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EDCI 4637: Student Teaching Practicum (EC-6)

**Syllabus**

*Revised: August 15, 2022*

*Subject to any new Texas legislative mandate changes.*

# Course Information:

Meeting times

Meeting location

**Course Modality:** Hybrid/Reduced Seating Courses (REDUC)

# Instructor Information:

Instructor Name:
Phone: (956) 123-4567
E-Mail: X@utrgv.edu
Office location:
Office hours:

# Course Description, Prerequisites & MODE OF LEARNING

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| **EDCI 4637 - Stud Teaching Elem EC-6** |
| This course is designed for students seeking elementary (EC-6) teacher certification. Interns/student teachers will be placed in a state-accredited public school all day under the guidance of an experienced classroom teacher (mentor) and a university supervisor for a semester. Focus will be on the integration of pedagogical-content knowledge, development of critical reflection, and well-informed decision-making for improvement of professional practice with emphasis on the implementation of effective instruction, assessment, technology integration, and classroom management. Co/Prerequisites: Admission to the College of Education Student Teaching Program. 6.000 Credit hours  |

Teaching Philosophy **(optional)**

In this section, consider including an abbreviated version of your statement of teaching philosophy that links to the learning objectives/outcomes for the course.

# Learning Objectives/Outcomes for the Course

* Observe the role and responsibilities of cooperating teacher.
* Assist the cooperating teacher in classroom responsibilities.
* Become actively involved in the classroom and school community.
* Create and use effective lesson plans for instruction and assessment of student learning.
* Create and use instructional materials, technology, and resources for teaching.
* Understand how to create a positive learning environment.
* Reflect on evaluations for professional growth.
* Establish professional relationships with fellow teachers, students, administrators, and parents.
* Use data for instructional purposes.

**Teacher Preparation Program Student Learning Outcomes**

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, and to use questioning and discussion techniques and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

**TExES Pedagogy and Professional Responsibilities/Standards**

* Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
* Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
* Standard III: The teacher promotes 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.

**Learning Objectives for Core Curriculum Requirements**

The table below includes alignment to standards relevant to the program. Teacher candidates in initial programs must demonstrate competence in the four categories of the InTASC standards.

Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS) aligned to college and career readiness standards (CCRS) effectively. Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via BBL course and by visiting Texas Education Agency Curriculum Standards Texas Essential Knowledge and Skills <http://tea.texas.gov/index2.aspx?id=6148>

Teacher candidates must model and apply technology in their instruction.

Assignments identified as key assessments will be submitted and scored in Tk20 with the EPP-approved rubric.

