Syllabus for EDUC 4640: Student Teaching

**Course Overview:** This semester experience will provide preservice teachers with an opportunity to demonstrate identified competencies in the classroom. The student works under the cooperative supervision of a public school teacher and a university supervisor.

**Course Objectives and Assessments**

<table>
<thead>
<tr>
<th>Learning Outcome Description At the end of the semester, the student will:</th>
<th>InTASC Standard(s) Addressed</th>
<th>Assessment</th>
<th>Key Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate synthesis of knowledge and skills related to pedagogy and professional practice.</td>
<td>1,6,7,8, 9, 10</td>
<td>*Practice PPR or TExES PPR</td>
<td>*TExES PPR score of 240 or greater or Practice PPR score of 80 or greater</td>
</tr>
<tr>
<td>2 Demonstrate knowledge of special needs, learning styles, and student characteristics and be able to adapt teaching and instructional materials for diverse populations</td>
<td>1,2,3,4,8, 9, 10</td>
<td>*Practice PPR or TExES PPR * Clinical Observation Rubric (COR)</td>
<td>*TExES PPR score of 240 or greater or Practice PPR score of 80 or greater *Clinical Observation Rubric – overall ratings of Exceeds Expectations or Proficient</td>
</tr>
<tr>
<td>3 Evaluate classroom management techniques/practices for use in the classroom</td>
<td>2, 3, 5, 9, 10</td>
<td>*Practice PPR or TExES PPR * Clinical Evaluation Rubric (COR) * Seminar Case Studies</td>
<td>*TExES PPR score of 240 or greater or Practice PPR score of 80 or greater *Clinical Observation Rubric - overall ratings of Exceeds Expectations or Proficient *Seminar Case Studies Rubric – overall ratings of Proficient</td>
</tr>
<tr>
<td>4 Demonstrate the ability to integrate technology to enhance teaching and learning</td>
<td>3,4,7,8</td>
<td>*Portfolio: lesson plans and/or activities</td>
<td>*Portfolio – overall rating of Exceeds Expectations or Proficient</td>
</tr>
<tr>
<td>5 Demonstrates an ability 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.</td>
<td>5</td>
<td>*Portfolio: lesson plans and/or activities</td>
<td>*Portfolio – overall rating of Exceeds or Proficient</td>
</tr>
</tbody>
</table>

During your 15 weeks of Student Teaching you will be:

- **Observed for 50 minutes for a minimum of 5 times.** You will have a minimum of three observations from your university supervisor. You will meet with your university supervisor in a conference after the observation to discuss your progress in your teaching. Your mentor teacher will observe you at least two times. As you did with your university supervisor, you will meet with you mentor teacher in a conference after the observation to discuss your progress in teaching.
• Submit lesson plans to your mentor teacher and university supervisor.
• Submit weekly journal to your university supervisor.

Evaluation

This course is graded as Credit or No Credit. The following provide you with insight into earning a grade of Credit or No Credit.

Credit – You need to meet the following criteria for a grade of Credit
• Successfully complete your 15 weeks of student teaching
• Earn ratings of Exceeds Expectations or Proficient in your observations/evaluations from field supervisors and mentor teacher.
• Acceptable attendance in student teaching
• Submit acceptable weekly journal entries to your university supervisor

No Credit – Any of the following can result in earning a grade of No Credit
• Unsuccessful completion of your 15 weeks of student teaching
• Being removed from your student teaching placement by request of the school or UT Tyler
• Unacceptable ratings (Emerging Proficient, Emerging, or Unsatisfactory) on your teaching observations/evaluations
• Unacceptable attendance in student teaching
• Not submitting weekly journal entries to your university supervisor