



UT Tyler™

THE UNIVERSITY OF TEXAS AT TYLER

UTeach: Apprentice Teaching Seminar

Spring 2025

Time: 5:00 – 5:55 pm

Day: Tuesday, HPR 263A and ZOOM

Instructor Information:

Beatrice Taylor, Ph.D.

Office: HPR 263A

Office Hours: Office Hours: Zoom by appointment

Telephone: office (903) 566-7132 Taylor cell: 903-372-1331

Email address: beatricetaylor@uttyler.edu

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 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.

Meeting Schedule

<i>Date</i>	<i>Time</i>	<i>Location</i>	<i>Notes:</i> Schedule could change if conditions change
January 14	5:00 – 5:55	HPR 263A	Bring Driver’s License to Class
January 21	5:00 – 5:55	HPR 263A	
January 28	5:00 – 5:55	HPR 263A	
February 4	5:00 – 5:55	HPR 263A	
February 11	5:00 – 5:55	HPR 263A	
February 18	5:00 – 5:55	HPR 263A	
February 25	5:00 – 5:55	HPR 263A	
March 4	5:00 – 5:55	HPR 263A	
March 11	5:00 – 5:55	HPR 263A	Last day to withdraw is March 11
March 25	5:00 – 5:55	HPR 263A	
April 1	5:00 – 5:55	HPR 263A	
April 8	5:00 – 5:55	HPR 263A	
April 15	5:00 – 5:55	HPR 263A	
April 22	5:00 – 5:55	HPR 263A	
April 29	5:00 – 5:55	HPR 263A	Final Due

Other Requirements:

- **Signed Timesheets**
- **Attend Job Fair (Note: Adds 1 day to Student Teaching)**
- **Tutoring HB 4545**
- **TE_xES PPR Preparation**

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

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:

Activities	% Grade
Attendance	15
Forms - timesheet	5
Assignments (see Canvas)	
• School Culture Packets (5)	10
• Lesson Plans (13)	15
• CTOR (4)	5
• Teacher Evaluations (6)	5
• Teacher Mid-term	5
• Reflections (1)	5
• Portfolio (philosophy, resume, cover letter)	20
• Final Evaluation and time capsule	15
• Total	100

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:		
March 11		

Teaching Strategies:

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

Related Field Experiences:

Course Expectations

- Attend school every day 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](#)

AI Guidelines

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.

In this course, AI is encouraged during the course, and appropriate acknowledgment is expected. I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information MLA Style Citation Information Chicago Style Citation Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal. Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with

the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to

meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

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.

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*](#).