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| **Standard** |
| *(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.* |
| **(A)  Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes. | (1)(A)(i) | Instructional Practice  | 1.1; 1.3; 1.5 | 2 |
| Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement. | (1)(A)(ii) | Instructional Practice  | 1.1; 1.3; 1.5 | 2 |
| Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities. | (1)(A)(iii) | Instructional Practice  | 1.1; 1.3; 1.5 | 1 |
| **(B)  Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learning. *(Address College and Career Ready Standards)* | (1)(B)(i) | Instructional Practice  | 1.1; 1.2; 1.3 |  |
| Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students. | (1)(B)(ii) | Instructional Practice  | 1.1; 1.2; 1.3 |  |
| Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals. *(Address College and Career Ready Standards)* | (1)(B)(iii) | Instructional Practice  | 1.1; 1.2; 1.3; 1.5 | 1; 2; 3 |
| **(C)  Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans. | (1)(C)(i) | Instructional Practice  | 1.1; 1.2; 1.3; 1.5 | 2 |
| Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning. | (1)(C)(ii) | Instructional Practice  | 1.1; 1.3; 1.5 | 3 |
| Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts. | (1)(C)(iii) | Instructional Practice  | 1.1; 1.3 |  |
| **(D)  Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction. | (1)(D)(i) | The Learner and Learning | 1.1 |  |
| Teachers validate each student's comments and questions, utilizing them to advance learning for all students. | (1)(D)(ii) | The Learner and Learning | 1.1 |  |
| Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals. | (1)(D)(iii) | The Learner and Learning | 1.1 |  |
| **(E)  Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems. | (1)(E)(i) | Instructional Practice | 1.1; 1.3; 1.5 | 1; 2 |
| Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. | (1)(E)(ii) | Instructional Practice | 1.1; 1.3 |  |
| Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery. | (1)(E)(iii) | Instructional Practice | 1.1; 1.3; 1.5 | 2; 4 |
| **(F)  Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers monitor and assess student progress to ensure that their lessons meet students' needs. | (1)(F)(i) | Instructional Practice | 1.1; 1.3; 1.5 | 2 |
| Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts. | (1)(F)(ii) | Instructional Practice | 1.1; 1.3 |  |
| Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement. | (1)(F)(iii) | Instructional Practice | 1.1; 1.3; 1.5 | 4 |
| *(2)  Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.* |
| **(A)  Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth. | (2)(A)(i) | The Learner and Learning | 1.1 |  |
| Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets. | (2)(A)(ii) | The Learner and Learning | 1.1; 1.5 | 4 |
| Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner. | (2)(A)(iii) | The Learner and Learning | 1.1 |  |
| **(B)  Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts. | (2)(B)(i) | The Learner and Learning | 1.1; 1.5 | 1; 2; 4 |
| Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources. | (2)(B)(ii) | The Learner and Learning | 1.1; 1.5 | 4 |
| Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible. | (2)(B)(iii) | The Learner and Learning | 1.1 |  |
| **(C)  Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills. | (2)(C)(i) | The Learner and Learning | 1.1; 1.2 |  |
| Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas. | (2)(C)(ii) | The Learner and Learning | 1.1; 1.2 |  |
| Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student. | (2)(C)(iii) | Instructional Practice | 1.1; 1.2; 1.3; 1.5 | 4 |
| *(3)  Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.* |
| **(A)  Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas. | (3)(A)(i) | Content Knowledge | 1.1: 1.3; 1.4 |  |
| Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas. | (3)(A)(ii) | Content Knowledge | 1.1: 1.3; 1.4 |  |
| Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline. | (3)(A)(iii) | Content Knowledge | 1.1: 1.3; 1.4; 1.5 | 5 |
| **(B)  Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers organize curriculum to facilitate student understanding of the subject matter. | (3)B)(i) | Content Knowledge | 1.1: 1.3; 1.4 |  |
| Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions. | (3)(B)(i) | Content Knowledge | 1.1: 1.3; 1.4 |  |
| Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners. | (3)(B)(iii) | Content Knowledge | 1.1: 1.3; 1.4 |  |
| **(C)  Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers teach both the key content knowledge and the key skills of the discipline. | (3)(C)(i) | Content Knowledge | 1.1: 1.3; 1.4 |  |
| Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences. | (3)(C)(ii) | Content Knowledge | 1.1: 1.3; 1.4; 1.5 | 3 |
| *(4)  Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.* |
| **(A)  Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers embrace students' backgrounds and experiences as an asset in their learning environment. | (4)(A)(i) | The Learner and Learning | 1.1 |  |
| Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students. | (4)(A)(i) | The Learner and Learning | 1.1 |  |
| Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences. | (4)(A)(iii) | The Learner and Learning | 1.1 |  |
| **(B)  Teachers organize their classrooms in a safe and accessible manner that maximizes learning.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources. | (4)(B)(i) | The Learner and Learning | 1.1 |  |
| Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students. | (4)(B)(i) | The Learner and Learning | 1.1 |  |
| **(C)  Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers implement behavior management systems to maintain an environment where all students can learn effectively. | (4)(C)(i) | The Learner and Learning | 1.1 |  |
| Teachers maintain a strong culture of individual and group accountability for class expectations. | (4)(C)(ii) | The Learner and Learning | 1.1 |  |
| Teachers cultivate student ownership in developing classroom culture and norms. | (4)(C)(iii) | The Learner and Learning | 1.1 |  |
| **(D)  Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning. | (4)(D)(i) | The Learner and Learning | 1.1 |  |
| Teachers maximize instructional time, including managing transitions. | (4)(D)(Ii) | Instructional Practice | 1.1; 1.3 |  |
| Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement. | (4)(D)(iI) | The Learner and Learning | 1.1 |  |
| Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals. | (4)(D)(iv) | Professional Responsibility | 1.1 |  |
| *(5)  Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.* |
| **(A)  Teachers implement both formal and informal methods of measuring student progress.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning. | (5)A)(i) | Instructional Practice | 1.1; 1.2; 1.3 |  |
| Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge. | (5)(A)(ii) | Instructional Practice | 1.1; 1.3 |  |
| Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations. | (5)(A)(iii) | Instructional Practice | 1.1; 1.3 |  |
| **(B)  Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments. | (5)(B)(i) | The Learner and Learning | 1.1; 1.5 | 2 |
| Teachers involve all students in self-assessment, goal setting, and monitoring progress. | (5)(B)(ii) | The Learner and Learning | 1.1 |  |
| Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress. | (5)(B)(iii) | Professional Responsibility | 1.1; 1.5 | 2 |
| **(C)  Teachers regularly collect, review, and analyze data to monitor student progress.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning. | (5)(C)(i) | Instructional Practice | 1.1; 1.2; 1.3 |  |
| Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs. | (5)(C)(ii) | Instructional Practice | 1.1; 1.2: 1.3 |  |
| **(D)  Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes. | (5)(D)(i) | Instructional Practice | 1.1; 1.2; 1.3 |  |
| Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed. | (5)(D)(ii) | Instructional Practice | 1.1; 1.2; 1.3 |  |
| *(6)  Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.* |
| **(A)  Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement. | (6)(A)(i) | Professional Responsibility | 1.1 |  |
| Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs. | (6)(A)(ii) | Professional Responsibility | 1.1 |  |
| Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs. | (6)(A)(iii) | Professional Responsibility | 1.1; 1.5 | 5 |
| **(B)  Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development. | (6)(B)(i) | Professional Responsibility | 1.1 |  |
| Teachers actively participate in professional learning communities organized to improve instructional practices and student learning. | (6)(B)(ii) | Professional Responsibility | 1.1; 1.5 | 5 |
| **(C)  Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members. | (6)(C)(i) | Professional Responsibility | 1.1 |  |
| Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities. | (6)(C)(ii) | Professional Responsibility | 1.1; 1.5 | 5 |
| **(D)  Teachers model ethical and respectful behavior and demonstrate integrity in all situations.** |
|  | TEA | InTASC | CAEP | ISTE |
| Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s). | (6)(D)(i) | Professional Responsibility | 1.1 |  |
| Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff. | (6)(D)(ii) | Professional Responsibility | 1.1 |  |
| Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records. | (6)(D)(iii) | Professional Responsibility | 1.1; 1.5 | 5 |
|  |
| EDCI 3331 and 4367 together fulfill 19 TAC §228.30(c)(5): The importance of building strong classroom management skills. |
| EDCI 4367 fulfills 19 TAC §228.30(c)(6): The framework in this state for teacher and principal evaluation. |
| EDUC 1301 and EDCI 4367 together fulfill19 TAC §228.30(c)(7): The framework in this state for teacher and principal evaluation: Appropriate relationships, boundaries, and communications between educators and students. |

