

EDUC 3230
Field Experience Phase III
Section 060, Spring 2026

Class Information:

Time: Hybrid Online with Weekly Synchronous ZOOM Sessions
Day: TBD for Synchronous Sessions

Field Assignment:

EC – 6: Wednesdays, 7:30am – 3:15pm at your assigned field site
Secondary: Tuesdays, 7:30am – 12:15pm at your assigned field site

Instructor Information:

Name: Dr. Pradeep M. Dass
Office: BEP 226
Office Hours: By Appointment (via Zoom or Phone)
Office Phone: 903-566-7109
Email address: pdass@uttyler.edu (best mode of communication)

Course Overview:

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 the School of Education and Department Consent.

Course Topics Overview:

- Lesson Planning
- Objective writing
- Task Analysis
- Classroom Management
- Formal and informal assessment
- Self-reflection
- Professionalism

Textbook:

No textbook is required in this course. Readings and online resources will be provided by the instructor.

Technology access is a requirement for success with this course. Please be sure to have a computer that allows you to use video. Technology may also be necessary for field experiences.

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Student Learning Outcomes:

During this course, the students will accomplish the following learning outcomes.

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.	Lesson Plans and Reflections
Explore effective classroom management styles.	4(A)iii; 4(C)i.	Lesson Plans
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.	Lesson Reflections
Model ethical and respectful behavior and demonstrate professionalism in all situations.	6(D)i, ii, iii.	Site Supervisor Observations

Course Requirements and Grading:

- Written Lesson Reflections (10 points each)
- Written Lesson Plans (10 points each)
- Attendance and Participation in all Class Sessions and Activities (5 points each class session)
- Completed Time Log for Field Site (10)

Grading Scale: This course will be graded as a **Credit/No-Credit** Course. In order to receive course credit, pre-service candidates must achieve a **minimum cumulative score of 75%** on all graded class activities.

Details of all assignments will be provided within specific modules in Canvas.

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Course Expectations and Policies:

For the Class

1. Attendance and Participation

Attendance and active participation in all class activities and assignments is imperative to your accomplishment of the Student Learning Outcomes of this course. Credit for attendance requires arriving to each class session on time, participating in all class activities, and staying until the session ends. Attendance is a crucial component of this class. Since the ZOOM meeting happens only once per week and there is no formal textbook, missing a ZOOM class meeting means you will miss essential information and experiences, designed to prepare candidates for clinical teaching (Phase IV).

2. Completion of Assignments

- Complete all assignments on time, demonstrating understanding and application of the theoretical knowledge base (such as the 5E Lesson Plan).
- There will be a deduction of 10% per day (capped at 50%) for any assignment turned in late unless arrangements have been made with the instructor in advance.

For the Field Assignment

Appearance

- Pre-service candidates must be professionally dressed each time they are on the school campus.
- The attire must conform 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.

Field Work

- Pre-service candidates are required to go to the field site once every week for 12 weeks.
- Weekly attendance at field site is mandatory. Any absences must be made up. **If a candidate misses more than 2 field days, the student will not receive course credit and will be required to repeat the course.**
- Pre-service candidates are required to keep an accurate time log of their field days and have it signed by their classroom mentor teacher.
- **Punctuality**
 - Pre-service candidates are expected to arrive between 10 and 15 minutes before the scheduled start time.
 - To be “on time” is to be late.
 - Candidates must remain on the campus site for the full required duration of time at each visit.
 - Candidates are expected to sign in upon arrival and sign out upon departure.
- **Teaching at Field Site**
 - Pre-service candidates are required to teach full lessons at the school site, as follows:
 - **EC – 6 students teach 11 different lessons**
 - **Secondary students teach 6 different lessons**
 - For each lesson, submit a **written lesson plan prior to teaching the lesson** and a **written lesson reflection after teaching the lesson**.

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- Pre-service candidates must follow the directions of the course instructor, field supervisor, and classroom mentor teacher in designing and implementing lessons.
- **Communication**
Pre-service candidates are expected to maintain professional standards of communication in verbal and written interactions with peers, mentors, supervisors, students, parents, and others on the campus.

Tentative Class Schedule:

(any changes will be updated in Canvas and discussed during class in advance of the effective week of change)

Date	Topic	Assignments
Week of January 12	Course Orientation	Review Syllabus
Week of January 19	5E Lesson Plan/Teacher Directed	In-Class Activity LP/Reflection 1
Week of January 26	Formative Assessment	Formative Assessment (LP) LP/Reflection 2
Week of February 2	BICS/CALP	IRIS Module LP/Reflection 3
Week of February 9	ELPS	TEA Module LP/Reflection 4
Week of February 16	AI in Lesson Planning	In-Class Activity LP/Reflection 5
Week of February 23	Student Engagement	In-Class Activity LP/Reflection 6
Week of March 2	Student Engagement	TBD LP/Reflection 7
Week of March 9	Spring Break (No Class Meeting)	No Assignment
Week of March 16	Classroom Behaviors	In-Class Activity LP/Reflection 8
Week of March 23	Classroom Behaviors	TBD LP/Reflection 9
Week of March 30	TBD	LP/Reflection 10
Week of April 6	TBD	LP Reflection 11
Week of April 13	TBD	
Week of April 20	TBD	
Week of April 27	Final Wrap Up	Breakfast

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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/>

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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.

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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.

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

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 Educator Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) [standards](#) used by educator preparation programs throughout the United States.

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