Syllabus: EDUC 1301; Section 001
Spring, 2015

Introduction to the Teaching Profession
MW: 2:30 – 3:50
Location: HPR 252

Instructor Information:
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Course Rationale: This course introduces you to the teaching profession and to the realities of teaching as a career. It includes readings, discussions, lectures, and activities that relate to a general fund of knowledge that will help you answer the questions:

Do I want to become a teacher?
What do I need to do to become a highly effective teacher?
What does a professional in the field of education need to know?

Course Description: Orientation to the teaching profession. Students participate in field observation at all levels of P-12 school with varied and diverse student populations. This course provides an Introduction to and analysis of the culture of schooling. It includes a 12 hour field component.

Learning Outcomes:

1. Develop a rationale for whether or not you wish to pursue teaching as a career. (INTASC 9)
2. Develop a rationale for which grade level range and subject matter area (s) you wish. (INTASC 1,2,3,4,5, and 9)
3. Develop a personal philosophy of education. (INTASC 1,2,3,4,5,6,7,8, and 9)
4. Apply an awareness of legal rights and responsibilities to frequently encountered school-related situations. (INTASC 1-10)
5. Recognize and describe key elements of a school’s setting, classroom arrangement, student diversity, social interaction, curriculum, and teaching practices that are associated with enhanced teaching and learning (INTASC 1-10)

Course Evaluation and Grading:

1. Module Quizzes 1-8 (20 points each) total: 160 points
2. Philosophy of Education (20 points) 20
3. Clinical Analysis Project (6 sections) 100
4. In-class participation/activities/attendance 160 (5 points for each day that you attend class and participate; -5 points for each day of absence)
5. Video activities/responses (10 x 5 points each) 50
Grading:

A: 490-441
B: 442-392
C: 391-343
D: 342-294

NOTE: Failure to attend class will negatively impact your grade.

Teaching Strategies:

Class and group discussions; lecture; collaborative learning activities; reading assignments; presentations; clinical observations; case studies; video analysis of teaching episodes; debates

Clinical Experience:

1. Required field experiences hours:
   4 hrs. elementary; 4 hrs. middle; and 4 hrs. high school

2. NOTE: You must pass your clinical experiences, regardless of your in-class grade average, in order to receive a passing grade for EDUC 3301.

3. Important field-related information:
   a. Your “Application for Clinical Experience,” “Criminal History Record Information Form,” “Time Log,” and “Field Experience Schedule” are or will be available on Blackboard/Organization/Academic Interest/Education-Clinical Experiences. Press Enroll button on the right (Announcement Page/Phase I/Phase I Field Experience Folder).
   b. Complete the Phase I Field Application, the UT Tyler Criminal History Record Form, the District Department of Public Safety Form and the Tyler ISD Criminal History Record Form. Also, make two copies of your driver’s license and turn everything in to ____________, Office of Clinical Experiences Administrative Assistant, in ________, no later than ________.
   c. Field placements will be posted online in the Blackboard Phase I Field Experience Folder on ______. Also, you may begin field on ______ and must contact your teachers by phone and/or email no later than ______. Your field must be completed and the signed and initialed original of your “Time Log” turned in to ______ in _____ by _____.

Text:

Selected Videos (Houston Professionals): There are 10 in the series at 8 minutes each.
Selected articles

Course Policies:

Attendance Policy: Attendance, Participation, and Protocol You are expected to attend all classes.

Please understand that the nature of this class involves class participation and group engagement. Absences will negatively impact your grade.

Punctuality, attendance, and participation are crucial. Medical excuses are honored with the appropriate documentation from a doctor. If a student has an emergency, he or she must notify me as soon as possible.
Excessive absences will require special permission to remain in the class. You are expected to arrive before class starts; this is professional. Any student leaving early from class will result in a ten point deduction. You are responsible for obtaining notes and assignments in the event that you are absent.

No late work will be accepted. In order to earn an “A” for the semester, students must demonstrate outstanding performance on class and field work, exemplary credit on all assignments, and professionalism throughout the semester.