This course is aligned with the following Texas Administrative Code requirements:

## Texas Administrative Code §228.35

* [Code of Ethics and Standard Practices for Texas Educators](http://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

# Grading Policies

*State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).*

A = 90-100%

B = 80-89%

C = 70-79%

D = Below 69%

| **ASSIGNMENTS** | **Weight** |
| --- | --- |
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| **Total** | 100% |

# Blackboard Support

# If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](https://www.utrgv.edu/online/) (COLTT).

| **Campus:** | **Brownsville** | **Edinburg** |
| --- | --- | --- |
| **Location:** | Casa Bella (BCASA) 613 | Education Complex (EEDUC) 2.202 |
| **Phone:** | 956-882-6792 | 956-665-5327 |

## Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.
Support Tickets Submit a Support Case via our [Ask COLTT Portal](https://utrgv.edu/coltthelp)

## 24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

ATTENDANCE: Recommended on all syllabi; may be modified by the instructor as long as it is consistent with UTRGV policy.

*Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences (please denote the specific number of unexcused absences which will trigger a “drop-by-instructor” in your class.) UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; have been provided such an accommodation by Student Accessibility Services (SAS); for observance of religious holy days; or for military service. Accommodations related to COVID-19 should also go through SAS. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.*

AbSENCE/SICK POLICY:

*Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences (please denote the specific number of unexcused absences which will trigger a “drop-by-instructor” in your class.) UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; have been provided such an accommodation by Student Accessibility Services (SAS); for observance of religious holy days; or for military service. Accommodations related to long term complications from COVID-19 should also go through SAS. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.*

AbSENCE/SICK POLICY:See recording of instruction option below or identify other means students can participate if unable to attend class at the designated time.

*When setting your attendance policy for the Fall semester, please consider COVID-19-related extenuating circumstances in accordance with the* *UTRGV Commitment web page**.*

COVID-19 RESOURCES**:** Recommended on all syllabi.

Please visit the Commitment Website for the most up-to-date COVID-19 campus information and resources. The Commitment FAQ page offers additional guidance to specific questions. To submit a question for the FAQ, please email WelcomeBack@utrgv.edu.

**Makeup Work:** *Additionally, if work can be made up, what mechanisms have you set up to help students keep up with coursework in the event they have to miss class? Will you have recordings of all class meetings available? Will on-line quizzes/examinations be available?*

*Should you elect to record your instruction, sample syllabus language is included here:*

The use of classroom recordings is governed by the Federal Educational Rights and Privacy Act (FERPA), UTRGV’s acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** As referenced in UTRGV HOP Policy STU 02-100 Student Conduct and Discipline, doing so may result in disciplinary action.

ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the [Vaquero Honor Code](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fstudentlife%2Fabout%2Fvaquero-honor-code%2Findex.htm&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815870808&sdata=u3JK2q8UqFwgzYkzXZWeIRM%2FuNsVreezdMT5ZQr8tdE%3D&reserved=0)’s  shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity.  Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines).  **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through** [**Vaqueros Report It**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fen-us%2Fstudent-experience%2Freport-it%2F&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815880802&sdata=AxekhYtwdB%2Baey6EThon1hqp19tXWY7HmAdrWDFIELA%3D&reserved=0)**.**

# UTRGV Policy Statements

The UTRGV disability accommodation, mandatory course evaluation statement and sexual misconduct statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

STUDENTS WITH DISABILITIES: Required on all syllabi. Do not modify.

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information.  In order for accommodation requests to be considered for approval, the student must apply using the [*mySAS* portal](https://www.utrgv.edu/mySAS). and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

### Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) should submit the request using the form found at <https://www.utrgv.edu/pregnancyandparenting> for review by **Student Accessibility Services.**

### Student Accessibility Services:

**Brownsville Campus**: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD**:** Required on all syllabi. Do not modify.

Students are encouraged to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Spring Regular Term 2022 April 15 – May 4, 2022

SEXUAL MISCONDUCT and MANDATORY REPORTING:  Required on all syllabi. Do not modify.

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2Fequity&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C3d4a82332e444b8e606d08d834d42073%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637317432985425767&sdata=jCnOqfBL3vxfYuvYF3qtjVy4tmK9o9m%2FBghvXKfL%2FN4%3D&reserved=0), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:Recommended on all syllabi.

