UNIVERSITY OF ARIZONA
Department of Teaching, Learning, and Sociocultural Studies

TLS 493E: Student Teaching in **Elementary Education**
Spring 2020 - 12 credits
Monday – Friday   TBD

University of Arizona Supervisors with contact information:

Eva Almonte (delgado4@email.arizona.edu or eva.almonte@tusd1.org)
Ana Contreras (alcontreras@email.arizona.edu)
Shirley Fisher (sjfisher@email.arizona.edu)
Monica Granillo (mmp2@email.arizona.edu)
Patt Hale (Patricia.hale@email.arizona.edu; prrhale@gmail.com
Joe Herrmann (jherrmann@email.arizona.edu)
Dr. Sylvia Munsen (smunsen@email.arizona.edu
Roxanna Rivera Pelton (rriverapelton@email.arizona.edu)
Jean Slaney (jslaney@email.arizona.edu)
Dr. Terry Sonnleitner (tsonnleitner@email.arizona.edu)
Dr. Maura Varley Gutierrez (maurav@email.arizona.edu)
Amaris Vasquez (amvasquez@email.arizona.edu)
Julie Wharton (jkwharto@email.arizona.edu)

Director of Field Experiences: Maggie Shafer
Contact information - margaretshafer@email.arizona.edu
Office hours – by appointment
Related webpage - https://www.coe.arizona.edu/field_experiences

Catalog and Course Description
This course with a Bilingual Endorsement, is designed to provide the hands-on experience necessary for preparing students to teach in dual language, bilingual, ELD (English Language Development), SEI (Structured English Immersion) and traditional elementary classrooms in grades K to 6.

This course with an English as a Second Language (ESL) Endorsement is designed to prepare students to teach English Learners in any elementary classroom position requiring such an endorsement. This could include an English Language Development (ELD) classroom setting. Students will also be prepared to teach in SEI (Structured English Immersion) and the traditional elementary classrooms in grades K to 6.

Students participating in this course will be placed in K-6 grade elementary school classrooms. Participating students will work with an Arizona certified master teacher who will serve as a supervising practitioner using an apprenticeship model and a co-teaching framework.

Under the guidance and supervision of the supervising practitioner and UA Program Supervisor, students will assume the professional duties of a student teacher, and in the process, demonstrate the skills and dispositions necessary to meet the national standards set for teachers by the

Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society for Technology in Education (ISTE).

Successful completion of professional education courses, content area courses and program fieldwork is required prior to student teaching. Student teachers must hold a current, valid State of Arizona IVP fingerprint clearance card for the duration of their student teaching experience.

Elementary Education student teachers must successfully complete the full student teaching experience and all its requirements in order to receive an Institutional Recommendation from the University of Arizona to the Arizona Department of Education for certification.

Course Objectives & Learning Outcomes

Course Objectives

By the end of the student teaching experience, teacher candidates will have:

1. Progressed to planning and lead teaching full time for a period of 20 days across all subject areas in collaboration with supervising practitioner using co-teaching strategies.
2. Submitted a fully developed lesson plan on to University Program Supervisors no less than twenty four hours prior to each scheduled observation made by candidate's supervisor. There is a target of five formal lesson plans to be submitted, one lesson plan for each observation.
3. Participated in reflective post conferences following each observation that includes the introductory expectation meeting, the midterm evaluation conference and the final evaluation conference.
4. Collaboratively created a learning environment that fosters student learning in accordance with the InTASC and ISTE Standards.
5. Collaboratively designed lessons with supervising practitioner and taught lessons using instructional approaches and strategies aligned to the InTASC and ISTE Standards.
6. Established relationships with students, families, and the school community in support of student learning, in accordance with InTASC standards.
7. Developed a professional portfolio which demonstrates selected skills and competencies in the UA Teacher Candidate Midterm/Final Evaluation instrument.

