



TEACHER EDUCATION DEPARTMENT
COLLEGE OF EDUCATION
UNIVERSITY OF TEXAS AT EL PASO

SPRING 2014

Spring 2014 * January 13 - May 9, 2014
SCED 4691 (22049): Student Teaching in Secondary Education
BLACKBOARD ENHANCED

Faculty Mentor: Dr. Cesar Rossatto
Office: EDUC 812
Phone: (915) 747-5253
E-mail: crossatto@utep.edu
Office Hours: By appointment or on Blackboard
Course Location: School Campus Placement
Class Meetings: M-F, Full School Day

Faculty Mentor: Dr. David J. Carrejo
Office: EDUC 608
Phone: (915) 747-5566
E-mail: dcarrejo@utep.edu
Office Hours: By appointment or on Blackboard
Course Location: School Campus Placement
Class Meetings: M-F, Full School Day

Prerequisite: Admission to Student Teaching: <http://coe.utep.edu/arc/>

COURSE DESCRIPTION

Student teaching is a structured and purposeful combination of completed coursework and field experience contributing to the development of your work as a teacher. You will apply what you have learned in your methods coursework by being placed in a classroom assigned to a cooperating teacher in a partner school who will support you as you begin your journey towards becoming a quality certified teacher. During this time you will apply your theoretical understandings of pedagogy to daily teaching practices under the supervision of your **cooperating certified teacher**, an assigned **university supervisor**, and **the faculty mentor/instructor of record**.

As a student teacher you will share teaching responsibilities including: lesson planning and delivery for small and large groups of students; using assessment to analyze students' strengths and needs; classroom management; preparing materials; meeting with other teachers; establishing a classroom climate that fosters learning, equity and excellence; and participating in any school activities



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relating to parental and community involvement; completing all teaching requirements; and otherwise assisting the cooperating teacher in ways that provide experience with the complex work of teaching and learning. In addition, you will spend significant time developing the ability to reflect on what you are learning by documenting your learning in various ways.

COURSE MATERIALS

- Articles available on Blackboard
- Curriculum in this course is aligned to the Texas Pedagogy and Professional Responsibilities, EC-12 Competencies. You may decide to purchase any of a number of TExES preparation books or materials. You can generally find these in the test preparation area of most bookstores, or by searching for the TExES exam online.
- The TExES Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES tests. Read more about the standards on the TEA website:
http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794

SATURDAY SOLUTIONS sponsored by the LEAP Project in the Teacher Education Department, are very valuable professional development opportunities for student teachers. These will be provided on select Saturdays throughout the semester and will focus on the following topics:

- Digital Citizenship (security & codes)
- Special Populations (GT, ELLs, SPED-Dyslexia Programs: AP, Dual, IB)
- Response to Intervention (RTI)
- Lesson Planning, TEKS & STAAR- Dissecting TEKS
- Lesson Planning by Content - STAAR success
- iPads, Tablets (Edmodo & the edWeb Learning Community, etc.)
- Technology in Your Hands and in Your Classroom (smart board, elmo, ...)
- Preparing for Your First Job Interview (w/videos)
- Portfolios, Project Share
- Classroom Management
- Parent Engagement
- Classroom Assessment
- Strategies that Work (foldables, manipulatives, interactive notebooks, class procedures...)
- Content Specific Strategies



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Students are highly encouraged to attend these free sessions. More information will be provided on Blackboard.

COURSE REQUIREMENTS/ASSIGNMENTS

- All assignments will be posted on Blackboard
- All students are expected to be prepared and check **Blackboard on a daily basis** for emails and to post assignments, discussions, etc.
- Participation in discussions and all assignments are required and must be submitted on time. **No late work will be accepted. Pay close attention to OPEN and CLOSED dates.**
- All writing in discussions, reflections, and critiques needs to be organized, clear, grammatically correct, and must follow APA format. Use the following link as your resource:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Students are responsible for maintaining a high level of professionalism and respect for one another as we engage in discussions.

The following are the assignments and point value for each one in the course, for a total of 100 points:

ASSIGNMENTS	POINTS
I. 3 Reflections on Cooperating Teacher's Lesson Delivery (5pts for 1 st reflection; 10 pts each for 2 nd and 3 rd reflection)	25
II. 3 Self Reflections on Lesson Delivery (including Lesson Plans developed) (10 pts each)	30
III. 2 Group Discussions on Posted Questions (5pts each)	10
IV. 3 Reflections on Student Teacher Symposia (5pts each)	15
V. 2 Article Critiques (10pts each)	20
TOTAL POINTS	100



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I. REFLECTIONS ON CLASSROOM TEACHING LESSON DELIVERY IN EACH CONTENT AREA

You will spend significant time developing the ability to reflect on what you are learning by documenting your learning in various ways. Your reflections should be a detailed accounting of the cooperating teacher's performance (approx.