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

| **Center Name** | **Brownsville Campus** | **Edinburg Campus** |
| --- | --- | --- |
| **Advising Center**AcademicAdvising@utrgv.edu  | BMAIN 1.400(956) 665-7120 | EITTB 1.000(956) 665-7120 |
| **Career Center**CareerCenter@utrgv.edu  | BINAB 1.105(956) 882-5627 | ESTAC 2.101(956) 665-2243 |
| **Counseling Center**Counseling@utrgv.edu [Mental Health Counseling](https://www.utrgv.edu/facultysuccess/_files/documents/syllabus-statement-for-counseling-12-16-19.pdf) and Related Services List | BSTUN 2.10(956) 882-3897 | EUCTR 109(956) 665-2574 |
| **Food Pantry**FoodPantry@utrgv.edu  | BCAVL 101 & 102(956) 882-7126 | EUCTR 114(956) 665-3663 |
| **Learning Center**LearningCenter@utrgv.edu | BMSLC 2.118(956) 882-8208 | ELCTR 100(956) 665-2585 |
| **Writing Center**WC@utrgv.edu  | BLIBR 3.206(956) 882-7065 | ESTAC 3.119(956) 665-2538 |

# Calendar of Activities: Required on all syllabi. To be completed by the instructor.

\*\* **Clinical Teachers make sure to sign up for Mental Health Training – Sign up calendar will be sent out the week of August 16th \*\*\*\***

**Date Activity/Event**

August 11th OFE Field Supervisor Retreat (9am-2:30pm) (WRCIC Weslaco 133/134)

August 16th Fall 2022 Clinical Teaching Orientation Edinburg (ENGR 1.300) (9am-2pm)

*Teaching Beliefs and Mindset Survey*

Meeting #1 with your Field Supervisor (2:30pm-4:30pm)

August 17th Fall 2022 Clinical Teaching Orientation Brownsville (Sabal Hall 1.108) (9am-2pm)

*Teaching Beliefs and Mindset Survey*

Meeting #1 with your Field Supervisor (2:30pm-4:30pm)

August 25th Mental Health Training - Edinburg

August 23th STR Workshop for Elementary Clinical Teachers

August 29th Frist Day of Class for Clinical Teachers-Campus Assignment

 September 2nd Mental Health Training - Edinburg

Clinical Teacher Information Sheet and Cooperating Teacher Application with Evidence (principal’s letter) due to Field Supervisor

*Teaching Beliefs and Mindset Due*

September 5th Labor Day UTRGV closed

September 7th 1st Field Supervisor Observation Window Opens

Lesson Plan 1 Window Opens in TK20 (in Advance of Observation)

September 9th Mental Health Training – Edinburg and VIRTUAL

*Field Supervisor window closes to upload syllabus in FPT*

Field Supervisors deadline to submit the Clinical Teacher Information Sheet and with Evidence (principal’s letter) due to OFE

***T-TESS Training for Field Supervisors 9am-11am – Weslaco 133/134***

September 12th Clinical Techers to begin working on their Teacher Work Sample (TWS)

September 14th CENSUS DAY

September 16th Mental Health Training – Brownsville

Initial 3 Way Conference due in TK20

Cooperating Teacher Training Due

September 21st 1st Field Supervisor Observation window closes

September 23rd Meeting #2 with your Field Supervisor

*TRIPODs Qualtrix Survey [to be completed during F.S. Meeting #2]*

1st Field Supervisor Observation Due

September 28th 2nd Field Supervisor Observation Window Opens

Cooperating Teacher 1st observation Window Opens

1st Placement Cooperating Teacher 1st Observation Window Opens

1st Placement Cooperating Teacher PDI assessment of Dispositions Window Opens

Lesson Plan 2 Window Opens in TK20 (in Advance of Observation)

