday, Sept. 1
Last day to withdraw from classes	Friday, Oct. 20
Last day to reverse CR/NC option	Friday, Dec. 1
Classes end	Thursday, Dec. 7
Final exam period (to be held online)	Monday-Friday, Dec. 11 – 15
Fall Break	Oct. 8 - 15

Course Description: Starting with the beginning of teachers' public-school calendar, issues related to the beginning of an effective school year will be examined. Teacher Candidates (henceforth: TCs) are assisted in becoming reflective practitioners as they explore the role of teachers' work through direct observation, participation and assisted and independent teaching.

Throughout this course, the Utah Effective Teaching Standards (UETS) and Continuum of Practice will serve as the basis for your formative and summative evaluations. This course is open only to students enrolled in the Undergraduate Secondary Licensure Program and is offered as **Credit/No Credit**.

Co-Requisite: This class is an graduate secondary licensure class. Teacher Candidates enrolled in this class are required to have completed all required pre-licensure work or should be in the process of completing the coursework during this semester (fall 2023). Failure to complete pre-licensure coursework during Fall 2023 will result in termination of student teaching in Spring 2024 and development of action plan stipulating steps for completion.

Course Outcomes: The purpose of this course is to provide you, the TC, with the experiences necessary to develop an understanding of the teaching processes that take place in middle/high classroom setting (depending on where you are placed). As the TC, you will fully explore the teacher role as you delve into the dynamics of the classroom, understand the responsibilities of teaching, and student life in secondary schools and take over the responsibility of teaching one class during the second quarter in their respective placement school. The observations and involvement in teaching, along with the knowledge gained through reading of current educational research, will enable you to reflect on your teaching practice. Additionally, this course will prepare you for the PPAT exam that you will be required to complete during your Student Teaching in Spring 2024.

Evaluation Criteria: TCs enrolled in this course will be evaluated on their performance in class and also in the field (i.e., school). The performance in class will be evaluated by TC's readiness to learn, reflect, participate in class/group discussions and also via the quality of the assignments produced. Additionally, TC's field performance will be evaluated by completing all field requirements as stated in this syllabus and also passing each Pre-Student Teaching Evaluation to be completed by TC's US and STE towards the end of the field practicum (Dec. 8-15).

Teaching and Learning Methods: **Being reflective and openness to discussion and collaboration will be key elements of this course.** A combination of lectures, discussions, exploring case studies, problem-based learning will also hold an important place. All these class components are closely tied with the field practicum that you as the TC will be involved in during fall with the aim of preparing you for student teaching during spring. Overall, being prepared for the class with readings and questions will help you in honing your teaching skills. You will be maintaining a reflection journal to quote your reflections and feedback that you gather from observations, teaching and feedback from peers, STE and US.

Student Feedback: Your feedback is very important to me! Hence, every year, towards the end of the semester, I meet with each TC to talk about their experience with the course (readings, assignments etc.) and fieldwork. This combined with the university course feedback helps me make improvements to the course and fieldwork for next year.

Required Readings: Along with the readings available on Canvas, we will be using the following texts. The words in parentheses align with assigned chapter readings mentioned on page 9-10.

William, D. (2018). *Embedded Formative Assessment*, 2nd edition. Solution Tree Press. **(We will call it FA Book)**

Tomlinson, C. A., McTighe, J. (2006). *Integrating Differentiated Instruction + Understanding by Design*, 1st edition. Assoc for Supervision and Curriculum Development. **(We will call it IDI Book)**

Sprenger, M. (2020). *Social Emotional Learning and the Brain*, 1st edition. Assoc for Supervision and Curriculum Development. **(We will call it SEL Book)**

Note: This book is also available on bookshelf of UofU Campus Bookstore. Refer to Canvas for directions to access the bookshelf and order your digital copy of the book.

