

Field Experience Phase III
EDUC 3230
Sections .004
EC-6

Professor: Frank Dykes, Ed.D.
Office: BEP 238
Time and Location: Wednesday – 7:30 a.m-3:30 p.m. at your assigned campus
Tuesday Class 10:00-11:20 BEP 218

Office Hours:

Course Description: Field Experience III is designed for students in Phase III. 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)	Activity/Assessment
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	Lesson Plan Reflections
Construct and implement lesson plans designed to meet the diverse learning needs of students.	1(c) i, ii, iii	LP Reflections
Explore effective classroom management styles.	4 (A) iii, 4 (C) i	Lesson Plan RTGM
Identify formal and informal methods to measure student growth.	5 (A) i, ii	Assessment Activity
Reflect on teaching practice to improve instructional effectiveness.	6 (A) i	Reflections
Model ethical and respectful behavior and demonstrate professionalism in all situations.	6(D), i, ii, iii	Site Supervisor Observation

Course Topics Overview:

- Lesson Planning
- Objective writing
- Task Analysis

- 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, our meetings may be done synchronously through Zoom, if necessary, because of unforeseen circumstances. Please be sure to have a computer that allows you to use video. Technology may also be necessary for field experiences.

Course Requirements:

- Lesson reflections (11 x 10 points) = 110 points
- Lesson plans (11 x 10 points)= 110 points
- Attendance at all sessions
- Class Activities 30 points
- Professionalism
- Case Study 50 points

Possible Total Points: 300 points

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

75-100% Credit

74% and below: No Credit

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. Tennis shoes cannot be worn.
- Assigned Responsibilities: Pre-service candidates must follow the directions of the instructor, 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.
- 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.

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.

College of Education and Psychology

Core Purpose of College of Education and Psychology:

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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

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

TENTATIVE SCHEDULE (Check Canvas for Changes)

Date	Topic	Assignments
Week of Aug. 26-Sept 1	Course Orientation/Case Study Discussion	Review Syllabus
Week of Sept 2-8	5E Lesson Plan/Teacher Directed	In-Class Activity LP/Reflection 1
Week of Sept 9-15	Formative Assessment	Formative Assessment (LP) LP/Reflection 2
Week of Sept 16-22	BICS/CALP	IRIS Module LP/Reflection 3
Week of Sept 23-29	ELPS	TEA Module LP/Reflection 4
Week of Sept 30-October 6	AI in Lesson Planning	In-Class Activity LP/Reflection 5
Week of Oct 7-13	Student Engagement	In-Class Activity LP/Reflection 6
Week of Oct 14-20	Student Engagement	TBD LP/Reflection 7
Week of Oct 21-27	Classroom Behaviors	In-Class Activity LP/Reflection 8
Week of Oct 28-Nov 3	Classroom Behaviors	TBD LP/Reflection 9

Week of Nov 4-10	Work on Case Study	Online Week LP/Reflection 10
Week of Nov 11-17	Work on Case Study	Online Week; Case Study Due LP/Reflection 11
Week of Nov 18-25	Thanksgiving Holidays	
Week of December 2-9	Final Wrap Up	Breakfast