Cell phones must be silenced during class. No children are allowed in class.

Cell phone use is prohibited during exams. A student will fail the exam if caught using a cell phone during an exam.

ONLY EDUC 3301 work should be done in class. Students who are “caught” doing work other than our class work will be penalized 20 points and asked to leave the class.

Laptop computers may only be used in class if prior permission has been obtained from the instructor. ONLY note-taking and other class-related work is allowed. (NO texting, surfing the net, social networking, e-mailing, etc.)

Written work must be typed, double-spaced, stapled, and turned in on time. Please keep copies of all work that you turn in. All written work must be written at a college level and carefully edited.

Classroom etiquette is expected. Talking when someone has the floor will not be tolerated. That student will be issued a disposition and that behavior will be expected to be remediated. Manners are expected! Respect is expected!

Preparedness and Participation: Assigned materials are to be read ahead of time. Students are expected to interact by listening, asking questions, and adding information in an enthusiastic manner. Students should demonstrate cooperation, responsibility, and planning, including above-average written and oral communication.

Netiquette is expected: courtesy, participation, honesty, adherence to deadlines (Late work will result in point deductions.)

**Topical Outline**

Topics will be presented in the following order:

I. **Becoming a Teacher**
   - Teaching pros/cons/satisfaction
   - Professionalism
   - Normal schools to board certification
   - Professional organizations
   - Teacher Licensing
   - Quality of American Schools

II. **Different Ways of Learning**
    - Learning styles/gender
    - Multiple intelligences
    - Emotional/intellectual intelligence (EQ/IQ)
    - Exceptional learners
    - Gifted and Talented Education

III. **Teaching Your Diverse Students**
    - Student diversity/cultural pluralism
    - LGBT students
• Theories behind culture-related failure
• Bilingual education
• Multicultural education
• Responding to cultural diversity

IV. Teacher Effectiveness
• Teacher effectiveness
• Academic learning time
• Classroom management models
• The pedagogical cycle (structure, questioning, feedback)
• Models of instruction (direct teaching, cooperative learning, mastery learning, problem/project-based learning, differentiated instruction
• Strategies for effective teaching
• First year teaching

V. Philosophy of Education
• Determining your philosophy of education
• Basic philosophical issues and concepts
• Teacher-centered philosophies of education (essentialism, perennialism)
• Student-centered philosophies of education (progressivism, social reconstructionism, existentialism)
• Psychological influences on education (constructivism and behaviorism

VI. School Law and Ethics
• Legal rights and responsibilities of teachers
• Legal rights and responsibilities of students
• Child abuse
• Moral Education/Values education

VII. Purposes of America’s Schools and the Current Reform Movement
• The purpose of school
• The history of Educational reform
• School choice (charter schools, full service schools, vouchers, magnet schools, open enrollment, virtual schools, for-profit-schools, home schooling, green schools)
• The effects of reform on teachers and students
• Effective schools research
• Teacher effectiveness

VIII. Curriculum, Standards and Testing
• Curriculum (visible, invisible, hidden, extra-curriculum)
• Shaping the curriculum
• Textbooks
• The standards movement
• Standardized testing
• Curriculum tension points
• Technology across the curriculum
• Future directions in the curriculum

Scope and Sequence:

NOTE: Due dates for assignments, activities, and quizzes will be posted on blackboard. We will have two weeks per module.

NOTE: The quiz for each module will be the second week of each two week period, since I have allotted two weeks per each designated chapter. So, we will not meet in class the second Friday of each two week period.
You will take the quiz online for each chapter. YOU are responsible for remembering to take the quiz. The quiz will be available the second Wednesday through Friday of each second week. (I may drop your lowest quiz grade at the end of the semester.)