500 words). Use the observation templates provided to you on Blackboard. Your writing should be reflective rather than merely descriptive. Follow APA guidelines. Use the following link as your resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>

II. SELF-REFLECTIONS ON LESSON DELIVERY

You will implement three lessons throughout the course of the semester (beginning-of-semester, mid-semester, and end-of-semester) where you will be observed by both the university supervisor and the cooperating teacher. You are to include your developed lesson plan as well as your university supervisor's evaluation form when submitting your self-reflections on Blackboard. Follow APA guidelines. Use the following link as your resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>

- **Lesson 1 Reflection:** Your Lesson 1 reflection (approx. 500 words) should focus on planning and instruction. Consider questions such as: How did you plan for the lesson? What information did you use? What instructional strategies did you choose and why? How effective was the lesson? What would you change if you taught the lesson a second time? Your writing should be reflective rather than merely descriptive.

- **Lesson 2 Reflection:** Your Lesson 2 reflection (approx. 500 words) should focus on classroom management. Consider questions such as: How did you plan ahead regarding managing the classroom, materials, etc.? What classroom management issues arose that you did not anticipate, and how can you use this to plan for your next lesson? Did you create a positive climate and learning environment? Were students engaged? How did you know? What would you change if you taught the lesson a second time? Your writing should be reflective rather than merely descriptive.



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- **Lesson 3 Reflection:** Your Lesson 3 reflection (approx. 500 words) should focus on questioning and inquiry, feedback, and diversity. Consider questions such as: How did you determine what questions to ask during your lesson? Did the questions you ask challenge student thinking? How did you communicate your expectations during the lesson? How did you encourage students who appeared to be having difficulties? Did you give appropriate feedback? How did you know? What would you change if you taught the lesson again? Your writing should be reflective rather than merely descriptive.

III. GROUP DISCUSSIONS ON POSTED QUESTIONS

You will be required to participate in two online discussion forums, responding to posted questions on Blackboard. The discussion begins on the Monday of a specified week and continues throughout the week. You are required to respond to a minimum of two classmates for each assigned discussion. **Early respondents can introduce related issues. Later respondents must respond to and integrate earlier responses.** Your participation should demonstrate both content knowledge and pedagogical knowledge.

IV. STUDENT TEACHER SYMPOSIA REFLECTIONS

You will be required to provide a reflection of your experiences in each of the mandatory student teacher symposia. Your reflections should be a detailed accounting of what you learned in the symposium (approx. 500 words). Use the guiding question provided on Blackboard. Your writing should be reflective rather than merely descriptive. Follow APA guidelines. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

V. ARTICLE CRITIQUES

You will be required to provide a critique of two articles provided on Blackboard. You should interact in writing with the ideas presented in the reading. What ideas/concepts were new to you? What questions or concerns do they raise for you as a professional? Do you agree/disagree with the author? Why or why not? You should not summarize the readings, but react to them. Follow APA guidelines. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>



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Evaluation & Course Grade

The final grade for student teaching will be calculated according to the point values indicated on each assignment and the following designations:

Point Range	Performance Summary
90-100	Exceeds Expectations: Highest recommendation as a future teacher.
80-89	Proficient: Improvement will be needed in order to be a successful future teacher
70-79	Below Expectations: Much improvement and additional practice will be needed in order to be a successful future teacher.
0-69	Unsatisfactory: Student teacher will not be recommended for certification at this point.

You are preparing to be a teacher--work at the level and with the integrity you would intend your future students to demonstrate!

Students who receive ratings of "unsatisfactory" on more than two performance outcomes in their student teaching placement will receive "U" as a final grade, and will have to repeat the student teaching semester. Student Teachers must submit all evaluation paperwork and assignments on time to satisfy this portion of the course requirement.