As the TC, you are also required to read the Teacher Handbook (available on the UITE website), sign the contract on page 3, and return the contract to the cohort leader (also instructor for this course) before being allowed to participate in any capacity (observing and/or teaching) in your assigned public school in Granite, Canyons and Salt Lake school districts in Utah.

Background Check: Every TC is required to pass a background check. Fingerprints must be cleared before a TC is left alone in the classroom. Any TC whose fingerprint check has not been cleared will not be allowed to begin student teaching. For any questions related to your background check, please contact Sara Hatch at sara.hatch@utah.edu.

Field Requirements: Along with attending cohort meetings, field experience (also called Field Practicum) is another important component of this course. The field experience is an excellent opportunity for you to develop an understanding of schools, students, and teachers in urban settings. The process of being present in your assigned classroom will begin with observations and will gradually transform into working closely with your site teacher(s) (henceforth: STEs) in planning and preparing lesson plans, working with students in small groups

or as a class and grade student assignments. All this is in preparation for your student teaching during spring 2023. During your Field Practicum, you are expected to spend a **minimum of 3 – 6 hours per week** in the field (i.e., in your STE's classroom). *If you will be late or must miss a field day due to illness due to any emergency you are required to contact the STE **and** cohort leader (henceforth: CL) directly, leaving messages as necessary.* If you have scheduled observation (detailed information in the later part of the syllabus) for that day, you must contact your university supervisor (henceforth: US) and let him/her/them know of your absence. In the event that unusual health circumstances prevail, your instructor reserves the right to make changes to the course requirements and policies, if warranted. **NOTE: TCs from the University of Utah must always wear a school or university ID when present in the schools.**

Decorum: While in the field, you need to be especially sensitive to the fact that **you are guests** in the school. It is crucial to act in a thoughtful, helpful manner at all times, and to always present oneself in a professional manner. Keep people's trust and confidentiality. When you finish a task, you should be on the lookout for other ways to be helpful to your STE. Remember, **every person you meet is potentially a future colleague and/or a valued contact.** In the event of school closures and classes being online, you are required to follow all etiquettes of online teaching.

Community Engaged Learning (CEL): This is also a CEL designated course. Please read the following sections as they relate closely to your Field Practicum.

CEL Objectives: CEL is a method of teaching and learning that links classroom instruction to community service for the purpose of enriching learning experiences and helping foster civic responsibility. Your Field Practicum falls in these criteria. This learning experience will provide you with an opportunity to integrate knowledge gained in the classroom to an applied and practical setting as well as gain an appreciation for urban teaching responsibilities.

CEL Requirements: The Field Practicum learning experience will be facilitated through our district partners in Salt Lake, Granite and Canyons and will involve at least 54 hours of field hour participation in designated school settings outside of class time. During the time in schools, you are expected to maintain professional decorum, work with your STE(s) closely in terms of connecting with students, working with them one-on-one or in small groups, teach lessons and assess students. Along with the coursework that you undertake for this class, you will also be evaluated on your Field Practicum performance at the end of the semester.

CEL Assignments: All readings and assignments in this course are related to your reflections in several dimensions of teaching.

Cohort Collaboration and Partnerships: Just as involvement in community through working with students is one piece of this course, cohort collaboration and partnership are another piece. In fact, this course relies heavily on the relationships that you will build with your fellow cohort members. These relationships prove to be beneficial to you in terms of problem-solving classroom situations, venting out (at times), reflecting on your classroom practices and dry running ideas for teaching with fellow cohort members. Cohort meetings (face-to-face or virtual) will be a passage to building such partnerships with your fellow cohort members.

Assignments and Grading

Written Assignments: All the assignments relate closely to your reflective vision that you will attain through spending time at your placement site and working closely with your STE(s) and students. Few key points: --Assignments are either on **hard** or **soft** deadlines. Assignments with hard deadlines are bolded while assignments on soft deadlines are not bolded. Assignments with hard deadlines should be submitted on the due dates or on the timeline indicated with the assignment. On the other hand, for assignments due on soft deadlines, you are eligible for a week's extension from assignment's due date.