Module 1:

Week 1 and 2: January 12, 14  
Welcome, Introductions, Syllabus, Text, Field, Scope and Sequence  
Module 1: Becoming a Teacher  
January 21 (no class/on line quiz)  
January 19 (school holiday)

Module 2:

Week 3 and 4: January 26, 28, February 2, 4  
Module 2: Different Ways of Learning

Module 3:

Week 5 and 6: February 9, 11, 16, 18  
Module 3: Teaching Your Diverse Learners

Module 4:

Week 7 and 8: February 23, 25 March 2, 4  
Module 4: Teacher Effectiveness

Module 5:

Week 9 and 10: March 16, 18, 23, 25  
Module 5: Philosophy of Education

Module 6:

Week 11 and 12: March 30 April 1, 6, 8  
Module 6: School Law and Ethics/ No class April 1 (on line quiz)

Week 13 and 14 April 13, 15, 20, 22  
Module 7: Purposes of America’s School and the Current Reform Movement

Week 15 April 27, 29  
Module 8: Curriculum, Standards, and Testing

Week 16: Final Exams

Students Rights and Responsibilities  
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies  
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For spring 2014, the Census Date is January 27th.) Grade Replacement Contracts are
available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 27th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@utttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire Department,
Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

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.
(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

   (i) the nature, purpose, timing, and amount of the communication;
   (ii) the subject matter of the communication;
   (iii) whether the communication was made openly or the educator attempted to conceal the communication;
   (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
   (v) whether the communication was sexually explicit; and
   (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and
that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

Clinical Analysis Project Guidelines
EDUC 1301
Spring 2015

Rationale:

- EDUC 1301’s clinical experience is an opportunity for you to integrate classroom learning, theory, and research with actual happenings in educational settings.

- As part of this real-world experience, you observe and take notes in classroom settings, talk with teachers, observe students and the functioning of 3 different levels of schools, analyze curriculum, and reflect upon the events you experience that will often impress or disturb you and sometimes challenge or confirm your own ideas and beliefs. This isn’t the time or place to pass judgment on any part of the educational system; this is a guided, fact-finding project, and we observe the rules of strict confidentiality. All field experiences are made possible through a great deal of cooperation between the school districts and UT Tyler’s School of Education. It is important to always remember that you are a guest in your assigned host schools and classrooms.

- Be reflective! Educational philosopher John Dewey wrote extensively about reflective thinking, defining it as avoiding “routine” and “impulsive” behaviors in favor of taking the time to give “serious consideration” to our actions as teachers. The intelligent person thinks before he or she acts, and, therefore, the action, as Dewey wrote, becomes deliberate and intentional.

- The Clinical experience is a major part of your induction into the profession, bridging all your past experiences as a student with your future teaching career. If you want to gain insight and knowledge
from this experience, your observations must be careful, analytical, and deliberate. Once your observations have been made, you need to consider carefully what you have seen before you formulate conclusions about the distinctive school cultures in which you have been immersed. Just visiting schools is no guarantee of a worthwhile experience. Thinking reflectively about what you observe can help you grow personally and professionally. Once you begin this reflective process, you will hopefully continue it throughout your teacher education program and your teaching career. The more expert you become at observing and reflecting, the more you will learn about the nature and challenges of effective teaching.

Clinical Analysis Project (CAP) Criteria

In order to Complete your Clinical Analysis Project (CAP), you must complete and document (with a signed and initialed “Field Log”) all assigned field hours and submit a final report with 6 sections, labeling each section and its subdivisions clearly as follows:

Organizational Overview:

Section 1: Introduction (1A, 1B, 1C)
Section 2: Teacher Interview (2A, 2B, 2C)
Section 3: Insights (3A, 3B, 3C)
Section 4: Critical Event/Incident
Section 5: Educational Philosophy
Section 6: Professional Impact

Organizational Component Descriptions:

Section 1: Introduction

In several paragraphs, describe the most important aspects of the elementary, middle, and high school setting, classroom, teacher, students, materials, and curriculum that you observed.

