

Field Experience Phase II EDUC 3020

Instructor: Cynthia Sherman

Office: BEP 212E

Time and Location: Tuesday – 7:30 a.m. – noon Assigned campus beginning September

Thursday – 8:00 a.m. – 9:25 a.m. HPR 262

Office Hours: Wednesday 11:00 am – 2:00 pm or by appointment, virtual appointments can be made

Best way to contact me is by email – csherman@uttyler.edu

Last Day to Withdraw from Course: November 1, 2021

Course Description: Field Experience II is designed for students in Phase II. This course provides pre-service educators the opportunity to observe and assist mentor teachers in the classroom by assisting with a variety of tasks (i.e. tutoring students, providing small group instruction, teaching a lesson, assisting with whole class activities, preparing instructional materials, grading student work, and other duties typically assigned to teachers). Prerequisites: Admitted to School of Education and Department Consent.

Student Learning Outcomes:

In this course of study, the student will:

Objective	Texas Educator Standard(s)	InTASC Standard(s)
Observe and reflect on classroom practices.	1(A)i,ii, 1(B)i, 1(C) i, 1(D) i, ii, iii, 1 (F) i 2(A) i, 2(B) ii	1,2, 7
Construct and implement lesson plans designed to meet the diverse learning needs of students.	1(c) i, ii, iii	2,3,4,7,8
Explore effective classroom management styles.	4 (A) iii, 4 (C) i	3
Identify formal and informal methods to measure student growth.	5 (A) i, ii	6
Reflect on teaching practice to improve instructional effectiveness.	6 (A) i	9
Model ethical and respectful behavior and demonstrate professionalism in all situations.	6(D), i, ii, iii	9

Course Topics Overview:

- Lesson Planning
- Classroom Management
- Formal and informal assessment
- Self-reflection
- Professionalism

Textbook: No textbook will be required for the course.

Technology is a requirement for success with this course, some of our meetings may be done synchronously through Zoom. Please be sure to have a computer that allows you to use video. Technology may also be necessary for field experiences. The situation may change from the writing of this syllabus due to the pandemic.

Course Requirements:

- Lesson reflections
- Lesson plans
- Lesson video and evaluations
- Attendance at all sessions
- Professionalism
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Course Policies:

- Professional Expectations
 - Appearance: Pre-service candidates must be professionally dressed each time they are on the school campus. The attire must comport with the local school district dress code. Shirts, slacks, necklines, hem length, jewelry, shoes, hair and nails should be carefully considered each time the student is on the school campus. Tattoos must be covered.
 - Assigned Responsibilities: Pre-service candidates must follow the directions of the supervisor and mentor teacher in designing and implementing lessons.
 - Attendance and Make-Up Work: Pre-service candidates will attend field one day per week. Attendance is mandatory. All absences must be made up. If a student misses more than 2 field days, the student will be required to repeat the course and will be assigned no credit. Pre-service candidates will keep an accurate time log. Attendance at all class sessions is required and expected, missing two classes will result in NC grading. Attendance is a professional responsibility.
 - Communication: Pre-service candidates are expected to respond professionally in verbal and written communication to peers, mentors, supervisors, students, parents, and others on the campus.
 - Punctuality: Pre-service educators are expected to arrive between 10 and 15 minutes before the time required. To be “on time” is to be late. Candidates must remain on the campus site for the full day requirement. Candidates are expected to sign in upon arrival and sign out upon departure.
- Field Experience Portfolio: Specific requirements for the portfolio will be distributed separately. The portfolio allows the pre-service candidate to collect artifacts demonstrating proficiency in the Texas Teacher Educator Standards and provide a written reflection regarding how those artifacts document his or her growth as a teacher.

Grading Scale: This course will be graded as a Credit/No-Credit Course.

75-100% Credit
74% and below: No Credit

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University

- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) [https://www.uttyler.edu/counseling/University Guidelines, Links and Policies](https://www.uttyler.edu/counseling/University%20Guidelines,%20Links%20and%20Policies)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).