--I am flexible on extending due dates for one student and/or for the entire class if we collectively think and have a conversation about it.

--All assignments will be submitted via Canvas.

--No Google Docs links will be accepted for the assignments.

--Descriptions of all assignments mentioned here is also available on Canvas with relevant rubrics (if applicable) and examples (if applicable).

--**Suggested** due dates for all assignments are mentioned on last page of this syllabus.

--All of your assignments have components related to PPAT. Hence, you are strongly encouraged to work with a classmate to critique and proof read each other's assignments in as much as this practice typically results in the submission of superior papers and projects. This will be a unique opportunity that you will have only during fall as PPAT does not allow **anyone** to look at your responses.

--Since all assignments are reflection-based, depending on the implementation of instructional strategy or work with specific group of students, if you need extra time to complete the assignment, please don't hesitate to let me know with a honest reason of not completing the assignment on the due date mentioned.

--Late assignments without any communication with the cohort leader will accrue a **10%** deduction per day and may receive little or no written feedback.

--Typographical and grammatical errors detract from the composition, which will be reflected in the score. Written assignments should be typed (12-pt. font; Times New Roman). The entire document should be double-spaced with 1-inch margins on all sides.

--All assignments will need to be completed to receive credit for this class.

--No assignment will be accepted after Dec. 18, 2023.

Preliminary Reflection Journal: This journal is related to your first 2 weeks of field practicum. With the start of new academic year in your district, you will spend 3- 6 hours in your STE's classroom. During these preliminary weeks, you will see how your STE sets behavioral and academic expectations for the year for all the students and some specific students. Based on your observations, you will complete a reflection journal jotting these ideas according to the themes provided and attach the disclosure from one class of your choice. You need to make sure that the disclosure relates to the class for which the reflection journal is completed. **(Disclosure = 15 points; Preliminary Reflection journal = 15 points; Total = 30 points)**

Fall Reflection Journal: During your licensure year, you will maintain a hard copy of reflection journal. In this reflection journal, you will keep all your reflections related to your classroom observations, teaching and feedback received from STE, CL, US. Since I will be able to track your teaching process via the two formal observations conducted by your US, two by your respective STE and one via your video-taped lesson, those reflections will not be part of this reflection journal. Instead, you will be given clues during class meetings about which you will conduct observations, practice teaching strategies and/or reflect on a certain scenario in your reflection journal. At the end of the fall semester, you will submit these entries as an assignment. (Please don't throw away your reflection journals. You will be using them in spring too!) **(Total points = 50 points)**

Know Your Students: This assignment will require you to apply theoretical knowledge related to working with diverse students acquired in pre-licensure classes and also readings that we will discuss in this class. As part of this assignment, you will collect data from all students (ELLs and non-ELLs) that will help you connect with the students and use the information in planning your lessons. Completing this assignment will also help you with completing Textbox 1.2.1 of PPAT Task1 for EDU 5201. **(20 points).**

Global Learning and Teaching: All throughout pre-licensure classes, you took classes to acknowledge and teach to the student diversity that is an integral part of today's classrooms. Along with the knowledge of student diversity, it is also important to understand student's culture and global issues that have played an important role in shaping that student (even when the student has been in the US for a long time!). Hence, towards the end of the fall semester when you have a concrete understanding of your student diversity and have an idea about

the classes you are going to take over, you will make efforts to know more about students' culture, community, history of the country and the global takes and issues that have or are taking place in students' country. All the knowledge gained from this exploration will not only help you connect to your students of this community in significant ways but also think about new ways to communicate with the students, both leading to creating meaningful relationships and growing you as a teacher. As a culminating assignment, you will create a plan for incorporating aspect(s) of students' country in your teaching. **(Researching history, culture, community, global takes and issues: 25 points; Plan for teaching: 25 points; Total = 50 points)**