Expected Learning Outcomes

Students will successfully demonstrate that they meet the InTASC and ISTE standards aligned with the UA Teacher Midterm/Final Evaluation instrument. These standards are measured using a rubric which evaluates each criteria established within four domains: Learning Environment, Planning and Preparation, Instruction and Assessment and Professionalism and Growth and are noted in the table below.

The learner will be able to:	Standard
1. Implement learning experiences that meet the cognitive, **linguistic**, social, emotional, physical, social and emotional needs of **diverse learners**.	InTASC Standards: 1a, 1b, 1c *Measured in the UA Teacher Candidate Evaluation within the* Planning & Preparation domain
2. **Establish an inclusive learning environment which embraces individual differences, diverse cultures and communities and ensures high standards for each learner.**	InTASC Standards: 2a, 2b, 2c, 2d, 2e, 2f *Measured in the UA Teacher Candidate Evaluation within the Learning Environment* domain
3. **Create a learning environment that supports active engagement, social interaction, collaborative learning and self-motivation.**	InTASC Standards: 3a, 3b, 3c, 3d, 3e, 3f, 3h *Measured in the UA Teacher Candidate Evaluation within the* Planning & Preparation domain
4. Create learning experiences using the central concepts, tools of inquiry, and the structure each discipline to ensure students' content mastery.	InTASC Standards: 4a, 4b,4c, 4d, 4e, 4h *Measured in the UA Teacher Candidate Evaluation within the* Planning & Preparation and the Instruction and Assessment domains
5. **Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**	InTASC Standards: 5a, 5b,5c, 5d, 5e, 5h *Measured in the UA Teacher Candidate Evaluation within the* Planning & Preparation and the Instruction and Assessment domains
6. **Use multiple assessment methods to engage learners in their own growth, to monitor that growth, guide instructional decision making as well as student goals for self.**	InTASC Standards: 6a, 6b,6c, 6d, 6e, 6h *Measured in the UA Teacher Candidate Evaluation within the* Instruction and Assessment domain
7. **Use knowledge of learners and community context, knowledge of content area and curriculum and cross-disciplinary skills to plan rigorous instruction that supports every student.**	InTASC Standards: 7a, 7b,7c, 7d, 7e, 7h *Measured in the UA Teacher Candidate Evaluation within the* Planning & Preparation domain
8. **Use a variety of instructional strategies so learners will develop a deep understanding of content, make connections with that content, and build skills to apply that knowledge meaningfully.**	InTASC Standards: 8a, 8b,8c, 8d, 8e, 8h *Measured in the UA Teacher Candidate Evaluation within the Instruction and Assessment domain*
9. Engage in ongoing professional learning and use evidence to continually evaluate teaching practice, its effect on others and adapts practice to meet the needs of each learner.	InTASC Standards: 9a, 9b,9c, 9d, 9e, 9h *Measured in the UA Teacher Candidate Evaluation within the Professionalism and Growth domains*
10. Seek appropriate roles and opportunities to take responsibility for student learning and to collaborate with others to ensure learner growth and to advance the profession.	InTASC Standards: 10a, 10b,10c, 10d, 10e, 10h *Measured in the UA Teacher Candidate Evaluation within the Professionalism and*

	Growth domains
11. Create learning experiences and assessments that utilize technology to develop learner creativity, maximize content learning and promote ethical and responsible use of digital tools.	ISTE NETS – T 1a, 1b, 1c, 1d; 2a, 2b, 2c, 2d; 3a, 3b, 3c, 3d; 4a, 4b, 4c, 4d *Measured in the UA Teacher Candidate Evaluation within the Planning and Preparation, Instruction and Assessment and Professionalism and Growth domains*

Course Expectations

Academic Standards

- The InTASC Standards: http://www.ccsso.org/Documents/2013/2013_InTASC_Learning_Progressions for Teachers.pdf
- The ISTE Standards Teachers: http://www.iste.org/standards/iste-standards/standards-for-teachers

Professional Expectations

Per the expectations outlined in the *UA Teacher Preparation Program Professional Standards*, students are expected to follow the district, university and state standards of behavior while on the UA and school district campuses:

