

Field Experience Phase III  
EDUC 3230

**Professor:** Frank Dykes, Ed.D.  
**Office:** BEP 238  
**Time and Location:** Tuesday – 7:30 a.m. – noon at your assigned campus  
 Wednesday 2:00-3:20 BEP 218  
**Office Hours:** Wednesday 11:00-1:00 or by appointment,

**Course Description:** Field Experience III is designed for students in Phase III. 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.

**Last Day to Withdraw March 25**

**Student Learning Outcomes:**  
 In this course of study, the student will:

Objective	Texas Educator Standard(s)	Activity/Assessment
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	Lesson Plan Portfolio
Construct and implement lesson plans designed to meet the diverse learning needs of students.	1(c) i, ii, iii	Portfolio
Explore effective classroom management styles.	4 (A) iii, 4 (C) i	Portfolio
Identify formal and informal methods to measure student growth.	5 (A) i, ii	Assessment Activity Portfolio
Reflect on teaching practice to improve instructional effectiveness.	6 (A) i	Portfolio Reflections
Model ethical and respectful behavior and demonstrate professionalism in all situations.	6(D), i, ii, iii	Portfolio

- Course Topics Overview:**
- Lesson Planning
  - Objective writing
  - Task Analysis
  - Classroom Management
  - Formal and informal assessment
  - Self-reflection
  - Professionalism

**Textbook:** No textbook will be required for the course.

Technology is a requirement for success with this course, our meetings may be done synchronously through Zoom, if necessary, because of unforeseen circumstances. Please be sure to have a computer that allows you to use video. Technology may also be necessary for field experiences.

**Course Requirements:**

- Lesson reflections
- Lesson plans
- Attendance at all sessions (class and field)
- Class Activities
- Professionalism
- Final Portfolio
- Assessment Project

**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. 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.

**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 21<sup>st</sup> 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.

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

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