Pre-Formal Observation: Before the start of formal observations, there will be a pre-formal observation where you and your US will observe your STE teach. Purpose of this assignment is to get you acclimated with the dynamics of supervision – forms completed, looking at different aspects of teaching etc. **You are required to NOT teach during this observation** but should complete the observation form like the one your US will complete during formal observation. The duration of the pre-formal observation will be 20 -30 minutes as the US sees appropriate. Upon completion of the observation, you and your US will reflect on STE's lesson that you observed. **The purpose of the post-observation conference is to not be critical or negative about STE's teaching but to develop a reflective towards what went well, what can be improved and more importantly, how it can be improved.** You will reflect on the ideas shared between you and the US and write a short reflection (this is part 1 of this assignment). Please note: Neither you nor your US will provide any ratings on the observation form. Providing ratings on the reflection journal are okay. Now, for the next part of this assignment, you will observe another teacher (not your STE!) in your school or different school and complete the same observation form (that you used when observing your STE) independently. Again, no ratings! The rationale here is for you to (a) get good ideas for your own teaching and (b) see how elements of teaching fit in different standards on the observation form. **(Reflection from STE observation (with US present): 20 points; Observation Notes from Another Teacher: 20 points; Total: 40 points).**

Formal Observations, Lesson Plans and Reflections: It is NOT necessary that as you start your Practicum your STE has made decision about the four classes that you will be in charge of during spring semester. But being visible to the students, working with them as a class, in small groups and one-on-one will be helpful in making this decision. Hence, week by week, you will see an increment in your classroom responsibilities. This increment will help you in two ways. One, you will be well acclimated to the classes and second, you will get opportunities to teach and interact with students. **This is also the time when you will be observed twice by your US, twice by your respective STE and once when you will videotape yourself and discuss your teaching with your CL (total of 4 times). Each observation will be in a different class and will last for a complete class period.** *If you are working with two STEs (in the same content area or different content areas, you will be observed once in each STE's classroom).*

Related to two formal observations conducted by US:

- Each observation will last for a **complete** class period (60-90 minutes).
- Both observations will be in different classes. If you are teaching with two STEs or is working in two content areas, then there will be one observation in each content and STE.
- For each formal observation, you will submit a comprehensive lesson plan (on Canvas and to the US) and reflection (on Canvas). Your lesson must be planned using the UITE lesson plan template provided on Canvas. Bear in mind that this template is designed to help you make your thinking and decision-making visible to your CL and instructor and other evaluators (US and STEs). It is intended to assist you in displaying your knowledge and understanding of key components of lesson design, pedagogy, and content curriculum. Daily lesson plans created by your STE are formatted as tools of practice rather than tools of scaffolded learning and evaluation.
- Make sure that your STE is NOT conducting STE observation during any formal observation conducted by your US. **(15 points for each Lesson Plan; 15 points for each Reflection; Total = 60 points)**

Related to two observations conducted by your STE(s):

- For both of these observations, you don't have to write any lesson plan or reflection.
- You don't have to create your own lesson plan (although you can if you would like to) for either of these observations. You can use your STE's lesson plans to teach the class. Idea for these observations is to get you comfortable with teaching the whole class.
- For both of these observations, your STE(s) will complete a Google Forms link outlining your progress. Links will be available on Canvas and will be sent to the STEs via weekly email. You will receive allocated points for this assignment when observation is conducted by your STE and form is successfully submitted.
- First STE observation will take place during the first quarter in your district. During this observation, you are required to teach a mini-lesson (15-20 minutes in duration). You can teach complete class period if you would like to.
- Second observation will take place during the second quarter in your district. During this observation, you are required to teach for the complete class period (60-90 minutes in duration).
- If you are working with two STEs or in two content areas, it is advisable that you ask each STE to observe you once.
- Just like you receive feedback from your US after each formal observation, your STE will also be required to provide you with the feedback. You can jot this feedback in your reflection journal.
- Timeline for STE observation.
- Make sure that you are NOT observed by your US during any of your STE observations **(STE Observation-1 = 25 points; STE Observation-2: 25 points; Total = 50 points)**