- School district code of conduct (when on a school campus or at a school-related event)
- ABOR Student Code of Conduct and UA policies regarding classroom behavior, threatening behavior, nondiscrimination and anti-harassment, and the Code of Academic Integrity.
    - https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf
    - http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students
    - http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy
    - http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity
    - Professional Expectations for UA Teacher Candidates
- Arizona State Board of Education Professional Standards for Certificate Holders

Alleged violations of these behavior standards may result in immediate removal from the course or field placement pending review by the course instructor/program director. Alleged violations of the ABOR Student Code of Conduct and other UA policies (as explained above) will be referred to the Dean of Students Office.

Possible consequences for violations of these behavior standards include:

- removal from the course and/or clinical placement

- failure of course (as determined by course instructor)
- withdrawal from teacher preparation program with the right to petition for readmission.
- dismissal from teacher preparation program

Grading Policy and Benchmark Assignment

The UA Teacher Candidate Midterm/Final Evaluation instrument will be used to assess teacher candidate performance. Before both the midterm and final evaluation conference, the teacher candidate, the supervising practitioner and the University program supervisor individually complete the Teacher Candidate Midterm/Final Evaluation to assess student performance on all criteria before meeting to discuss and create a composite evaluation. This evaluation document is aligned to both the InTASC and the ISTE standards for teachers. Students are also expected to meet the standards set forth in the UA Teacher Professional Preparation Program Standards, the established Arizona State Board of Education Professional Practices for Certificate Holders and the course teaching policies listed above.

Pass/fail grades are the only grades available for TLS 493a. Grades will be based upon the student's ability to demonstrate an acceptable level of knowledge, skill, and dispositions required to be a successful teacher. This determination will be made using the UA Teacher Candidate Midterm/Final Evaluation instrument and the timecard which indicates completion of the student portfolio. The instrument has a grading rubric from 1 to 4. The Director of Field Experience, acting upon the recommendation of the University Program Supervisor, will assign the grade.

Satisfactory completion of student teaching (P) requires the following **two** criteria:

a) A satisfactory performance on the FINAL student teaching evaluation instrument. Satisfactory performance is defined as a rubric score of "3" or above for the majority of the criteria in each of the four domains on the evaluation instrument. That is,

- For the Learning Environment domain, the teacher candidate must score a minimum of "3"or above on four or more criteria.
- For the Planning & Preparation domain, the teacher candidate must score a minimum of "3" or above on six or more criteria.
- For the Instruction and Assessment domain, the teacher candidate must score a minimum of a "3" or above on eight or more criteria.
- For the Professionalism & Growth domain, the teacher candidate must score a minimum of "3" of above on six or more criteria.

Satisfactory completion may include emergent scores of "2" provided the majority of individual scores in any one of the four domains are at a level "3" as described above, **AND**

b) Satisfactory completion of the student e-portfolio. This includes providing appropriate evidence of required criteria by due date as specified by the program supervisor.

Unsatisfactory completion of student teaching (F) is defined as any **one** of the following criteria:

a) An earned rubric score of "not evident" (1) in any criteria on the FINAL student teaching evaluation instrument,
OR

b) A majority of earned "emergent" scores (2) in any one domain, that is:

- For the domain of Learning Environment, a score of "2" on <u>four</u> or more criteria would be unsatisfactory.
- For the domain of Planning and Preparation, a score of "2" on <u>six</u> or more criteria would be unsatisfactory.
- For the domain of Instruction & Assessment, a score of "2" on <u>eight</u> or more criteria would be unsatisfactory.
- For the domain of Professionalism and Growth, a score of "2" on <u>six</u> or more criteria would be unsatisfactory.

OR

c) Submission of an incomplete portfolio or failure to submit a portfolio.

Note: Additionally, candidates found in violation of the professional expectations listed on this syllabus may be issued a failing grade for TLS493a.

Neither a passing or failing grade is included in the computation of the graduation grade average. This course is not available for honors credit.