STATE CERTIFICATION EXAM (TEXES)

In order to complete student teaching, all student teachers must show evidence of having passed the required state TExES exams (PPR: 240 or better; TExES Content Mastery Exam: 240 or better; BLTPT (Bilingual Education students only): 240 or better). **Students who fail to complete state certification requirements will receive a grade of "I". Upon successfully passing the required exams, the student's grade will be changed to a "P." A repeat of student teaching is not required.**



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COURSE CALENDAR

**All assignments are due on the Saturday of the respective week
by 11:30 p.m. MST on BlackBoard.**

Week of:

Jan 20 Introductions on Blackboard.
Read complete syllabus and post a question about the course
syllabus in the **Syllabus Q/A Discussion Board (due Jan 25)**

Jan 27 **Observation/Reflection 1:** The classroom environment. Use the form
provided on BlackBoard. (due Feb 1)

Feb 3 **Observation/Reflection 2:** Observe the Cooperating Teacher (CT)
delivering a lesson (due Feb 8)

Feb 10 **Article critique #1** (due Feb 15)
Feb 14 UTEP Student Teacher Symposium in COED (EDUC 302)
10:30 a.m. – 12:30 p.m.
(Symposium Reflection due Feb 22)

Feb 24 **Lesson Plan 1 / Self Reflection (SR) 1** used for your 1st Teaching
Observation (due Mar 1)

Mar 7 UTEP Student Teacher Symposium in COED (EDUC 302)
10:30 a.m. – 12:30 p.m.
(Symposium Reflection due Mar 15)

Mar 10-14 *** Spring Break *******

Mar 24 **Discussion 1: Q:** What can we do to help teachers do their best
work? (due Mar 29)
Mar 28 Career Day/Fair



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Mar 31 **Discussion 2: Q:** Why doesn't teacher certification ensure good teaching? (due Apr 5)

Apr 7 **Lesson Plan 2/ Self Reflection (SR) 2** used for your 2nd Teaching Observation (due Apr 12)

Apr 14 – Apr 21 **Article critique #2 (due Apr 26)**

Apr 28 **Lesson Plan 3/ Self Reflection (SR) 3** used for your 3rd Teaching Observation (due May 3)

Observation/Reflection 3 of the CT delivering a lesson (due May 12)

May 9 **UTEP Student Teacher Symposium in COED (EDUC 302) 8:00 a.m. – 12:00 p.m. (Symposium Reflection due May 12)**

STUDENT LEARNING OUTCOMES

The primary goal of the student teaching semester is to prepare and equip future teachers with a wide array of experiences that will allow them to plan, organize, and implement excellence in all areas of teaching for diverse learners in 21st century schools. Student teaching provides the student with classroom experience in a public school setting that addresses representative State-mandated standards and competencies. Student teaching focuses on developing skills in instructional planning, application of subject matter content, integration of high quality methods and strategies, effective communication, ethical decision-making, reflective practice, and collaboration with professional educators in a school community. The student will demonstrate evidence of meeting goals by achieving the following learning outcomes:



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STUDENT LEARNING OUTCOMES	EVIDENCE	ASSESSMENT
<i>I. Learner-Centered Knowledge</i>		
<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none"> 1. Possess and draw on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students. [PPR 1, 3, E] 2. Exhibit a strong working knowledge of subject matter and enable students to better understand patterns of thinking specific to a discipline. 3. Stay abreast of current knowledge and practice within the content area, related disciplines, and technology. 4. Contribute to the knowledge base and understand the pedagogy of the discipline. 5. Understand the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives. [PPR I, 3, A, D] 6. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction [PPR I, 3, A, D] 	<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none"> 1. Develop lessons and activities to achieve learning goals for their students [PPR Domains I, III] 2. Participate in professional development activities and collaborate with other professionals [PPR Domain IV] 	<ol style="list-style-type: none"> 1. Evaluation by cooperating classroom teacher and by university supervisor (three times per semester) 2. Satisfactory final evaluation and grade recommendation by cooperating classroom teacher



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<i>II. Learner-Centered Instruction</i>		
<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none">1. Create a learner-centered community by identifying student needs, and by planning, implementing, and assessing instruction using technology and other resources [PPR Domains I, III]2. Select materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning [PPR Domains I, III]3. Encourage self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs [PPR Domain II]	<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none">1. Be familiar with the curriculum and curriculum goals of the placement school and plan lessons aligned with the curriculum [PPR Domains I, III]2. Plan, implement, and assess lessons that include levels of accommodation for different learning styles and abilities [PPR Domains I, III]	<ol style="list-style-type: none">1. Evaluation by cooperating classroom teacher and by university supervisor (three times per semester)2. Evidence of participation in the assessment process of student performance3. Evidence of adapting lesson plans to incorporate developmentally appropriate instruction