Related to video-taped micro-lesson:

- This assignment will prepare you for PPAT Task 4 that relates to creating video and answering textbox questions (also called guiding prompts by PPAT).
 - This assignment is in two parts. In one part, you will be creating a 15-minute video of your teaching. In the second part, you will answer questions related to the lesson you taught. It is understood that you cannot capture 60-90 minute teaching in 15 minutes.
 - The 15 minute video should be recorded in one class only.
 - You do not need any permission form signed by students when creating your video.
 - You will NOT upload your video on Canvas. Instead, you will show to your CL during VSR interviews that will take place during the week of Dec. 11-15.
 - You cannot record the video when you are observed by your STE or when your US is conducting a formal observation.
 - After you record the video, answer the questions for this assignment on Canvas. These questions should be answered before VSR meeting is scheduled with your CL.
- (Video = 20 points, Video Questions: 20 points; VSR Meeting: 20 points; Total = 60 points)**

Here is the summary of all observations during field practicum (Aug. 21- Dec. 7)

Pre-Formal Observation: TC and US observe STE; assignment to be completed

US Formal Observation-1: TC teaches & is observed by US; lesson plan & reflection to be completed

US Formal Observation-2: TC teaches & is observed by US; Lesson plan & reflection to be completed

STE Observation-1: TC teaches a mini-lesson & is observed by STE; STE completes Google Form-1

STE Observation-2: TC teaches a mini-lesson & is observed by STE; STE completes Google Form-2

Video-Recorded lesson: TC records 15-minute video; complete PPAT questions on Canvas + Meeting with CL

In addition to the point total derived from assignments, credit for this course will be also be determined jointly by ratings from STEs **and** US on your Pre-Student Teaching Evaluation form. STE evaluations will be based upon attendance, preparation of appropriate teaching materials and methods (e.g., incorporating cooperative learning strategies), competence in planning, and overall growth. Both STEs and US will submit Pre – Student Teaching Fall Practicum Evaluation of these areas at the end of fall semester after all your formal observations have been conducted. In order to successfully complete fall practicum and progress to student teaching in

spring, TCs **must** meet the following criteria on their Pre-Student Teaching Evaluation by their respective US and STE(s):

Overarching Category	Minimum Score --at least a “2” for <u>80%</u> of items within each section --Items receiving a “0” or a “1” will require an action plan in order to successfully meet the criteria for continuation to final student teaching --“Yes” to Both Standard 10 questions
The Learner and Learning <i>(6 items)</i>	10
Instructional Practice <i>(11 items)</i>	18
Professional Responsibility <i>(3 items)</i>	5
Standard 10 (Y/N questions) <i>(2 items)</i>	4 - Yes to Both Questions
Total	37

Class Attendance: Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Missing Class: If you are unable to attend a class, please let your CL (also the instructor) know asap. If you happen to miss class, please connect with the instructor to know what you missed. If you know ahead of time the days you will miss class, please inform your instructor so that proper arrangements can be made to catch you up with what you missed for the class. **You are not eligible for any points (participation or professionalism) if you miss class on the workshop days even if you are within your 2 absences.**

Missing more than two classes: If circumstances make you miss more than two classes and/or you are unable to communicate with the instructor regarding your absences, you will not be eligible for any points (participation, professionalism) for the class(es) missed. Additionally, **you will receive a formal notification regarding the status of your continuation in the licensure program.**

Participation: In order to get best and most out of this course, you should participate actively (go through all readings assigned to you - be ready for discussion and collaboration with other content areas, think critically and be ready to apply. These are some of the best ways to engage yourselves in learning the material. and to reflect on your teaching practices. And it makes teaching and learning more fun!

Class Participation: Active class participation includes, but is not limited to, coming prepared to class by reading assigned readings, attending to seminar/presentation content, and communicating constructively with your peers and your instructor (e.g., offering suggestions, feedback, and analysis during discussions).

