

EDUT :4170-001

UTeach: Apprentice Teaching Seminar

Fall 2020

Time: 5:00 – 5:55 pm

Day: Tuesday, HPR 263 UTeach Room Resource Lab or ZOOM



Instructor Information:

Michael Odell, Ph.D.

Office: HPR 263A

Office Hours: Office Hours: Zoom by appointment

Telephone: office (903) 566-7132 cell: 208-301-0542

Email address: [modell@uttyler.edu](mailto:model@uttyler.edu) (best way to contact me)

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 for 2 hours 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.

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

Course Topics and/or SLO	Activities and Assessment	Standards Alignment			
		Texas Educator Standard(s)	ISTE Standard(s)	InTASC Standard(s)	TEXES Pedagogy and Professional Responsibility Standards EC-12
Apprentice Teachers will be able to: 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"> Lesson Plans Focused Observation Forms Portfolio Proficiencies 	<ul style="list-style-type: none"> Standard 1 Standard 3 	<ul style="list-style-type: none"> 3a 4a 5abc 6bcd 7abc 	<ul style="list-style-type: none"> Standard 1 Standard 4 Standard 7 	<ul style="list-style-type: none"> Domain I: Competency 001 Domain I: Competency 003 Domain III: Competency 008 Domain III: Competency 010
Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.	<ul style="list-style-type: none"> School culture project Individualized lesson Project Focused observation Forms Portfolio Proficiencies 	<ul style="list-style-type: none"> Standard 4 	<ul style="list-style-type: none"> 2ab 3ab 4d 5abc 6a 	<ul style="list-style-type: none"> Standard 2 Standard 3 	<ul style="list-style-type: none"> Domain I: Competency 002 Domain I: Competency 003 Domain II: Competency 005
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"> Lesson Plans Focused observation forms Portfolio Proficiencies 	<ul style="list-style-type: none"> Standard 2 Standard 5 	<ul style="list-style-type: none"> 2abc 3abcd 4bc 5abc 6bcd 	<ul style="list-style-type: none"> Standard 1 Standard 4 Standard 5 Standard 8 	<ul style="list-style-type: none"> Domain I: Competency 003 Domain I: Competency 004 Domain II: Competency 006 Domain III: Competency 007 Domain III: Competency 009
Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.	<ul style="list-style-type: none"> Focused observation forms Portfolio Proficiencies School culture project TEA Modules 	<ul style="list-style-type: none"> Standard 6 	<ul style="list-style-type: none"> 1abc 	<ul style="list-style-type: none"> Standard 9 Standard 10 	<ul style="list-style-type: none"> Domain I: Competency 003 Domain IV: Competency 011 Domain IV: Competency 012 Domain IV: Competency 013

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Fall 2020

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 Grade:

25% Final Portfolio (Submitted by the deadline with a passing score)

30% Weekly Assignments (See Canvas).

15% Attendance and Participation in Seminar (Attendance is Mandatory)

10% School Culture Assignments

5% Time Capsule with Future Address

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%
Last Day to Withdraw: November 4		

Teaching Strategies:

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

Related Field Experiences:

Course Expectations

- Attend school everyday 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.

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, click [here](#).

- 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:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

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.

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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.

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](#).

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