



**Field Experience Phase II
EDUC 3120
Sections .060**

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 (email is the best way to contact me)
Office Hours Mondays 1pm – 4pm or by appointment
Course **Online Only**
Time in Schools: Weekly requirements will be communicated

Labor Day Holiday September 2, 2024
First Day of Classes August 26, 2024
Census Date September 9, 2024
Mid-Term Grades October 21, 2024
Last Day to Withdraw November 4, 2024
Thanksgiving Holiday November 25-29, 2024
Final Exams December 9-13, 2024

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

Course Topics Overview:

- Orientation & Introduction
- Lesson Planning
- Objective writing
- Task Analysis/ Portfolio
- Classroom Management
- Growth Mindset
- Overview of Content Exams
- Academic Language
- Inquiry Lesson
- Questioning
- Assessment; Formal/ Informal/ Evidence in Lesson Plans
- Introduction to action research
- Understanding of Scholarly research What is scholarly research? Key publications/ journal outlets
- Brainstorm & Discuss problems or key questions in education.
- Students will gather some data (anecdotal) to explain why they chose the topic or question.
- Self-reflection
- Professionalism

Students will conduct a literature review to write and submit as a final project. Goal: to gain a general understanding of action research and the first steps of the process to conduct an action research project with Dr. Dykes in EDUC 3320.

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
- Professionalism
- Final Portfolio
- Review of Literature 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.

Field Experience Portfolio

Specific requirements for the portfolio will be discussed in class. The portfolio allows the pre-service candidate to collect artifacts demonstrating proficiency in the Texas Teacher Educator Standards and provide a written reflection regarding how those artifacts document his or her growth as a teacher.

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.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

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

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

TOPIC TABLE: EDUC 3120 for ALL Sections:

Week	Topic:	Assignment:	Completed:
1	Orientation & Introduction: Teaching Philosophy Lesson Planning Classroom Management Teachers Who Made an Impact Identify Scholarly Articles for Lit. Review	Teaching Philosophy Lesson Plans & Reflections Classroom Management Scenarios Teachers Who Made an Impact Assignment Started Begin Reading Scholarly Articles	
2	Lesson Planning: Clear Objective Writing Professionalism Classroom Management State Certification Exams	Lesson Plans & Reflections Discussion Classroom Management Scenarios Overview of State Certification Exams	
3	Task Analysis & Portfolio Lesson Planning Classroom Management Introduction to Action Research	Class Discussion Lesson Plans & Reflections Classroom Management Scenarios Select Research Articles for Lit. Review	
4	Writing Lessons Data Assessment Classroom Management Begin Review of Literature	Lesson Plans & Reflections Classroom Management Scenarios Select Topic & Begin Review of Literature	
5	Growth Mindset Diverse Learning Needs of Learners Share: Teacher Who Made An Impact	Lesson Plans & Reflections Identify learning needs of diverse learners. Teacher Who Made an Impact Due	
6	Overview of Content Exam Diversity: English Language Learners	Lesson Plans & Reflections	
7	Stemscopes Diversity: SES	Lesson Plans & Reflections	
8	Academic Language Diversity: Dyslexia Students	Lesson Plans & Reflections	
9	Inquiry Lesson Diversity: Meeting the needs	Lesson Plans & Reflections	

	of all learners: Background of students		
<i>10</i>	Questioning Lesson Planning Review of Literature	Lesson Plans & Reflections Complete Review of Literature	
<i>11</i>	Assessment Lesson Planning Reflective Practices	Lesson Plans & Reflections	
<i>12</i>	Professionalism	Lesson Plans & Reflections	
<i>13</i>	Professionalism Portfolios	Lesson Plans & Reflections Portfolios	
<i>14</i>	Professionalism	Lesson Plans & Reflections	
<i>15</i>		Lesson Plans & Reflections Final Portfolio Literature Review	