Field Participation: Along with, collaborating with the STE, communicating effectively, offering suggestions, contributing feedback, and examining ways of developing as an educator are ways to participate when you are at your placement site. Along with, helping students with their queries, collecting assignments from students, passing out worksheets to students, assisting STEs with grading process, are also other ways to participate in the process.

Professionalism: A specific, though not inclusive, list of behaviors that address professionalism includes maintaining communication with the instructor in case of absences, completing assignments in a timely fashion, displaying evolving attitudes towards teaching and learning, developing assignments that are of high quality, being open to suggestions, seeking advice when needed, sharing ideas with others, and recognizing diversity in others' perspectives. For an inclusive list of professional behavior, please refer to your Teacher Candidate Handbook. Specifically, with regard to field work, you are expected to be in attendance at your practicum site according to the day(s) and time(s) discussed with and approved by your STE(s). If you plan to not to be present at the site for any reason, you must notify the STE and cohort leader prior to the start of school, unless it is due to an emergency en route. In this case, notification must be given as soon as is reasonable given the circumstances. **Bottom line: The STE should never wonder where you are, and the US should never show up to observe and not find you in the classroom.**

Please note: Every TC in the Urban Institute for Teacher Education (UITE), Department of Education is required to adhere to the Utah Professional Practices Advisory Committee's (UPPAC) standards, as well as to University of Utah, district, and departmental policies regarding professional and ethical behavior. A detailed discussion of criteria in these areas is available in the Teacher Candidate Handbook (available on the UITE site) and will be discussed throughout TCs' student-teaching experience.

Finally, the Field Practicum experience is only possible because of the relationship the University of Utah's College of Education/Urban Institute for Teacher Education has developed with the schools and school district. As such, your presence in the classroom is viewed as the presence of the University of Utah's College of Education/Urban Institute for Teacher Education; therefore, it is critical to represent oneself and the University in the most professional manner.

Other Important Professional Courtesies

Computers/Tablets: Similar to cell phones, computers or tablets are not acceptable unless asked and permitted by the instructor. They can only be used for class presentations.

Class Participation: As class meetings will be face-to-face, please make sure that you are following the criteria mentioned below:

--**Eating/drinking during class:** You may eat/drink during class time. Please make sure you do not disturb others with your eating and/or drinking.

--**Distractions:** Ringing cell phones are not acceptable during class time and will result in deduction of points. The instructor prefers that cell phones be turned off, as some phones are audible and disruptive, even when adjusted to "vibrate." No texting must occur during class time. **You can take care of emergencies during short breaks provided during class time.**

Arriving to Class on Time: You are required to arrive to cohort class meeting on time. Being late to class will lead to deduction of professionalism points allocated for each class (i.e., 5 points). Points will be subtracted in this way -- 1 point deducted every 5 minutes of being late. If you are running late for class, please notify your instructor along with the reason.

Other Policies and Procedures

Work Adjustment Policy: Adjustment (extension) in field practicum may be considered if TC is unable to (a) complete field practicum as required, (b) maintain professional attitude towards teaching, students and community, and (c) follow criteria mentioned in the educational dispositions document.

Confidentiality & Privacy: Make sure that when you share excerpts of student work, you should remove student names from all artifacts. All your work must be shared via Canvas course page. No work will be accepted if shared via email or handed a hard copy or left with someone in the UITE office. All your work shared Canvas will be viewed only by your instructor and will not be shared with anyone without permission.

Names & Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

Fitness to Teach: Students in this course are expected to meet the Fitness to Teach criteria located at: <https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2023/08/02112222/Fitness-to-Teach-2023-2024.pdf>

Dispositions Document: Process for documenting other behaviors in need direct attention by students can be located at: [Microsoft Word - Educational Dispositions final. 10.19.18 \(d182hggomw8pjd.cloudfront.net\)](#)

Academic code of conduct: The Student Code for the University of Utah can be found at: <http://regulations.utah.edu/academics/6-400.php>

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at [801-585-COPS \(801-585-2677\)](tel:801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

COVID-19 Statement: The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic.

