



Field Experience Phase II

EDUC 3120

**Sections .001, .002, .003,
(* .060 online coursework)**

Instructor:	Dr. Jennifer Lane
Contact:	570-317-7563; jlane@uttyler.edu (email is the best way to contact me)
Office Hours	Mondays 8am-10am; 11:30pm-12:20pm or by appointment
In Person Class	Mondays 10:10-11:30am in HPR 262
(*Section .060 - Online	Complete weekly Canvas modules; attend all field)
Time in Schools	Tuesday or Thursday 7:30 a.m. – 12:15pm (at your assigned campus)
First Day of Classes	August 24, 2026
Holiday	Labor Day September 7, 2026
Census Date	September 8, 2026
Mid-Term Grades	September 28 – October 19
Last Day to Withdraw	October 30, 2026
Thanksgiving Holiday	November 23-27, 2026
Final Exams	December 7-11, 2026

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

Course Topics Overview:

- Orientation & Introduction
- Lesson Planning
- Objective writing
- Classroom Management
- Growth Mindset
- Overview of Content Exams
- Academic Language
- Teacher Directed and Inquiry Lesson Planning
- Questioning
- Assessment; Formal/ Informal/ Evidence in Lesson Plans
- Introduction to action research
- Brainstorm & Discuss problems or key questions in education.
- Self-reflection
- Professionalism

Textbook: No textbook will be required for the course.

Course Requirements:

- Lesson reflections
- Lesson plans
- Attendance at all sessions (class and field)
- Two observations completed by the University supervisor
- Two observations completed by the cooperating teacher
- Professionalism evaluation
- Final Portfolio

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, however UTT students are required to follow School of Education policy that no jeans may be worn when pre-service candidates are completing field experiences within schools. 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. **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.

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

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

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.

Artificial Intelligence (AI) Policy

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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. Students shall not use AI tools during in-class examinations or assignments unless explicitly permitted and instructed to do so.

During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

When using AI tools for assignments, add an appendix showing:

- (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections
- (b) a description of precisely which AI tools were used
- (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.)
- (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.).

You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

UT Tyler School of Education Professional Dispositions and Requirements.

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

SCHOOL OF EDUCATION MISSION

The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

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

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