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STUDENT LEARNING OUTCOMES	EVIDENCE	ASSESSMENT
<i>III. Equity in Excellence for All Learners</i>		
<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none"> 1. Respond appropriately to diverse groups of learners [PPR Domains I, III] 2. Model and encourage appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs. [PPR Domains I, III] 3. Design learning experiences that show consideration for student characteristics. [PPR Domains I, III] 4. Establish a relationship between the curriculum and community cultures. [PPR Domains I, III] 	<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none"> 1. Plan lessons that are culturally and linguistically appropriate for all learners [PPR Domains I, III] 2. Implement strategies to support the learning of English Language Learners. [PPR Domains I, III] 3. Plan lessons that are congruent with the established curriculum and that include levels of accommodation for different learning styles and abilities [PPR Domains I, III] 	<ol style="list-style-type: none"> 1. Evaluation by cooperating classroom teacher and by university supervisor (three times per semester) 2. Participation in parent-teacher conferences



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<i>IV. Learner-Centered Communication</i>		
<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none"> 1. Act as an advocate for all students and the school [PPR Domain IV] 2. Demonstrate effective professional and interpersonal communication skills [PPR Domain IV] 3. Use verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. 4. Listen, speak, read, and write in a variety of contexts 5. Give multimedia and artistic presentations, using technology as a resource for building communication skills 6. Incorporate techniques of inquiry that enable students to use different levels of thinking 	<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none"> 1. Participate in classroom routines, maintain a positive classroom climate, and become familiar with parents, the school and the community [PPR Domain IV] 2. Effectively communicate student progress based on appropriate indicators to key stakeholders in order to enhance both student learning and teaching goals [PPR Domain IV] 	<ol style="list-style-type: none"> 1. Observation documentation by cooperating teacher of activities involving diversity of learners 2. Evaluation by cooperating classroom teacher and by university supervisor (three times per semester)



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STUDENT LEARNING OUTCOMES	EVIDENCE	ASSESSMENT
<i>V. Learner-Centered Professional Development</i>		
<p>7 - 12 student teachers will:</p> <ol style="list-style-type: none"> 1. Act as a reflective practitioner who is dedicated to all students' success. 2. Demonstrate a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity [PPR Competency 13C] 3. Interact effectively with colleagues [PPR Competency 13C] 4. Use technology and other resources to facilitate continual professional growth 5. Actively engage in an exchange of ideas with colleagues and encourage feedback from learners to establish a successful learning community [PPR Competency 13C] 6. Exhibit the highest standard of professionalism and base daily decisions on ethical principles [PPR Competency 13C] 7. Know and use community resources, school services, and laws relating to teacher responsibilities and student rights [PPR Competency 13F] 	<p>7 - 12 student teachers will:</p> <p>Successfully initiate conversations with other school personnel beyond the assigned cooperating teacher to seek guidance, support and instructional opportunities for collaborating in school activities beyond the classroom</p>	<ol style="list-style-type: none"> 1. Evaluation by cooperating classroom teacher (Bi-weekly evaluations) and by university supervisor (at least three times per semester) 2. Evidence of having participated in classroom and the school community (i.e. parent- teacher conferences, ad hoc committees, attendance at school functions)



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COURSE POLICIES

The student teacher is expected to attend and participate in all working school days as determined by the school district calendar.

- Absence is excused only for personal illness and/or death in your immediate family. You will be required to provide documentation to your cooperating teacher. A student teacher with excessive absences or tardiness may be dismissed from the program. (See UTEP Student Teaching Handbook, page 9.)
- Contact the ARC Center and your faculty-of-record if you are ill or absent for any reason. You must also contact your cooperating teacher and assigned school campus. Make arrangements to make up any missed student teaching days. In the case of inclement weather, follow directions on radio or news programs, or contact your assigned campus' main office in order to confirm whether or not classes have been cancelled.

POLICY ON ACADEMIC DISHONESTY

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty, insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the



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Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

AMERICANS WITH DISABILITIES ACT

The University of Texas at El Paso is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Center for Accommodations and Support Services (CASS). Only those students who have officially documented a need for an accommodation will have their request honored. Information can be found at the Offices of CASS, Union East Room 106, or <http://sa.utep.edu/cass/> or by calling the CASS Office at (915) 747-5148.

LIABILITY

- Each student teacher is responsible for paying all costs to obtain criminal history records information under Texas Education Code Section 22.0835. No student teacher with a disqualifying criminal history shall be assigned to a district partner school or professional development school.
- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components and student teaching.
- The University will not reimburse the student for any expenses related to injuries or illness.