



### UTeach: EDUT 4170.001 Apprentice Teaching Seminar

Spring 2026

Time: 5:30 – 6:30 pm

Day: Mondays BEP 218 and ZOOM

#### Instructor Information:

##### Dana Morris, Ph.D.

Office: BEP 212b

Office Hours: 4:00 - 5:30 pm on Mondays, 2:00 - 3:30 pm on Tuesdays, or by appointment

Email address: [danamorris@uttyler.edu](mailto:danamorris@uttyler.edu)

#### Texts:

- *The First Days of School: How to be an Effective Teacher*, Wong, 2009 ISBN-10: 0976423316
- *PPR Handbook (4-8 Science, 4-8 Math) (Free Download)*
- *How Students Learn Science in the Classroom (Free Download)*
- *How Students Learn Mathematics in the Classroom (Free Download)*

#### Course Catalog Description:

UTeach Apprentice Teachers simultaneously take this one credit seminar class with the six-hour EDUC 4640 course. Course objectives and activities are aligned with the standards for all new teachers in Texas. The Apprentice Teachers demonstrate that they meet the state standards by preparing and submitting a final portfolio. Course activities also aid Apprentice Teachers in preparing for the state certification examinations.

#### Course Overview:

Class is scheduled once a week for 55 minutes. However, some weeks we will meet and other weeks digitally, depending on the assignment. In a supportive environment, Apprentice Teachers share their experiences and work on solutions for difficulties they are experiencing. They learn about legal and logistical issues in teaching, become familiar with how the diverse components of a high school or middle school are organized into a highly effective system, and prepare for the TExES Exam. Presentations will include material about the Texas Teaching Job market and how districts evaluate teachers (T-TESS). Students must also attend the UT Tyler Job Fair.

#### Student Learning Outcomes:

- Design and deliver effective inquiry based 5E lessons with a focus on questioning and assessment strategies aligned with PPR and T-TESS.
- Promote student learning by:
  - Planning for Instruction and Assessment
  - Instructing and Engaging Students in Learning
  - Assessing Student Learning
  - Professional Responsibilities
  - PCK Context for Learning
  - UTeach Domains

**Summative Assessment:**

Completion of a Professional Digital Portfolio, which documents progress toward meeting the State Board for Educator Certification standards for new teachers.

**Other Requirements:**

- **Signed Timesheets**
- **Attend Job Fair (Note: Adds 1 day to Student Teaching)**
- **Tutoring HB 4545**
- **TExES PPR Preparation**

**Course Expectations:**

- Attend all class sessions.
- Participate in class discussions and activities.
- Complete all TEA required Modules with passing scores.
- Teacher Ethics, Mental Health Training, Dyslexia
- Complete all assignments by the designated dates. Assignments should be:
  - Content Accurate
  - Grammatically Correct
  - Aligned with Appropriate Rubrics
  - Complete and pass the final portfolio.
  - Attempt and Pass Required TExES exams

Course Objectives (from the State Board for Educator Certification standards)