1.A. Elementary School Introduction
1.B. Middle School Introduction
1.C. High School Introduction

Section 2: Teacher Interview

Present an account of a brief interview which you conduct with each of the 3 host teachers to whom you were assigned. Keep your questions short, non-obtrusive, diplomatic, and well prepared. Do not ask them to answer any questions with which they’re uncomfortable, and don’t do an interview at all if a teacher doesn’t wish to be questioned. Don’t just give the teachers a written questionnaire (more work for them) expecting them to fill it out for you. The interviews can be conducted on the phone if it is more convenient for your teachers. Remember to be professional. You will not use your teachers’ names in connection with their responses; instead refer to them in the write-up as Elementary Teacher (Teacher E), Middle School Teacher (Teacher M), or High School Teacher (Teacher H). Also, be careful not to quote or gossip about them at any time or in any setting. Here are some suggested interview questions to choose from (you may add a few of your own, but don’t make the interview too long):

- What motivated you to go into teaching? Are these the same motivations that make you continue teaching today? If you had to live life over again, would you still go into teaching?
- What do you think about the status of teaching today? Why do you think it’s like it is and what would it take to improve it?
- What do you like most and least about teaching?
- What do you consider the strengths and weaknesses of the teacher education training you received before entering the profession? What skills and knowledge are most important for new teachers?
- What advice do you have for someone interested in pursuing teaching as a career?
- What professional organizations do you belong to and what benefits come with membership?

2.A. Elementary School Teacher Interview  
2.B. Middle School Teacher Interview  
2.C. High School Teacher Interview

Section 3: Insights

After significant reflection, describe at least 3 major insights that you gained at each school level (for a total of at least 9 insights) from your clinical experience about effective and ineffective teaching practices, about learning, about the curriculum, about students, about the grade level, about the school setting, and/or about professionalism. You must connect each of the 9 insights to material from my online lectures and our face-to-face engagement activities and in-class assignments. When you write up these connections in your CAP report follow each connection with the number of the course module to which it relates and the term “online” or “in-class” to indicate the part of the course to which you are connecting—for example: (4, online) or (7, in-class).

3.A. Three insights from your Elementary School observation  
3.B. Three insights from your Middle School observation  
3.C. Three insights from your High School observation

Section 4: Critical Event/Incident

What single event or incident stands out the most as you reflect upon all you observed during your entire clinical experience? What makes it significant? What did you learn from this event or incident that will impact you as a teacher?

4. Description of the one event/incident and its significance to you as a future teacher.

Section 5: Personal Philosophy of Education

In application forms for teaching positions and/or in job interviews you are likely to be asked to state/describe your philosophy of education. In 3-5 pages, state your philosophy of education. Your philosophy of education will be evaluated based on the following criteria:

1. Use each of the five philosophies (and if you wish the two psychological perspectives) from Chapter 8 in Sadker as reference points for your philosophy. This can be accomplished by mentioning each of these philosophies/psychological perspectives at some point in your philosophy statement in terms of how it or some aspect of it connects or does not connect with your personal philosophy. You may also wish to indicate whether your philosophy tends to be more teacher-centered or student-centered. It is perfectly acceptable for your philosophy statement to involve a blending of ideas from more than one established philosophy.

2. Identify and relate at least 2 figures who espouse similar philosophical views to your own (e.g., John Dewey and George Counts or William Bagley and E. D. Hirsch, Jr.). You may use individuals who are not included in Chapter 8 (e.g., Maria Montessori).

3. Discuss the implications of your philosophy for students, curriculum, teaching, and assessment.

4. Identify/Describe the dominant philosophies that you observed in your 3 field settings.

5. Explain the nature and degree of your agreement/disagreement with the philosophical orientations that you observed in the field.
Remember that philosophies try to answer at least some of the following questions, and education philosophies try to at least partially answer them as they relate to education:

- What is real?
- How do we know?
- What is of value?
- How should societies be governed?
- What is beauty?
- How do we reason?

Your personal beliefs as they relate to these questions can bring your personal philosophy of education into sharper focus.