Reminder: A requirement of the student teaching is to turn in all required materials to the Office of Field Experiences. Grades will not be posted until all documentation is submitted.

<u>**Required Assignments**</u>
A Pass/Fail grade is assigned based on the successful completion of the <u>all</u> of the following as all assignments are of equal weight :

- Benchmark Assignments: While student teaching is a cumulative, cohesive experience, each course must have a Benchmark Assignment. The Benchmark Assignment for student teaching includes:
  o A professional portfolio which includes artifacts which demonstrate mastery of selected skills and competencies on the Teacher Candidate Assessment. Refer to the "Portfolio Assessment" in the *Elementary Education Student Teaching Guidebook.* (*Appendix A*)
  o UA Teacher Candidate Assessment which is completed twice during the semester, at the midterm and final. Refer to the "UA Teacher Candidate Assessment" in the *Elementary Education Student Teaching Guidebook* for a copy of the assessment and related rubric or the UA Office of Field Experiences website for a editable pdf version of the form. (*Appendices B & C*)
- Completion of the time card evidencing the required number of days with signatures from you UA Program Supervisor and Supervising Practitioner. Additional information on the time card can be found in the *Elementary Education Student Teaching Guidebook.* (*Appendix D*)
- All required UA Program supervisor assignments as assigned. These could include a weekly journal or responses to text reading.

Required Texts
- *Elementary Student Teaching Guidebook Teacher*, which can be found online or purchased at Fast Copy's website
- *The First Days of School* by Harry Wong, Mountain View, CA: Harry K. Wong Publications. Available at UA bookstore, local book stores, and online. (any edition)
- For those students student teaching abroad, you will not need to purchase the Wong book.

Attendance and Class Participation

Calendar
Student teachers are required to be at school the same hours required for their full time cooperating teacher for 69 days during the semester. This includes staff meetings, school activities and family and community events.

Start date is July 29, 2019 and end date is November 8, 2019. Additional information on the calendar can be found in the *Elementary Education Student Teaching Guidebook.*
For those completing student teaching abroad, start date is July 29, 2019 and end date in Tucson is September 20, 2019. Start date in Rosendal, Norway is October 21, 2019 and end date is December 6, 2019.

Attendance Policy

Students will attend fieldwork Monday-Friday. Student teachers should arrive no later than the official report time for teachers and stay until the end of the teacher's work day.

Attendance is required. Excessive absences may result in the student being dropped from the course or being issued a failing grade. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. Student teachers must notify the supervising practitioner and UA program supervisor as far in advance as possible, and must supply substitute lesson plans when appropriate in these cases. All absences that are not excused by the Dean will be added to the end of the student teaching period, but before the end of the semester. Those days will be made up consecutively.

Student Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Threatening Behavior by Students:
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See
http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Accessibility and Accommodations:

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, https://drc.arizona.edu/) to establish reasonable accommodations.

Social Media Use: You are in a professional program and your on-line presence is as important as your in-person presence. Social media offer opportunities to interact, build relationships, and enhance interpersonal and professional connections. As members of the University of Arizona (hereafter "University" or "UA") community, be aware of the ways social media content may affect our personal and professional reputation and credibility and the way others perceive the University. See the following UA social media guidelines for support.
http://policy.arizona.edu/employment-human-resources/social-media-guidelines

UA Nondiscrimination and Anti-harassment Policy: The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately. For more information: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. For questions or concerns, contact the University's Office of Institutional Equity, 520-621-9449, http://equity.arizona.edu.

University of Arizona Code of Conduct
All University of Arizona students should be familiar with, and abide by, the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that should be followed by students. The UA Code of Conduct can be found at: http://deanofstudents.arizona.edu/policiesandcodes.

Classroom Behavior Policy

> To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advanced notice, as deemed appropriate by the instructor.

Department of Teaching, Learning and Sociocultural Studies
Position Statement on Social Justice
Adopted March 25, 2014

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

*We value and honor human diversity.
*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.