For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>.

Other resources are

1. [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
2. [Registrar's Office COVID-19 Information and FAQ's](#)
3. [Housing & Residential Education](#)

Diversity / Inclusivity Statement: I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide

range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Wellness statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Learners of English as an Additional/Second Language: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Veterans Center: If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M--F 8--5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Tentative Course Schedule and Brief Overview of Assignments

This schedule is subject to change due to any unforeseen circumstances that may arise during the course of the semester. The readings for the semester will be from the text indicated on page 2 of this syllabus. Additional readings will be indicated as articles and can be located on Canvas.

In preparation for our first class meeting on Aug. 29, (a) start working on the preliminary reflection journal based on the hours spent at your placement site and (b) read Teacher Candidate Handbook (link on UITE website)

Aug. 29 (T; 7:30-10:30 am)	<p>TOPIC 1: LICENSURE YEAR (FALL 2023: Syllabus, Lesson Plan, Observations + PAES Rubric, Teacher Candidate Handbook etc.)</p> <p>TOPIC 2: REFLECTIVE PRACTICE IN TEACHING</p> <p>TOPIC 3: PPAT (Permission Forms, Registration and Tasks)</p> <p>Visit: Sara H. (10:00 – 10:30 am)</p> <p>Readings due next class: IDI (Ch. 2) + SEL (Ch. 1)</p>
Sept. 5 (T; 7:30-10:30 am)	<p>TOPIC 1: KNOWING YOUR STUDENTS</p> <p>TOPIC 2: CONNECTING WITH PARENTS & COMMUNITY</p> <p>IDI Book (Ch. 2: <i>What Really Matters in Teaching?</i>)</p> <p>SEL Book (Ch. 1: <i>Building Teacher Student Relationship</i>)</p> <p>Readings due next class: IDI (Ch. 4)</p>
Sept. 12 (T; 8:30-10:00 am)	<p>TOPIC 1: TRAUMA INFORMED TEACHING</p> <p>TOPIC 2: TRUST IN THE CLASSROOM</p> <p>IDI Book (Ch. 4: <i>What Really Matters in Planning for Student Success?</i>)</p> <p>Supervisors Visit (10:00 – 10:30 am)</p> <p>Readings due next class: IDI (Ch. 1)</p>
Sept. 14 (Th; 7:30-10:30 am)	<p>TOPIC 1: BRAIN-BASED LEARNING</p> <p>TOPIC 2: LEARNING THEORIES</p> <p>IDI Book (Ch. 1: <i>UbD and DI: An Essential Partnership</i>)</p> <p>Readings due next class: available on Canvas</p>
Sept. 19 (T; 7:30-10:30 am)	<p>TOPIC 1: TECHNOLOGY IN THE CLASSROOM</p> <p>TOPIC 2: TEACHERS FROM POWER MODELS TO FACILITATORS</p> <p>Reading due next class: FA (Ch. 2) + IDI (Ch. 7)</p>