5. Statement/description of personal philosophy of education

Section 6: Professional Impact

Although it’s useful, even essential, to consider the specifics of your field experience, it’s also important not to miss the forest for the trees. What did you learn from your field experience that will affect your development as a professional in the field of education? Most importantly, what did you learn about yourself and your decision to become a teacher? Has what you have observed in field in any way strengthened or weakened your resolve to enter the teaching profession? Be sure to mention the level/grade you wanted to teach before your field experience and your feelings about your decision after having observed two other levels.

6. Professional impact discussion/reflection

General Evaluation Criteria:

- Presentation/organization (clarity; each section beginning on new page; double spaced, 12 point/Times New Roman font; mechanics/usage/punctuation; citations from Sadker with page number; submitted on time)
- Depth of Responses/reflections/understanding (higher order thinking; completeness; accuracy; creativity; originality)
- Integration of course content (making connections between what you write in this report and what you have learned from class discussion/lectures and from reading Sadker)

Special Rubric for Evaluating Your Personal Philosophy of Education:

See Philosophy Assessment Rubric under “Course Documents” in the main Blackboard Course Menu and keep a copy of it near you as you write this report.

Please remember:

- Mrs. Cindy Sherman and (after Sept. 8 Mrs. Debra Ellis) will be your School of Education contact persons for any questions or concerns you may have related to your field observations/clinical experiences. You can reach Mrs. Sherman at csherman@uttyler.edu or 903-566-7012 or stop by her office in BEP 212E, and you can reach Mrs. Ellis at dellis@uttyler.edu or 903 566-7283 or stop by her office in BEP in 247G.
- All the forms you will need to apply for your clinical placements and, ultimately, to receive notice of your actual school and teacher assignments will be posted in the “Phase I” part of the Blackboard “Organization/Education-Clinical Experiences” section.
- You must turn in your clinical placement application and all supporting paperwork to Mrs. Sherman or Mrs. Ellis in BEP 212E or BEP 247G by Friday, January 23, 2015 by 5:00 p.m. or you will not be able to obtain a field placement this semester.
- Your actual field assignments will be posted on the Phase I section of Blackboard on Friday, February 20, 2015, and you may begin contacting your teachers and completing your hours of observation (4 hrs elementary school; 4 hrs middle school; and 4 hrs high school) on Mon., Oct. 6.
• You must contact your host teachers by phone or email no later than Friday, February 27, 2015 or you risk losing your placement, and no reassignment will be possible this semester. Field assignments must be completed by April 24, 2015.
• Visit the schools during the required times agreed upon by you and your host teachers. Please arrive a bit early and leave discreetly. You represent UTT and your fellow students—how you behave in field will be remembered by the schools to which you may one day apply!
• If ill, be sure to call in advance the host teacher, the school office, and the UTT Field Office (Sherman or Ellis) to notify of them of your pending absence.
• Dress professionally during field (see sample teacher dress codes in Blackboard under “My Organization/Education-Clinical Experiences,” and always check in and out at the school office.
• Remember to have your “Time Log” (available in Blackboard under “My Organization/Education-Clinical Experiences”) initialed and signed by your teachers where appropriate, or we will not be able to accept it at the end of your experience.
• Do not discipline students in the schools (no corporal punishment of course) during your field assignments. Also, do not allow yourself to be left alone with the class.
• A thank-you note to your host teacher(s) is highly recommended (sent no later than the first week of May).
• Your field report must be typed (double spaced; 12 point font), copy-edited, labeled with headings, and clearly written. Be sure to visit the UTT Writing Lab if needed.
• All original “Time Logs” must be turned in to Mrs. Ellis in BEP 247G by Friday, April 24, 2015. A copy of your CAP final report and your “Time Log” must be turned to me at the beginning of class on Thursday Dec. 4. This is also the time to send a thank you note to each of your cooperating teachers.
• Students who fail to successfully complete any part of the CAP cannot receive a passing grade for the course.