<i>Course Topics and/ or SLO</i>	<i>Activities and Assessment</i>	<i>Standards Alignment</i>			
<i>Apprentice Teachers will be able to:</i>	<i>Evidence of Student Learning:</i>	<i>Texas Educator Standard(s)</i>	<i>ISTE Standard(s)</i>	<i>InTASC Standard(s)</i>	<i>TExES Pedagogy and Professional Responsibility Standards EC-12</i>
Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessments	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Focused Observation Forms</li> <li>• Portfolio Proficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 1</li> <li>• Standard 3</li> </ul>	<ul style="list-style-type: none"> <li>• 3a</li> <li>• 4a</li> <li>• 5abc</li> <li>• 6bcd</li> <li>• 7abc</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 1</li> <li>• Standard 4</li> <li>• Standard 7</li> </ul>	<ul style="list-style-type: none"> <li>• Domain I: Competency 001</li> <li>• Domain I: Competency 003</li> <li>• Domain III: Competency 008</li> <li>• Domain III: Competency 010</li> </ul>
Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.	<ul style="list-style-type: none"> <li>• School culture project</li> <li>• Individualized lesson Project</li> <li>• Focused observation Forms</li> <li>• Portfolio Proficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 4</li> </ul>	<ul style="list-style-type: none"> <li>• 2ab</li> <li>• 3ab</li> <li>• 4d</li> <li>• 5abc</li> <li>• 6a</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 2</li> <li>• Standard 3</li> </ul>	<ul style="list-style-type: none"> <li>• Domain I: Competency 002</li> <li>• Domain I: Competency 003</li> <li>• Domain II: Competency 005</li> </ul>
Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback (with and without technology).	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Focused observation forms</li> <li>• Portfolio Proficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 2</li> <li>• Standard 5</li> </ul>	<ul style="list-style-type: none"> <li>• 2abc</li> <li>• 3abcd</li> <li>• 4bc</li> <li>• 5abc</li> <li>• 6bcd</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 1</li> <li>• Standard 4</li> <li>• Standard 5</li> <li>• Standard 8</li> </ul>	<ul style="list-style-type: none"> <li>• Domain I: Competency 003</li> <li>• Domain I: Competency 004</li> <li>• Domain II: Competency 006</li> <li>• Domain III: Competency 007</li> <li>• Domain III: Competency 009</li> </ul>
Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.	<ul style="list-style-type: none"> <li>• Focused observation forms</li> <li>• Portfolio Proficiencies</li> <li>• School culture project</li> <li>• TEA Modules</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 6</li> </ul>	<ul style="list-style-type: none"> <li>• 1abc</li> </ul>	<ul style="list-style-type: none"> <li>• Standard 9</li> <li>• Standard 10</li> </ul>	<ul style="list-style-type: none"> <li>• Domain I: Competency 003</li> <li>• Domain IV: Competency 011</li> <li>• Domain IV: Competency 012</li> <li>• Domain IV: Competency 013</li> </ul>

**Course Grade:**

Activities	% Grade
Attendance	15
Forms - timesheet	5
Assignments (see Canvas)	
• School Culture Packets (5)	10
• Lesson Plans (13)	15
• CTOR (4)	5
• Teacher Evaluations (6)	5
• Teacher Mid-term	5
• Reflections (1)	5
• Portfolio (philosophy, resume, cover letter)	20
• Final Evaluation and time capsule	15
• Total	100

All late work, including attendance, will be assessed a penalty of half-off the designated credit unless it is later than one week of the due date, in which case no credit will be given.

Evaluation and Grading:		
Grade	Points	Percent
A	90-100	90-100%
B	80-89	80-89%
C	70-79	70-79%
D	60-69	60-69%
F	0 - 59	59%

**Teaching Strategies:**

Cooperative Learning, Inquiry, Lecture, ILPs, LMS, Reflective Thinking, Technology Integration, Individual Assignments

**Related Field Experiences:****Course Expectations**

- Attend school every day all day on the assigned campus.
- Teach all class periods during required time autonomously for at least 70 Days.
- Submit lesson plans in advance to UTeach Instructors, University Facilitator & Cooperating Teacher and revise as requested.
- Demonstrate proficiencies in teaching and obtain documentation through observations and reflections.

## College of Education and Psychology (CEP) Vision and Mission

### Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field 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.

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

**Texas Education Standards:** The School of Education are 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](#).

Texas Education Standard covered in this course:

Standard 1	Instructional Preparation - Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.	All A-F
Standard 2	Instructional Delivery and Assessment - Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.	All A-D
Standard 3	Content Pedagogy Knowledge and Skills - Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.	All A-C
Standard 4	Learning Environment - Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.	All A-B
Standard 5	Professional Practices and Responsibilities - Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.	All A-C

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

## 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, see Canvas.

- 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

### Student Resources:

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library and Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- [Digital Support Toolkit](#) (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

### Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

## University Policies and Information

### Withdrawing from Class

Students may withdraw (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#). Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\*Students who began college for the first time before 2007 are exempt from this law.

### Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

#### ***AI is encouraged during the course, and appropriate acknowledgment is expected.***

You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.

### Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

#### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

#### **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

#### **Absence for Religious Holidays**

This course follows the practices related to [Excused Absences for Religious Holy Days](#) as noted in the Catalog.

#### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

#### **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.