Sept. 26 (T; 7:30-10:30 am)	<p>TOPIC 1: FORMATIVE ASSESSMENT <i>FA Book (Ch. 2: The Case for Formative Assessment)</i> <i>IDI Book (Ch. 7: Teaching for Understanding in Academically Diverse Classrooms)</i> Readings due next class: FA (Ch. 3) + IDI (Ch. 8)</p>
Sept. 28 (Th; 7:30-10:30 am)	<p>TOPIC: GRADING, SUCCESS CRITERIA AND REPORTING <i>FA Book (Ch. 3: Clarifying, Sharing & Understanding Learning Intentions and Success Criteria)</i> <i>IDI Book (Ch. 8: Grading & Reporting Achievement)</i> Workshop: Professionalism (9:00-10:30 am) by UEA Reading due next class: FA (Ch. 4) + FA (Ch. 5) + IDI (Ch. 5)</p>
Oct. 3 (T; 7:30-10:30 am)	<p>TOPIC 1: EVIDENCE OF LEARNING TOPIC 2: FEEDBACK <i>FA Book (Ch. 4: Eliciting Evidence of Learning)</i> <i>FA Book (Ch. 5: Providing Feedback That Moves Learning Forward)</i> <i>IDI Book (Ch. 5: Considering Evidence of Learning in Diverse Classrooms)</i> Workshop: Kinesthetic Learning (9:15 – 10:30 am) with Dr. Kelby McIntyre Reading due next class: available on Canvas</p>
Oct. 8-15	UofU Fall Break
Oct. 20 (F; 3:30-5:30 am)	<p>TOPIC 1: BASELINE DATA TOPIC 2: PPAT TASK 2 Reading due next class: FA (Ch. 6)</p>
Oct. 23-27 (7:30 – 3:00 pm)	<p>MID-SEMESTER MEETING (SAEC 1147 OR VIRTUAL) 20-minute meeting with the CL to discuss questions, assignments, fieldwork, observations etc.</p>
Nov. 3 (F; 3:30-5:30 am)	<p>TOPIC 1: LEARNERS FOR LEARNERS TOPIC 2: PPAT TASK 3 <i>FA Book (Ch. 6: Activating Learners as Instructional Resources for One Another)</i> Visit: Sara H. (3:30 – 4:00 pm) Reading due next class: FA (Ch. 7)</p>
Nov. 17 (F; 3:30-5:30 am)	<p>TOPIC 1: LEARNERS FOR THEMSELVES TOPIC 2: VIDEO STIMULATED RECALL (VSR) TOPIC 3: PPAT TASK 4 <i>FA Book (Ch. 7: Activating Learners as Owners of Their Own Learning)</i> Readings due next class: IDI (Ch. 6)</p>
Dec. 1 (F; 3:30 – 5:30 pm)	<p>TOPIC 1: RESPONSIVE TEACHING TOPIC 2: GLOBALISM Spring Student Teaching: Responsibilities and Expectations, PPAT</p>

IDI Book (Ch. 6: Responsive Teaching with UbD in Academically Diverse Classrooms)

Dec. 11-15 (7:30 – 3:00 pm)

VSR MEETING (SAEC 2147 OR VIRTUAL)

30-minute meeting with the instructor to discuss the 15-minute video. Before scheduling this one-on-one meeting with the instructor, please make sure that you have (a) created the video in one of the classes of your choice AND (b) completed 2 related assignments on Canvas.

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Required Course Assignments and Submission Schedule Checklist

Assignments	Points possible	Due date
Group: Reflections		
Preliminary Reflection Journal	30	Sept. 2
Fall Reflection Journal	50	Dec. 9
Group: PPAT Preparation		
Know Your Students	20	Sept. 23
Videotaped Lesson, Questions & Meeting (3 parts)	60	Dec. 9
Global Learning and Teaching	50	Dec. 16
Group: Field-Work Related		
Pre-Formal Observation, Reflection & Another Teacher Observation	40	Sept. 30
STE Lesson Feedback-1 (<i>via Google Forms, Quarter 1; no submission by TC</i>)	25	Oct. 21
STE Lesson Feedback-2 (<i>via Google Forms, Quarter 2; no submission by TC</i>)	25	Dec. 9
US Formative Observation-1 and Reflection-1 (<i>observation by US</i>)	30	Nov. 4
US Formative Observation-2 and Reflection-2 (<i>observation by US</i>)	30	Dec. 2
Group: Etiquette		
Student Contract	10	Sept. 2
Attendance & Participation (<i>no submission needed by TC</i>)	70	ongoing
Professionalism (<i>in-class and Field; no submission needed by TC</i>)	70	ongoing
Total	510	

408 - 510 points = Credit (C) for the semester, < 408 points = No Credit (NC) for the semester