September 30th Mental Health Training – Edinburg and VIRTUAL

October 2nd TWS Standard 1 due

October 9th TWS Standard 2 due

October 11th Field Supervisor Mid-Semester Meeting

October 12th 2nd Field Supervisor Observation Window Closes

Cooperating Teacher 1st Observation Window Closes

1st Placement Cooperating Teacher 1st Observation Window Closes

October 14th Last Day of 1st Placement for Clinical Teachers

2nd Field Supervisor Observation due

Cooperating Teacher 1st Observation due

1st Placement Cooperating Teacher 1st Observation due

1st Placement Cooperating Teacher Professional Disposition Inventory (PDI) Due

1st Placement Cooperating Teacher – Cooperating Teacher Recommendation, Exit Survey for Initial Programs, Cooperating Teacher Perceptions

October 16th TWS Standard 3 due

October 17th Beginning of 2nd Placement

Job Skills Seminar – 4:00pm

* + - * Video and Blackboard

October 19th 3rd Field Supervisor Observation Window Opens

Lesson Plan 3 Window Opens in TK20 (in Advance of Observation)

October 21st Meeting #3 with your Field Supervisor

2nd Placement Clinical Teacher Information Sheet and 2nd Cooperating Teacher Application with Evidence (principal’s letter) due to Field

Supervisor

October 23rd TWS Standard 4 due

October 28th Field Supervisors 2nd Placement Clinical Teacher Information Sheet and 2nd Placement Cooperating Teacher Application with Evidence (principal’s letter) due to OFE

October 30th TWS Standard 5 due

November 2nd 3rd Field Supervisor Observation Window Closes

November 4th 3rd Field Supervisor Observation Due

Initial 3 Way Conference for 2nd Placement Due

2nd Placement Cooperating Teacher Training Due

*TRIPOD window opens*

November 6th TWS Standard 6 Due

November 9th 4th Field Supervisor Observation Window Opens

Cooperating Teacher 2nd Observation Window Opens

2nd Placement Cooperating Teacher 1st Observation Window Opens

Lesson Plan 4 Window Opens in TK20 (in Advance of Observation)

PDI Assessment of Disposition Window Opens

November 10th Teacher Job Expo – Brownsville

Gran Salon – 9am - 12pm

Meeting #4 with your Field Supervisor - Brownsville

November 11th Teacher Job Expo – Edinburg

UREC – 9am -12pm

Meeting #4 with your Field Supervisor - Edinburg

November 13th TWS Standard 7 Due

November 16th Fall 2022 Clinical Teaching Mid-Semester Conference

* + - * Elementary 9am – 12pm
			* Secondary 2pm – 5pm

November 18th Clinical Teacher -Professional Disposition Inventory (PDI) Due

Exit Survey, Evaluation of Cooperating Teacher, and Evaluation of Field Supervisor Window Opens

*TRIPODs Due to OFE*

November 21st Teaching Beliefs and Mindsets 2nd Administration Window Opens (tentative)

November 23rd 4th Field Supervisor Observation Window Closes

Cooperating Teacher 2nd Observation Window Closes

2nd Placement Cooperating Teacher 1st Observation Window Closes

November 24th-25th No UTRGV classes – Thanksgiving Holiday

November 25th 4th Field Supervisor Observation Due

Cooperating Teacher 2nd Observation Due

2nd Placement Cooperating Teacher 1st Observation Due

November 27th Final TWS Due

December 2nd Exit Survey, Evaluation of Cooperating Teacher, and Evaluation of Field Supervisor Window Closes

Meeting #5 with your Field Supervisor

 December 8th Clinical Teaching Ceremony Edinburg (Auditorium)

No Classes – Study Day

TWS Training and Calibration

TWS Scoring Window Opens

December 9th Last Day of Clinical Teaching

Attendance Report Due in TK20

Final 3 Way Conference Due

Clinical Teaching Ceremony Brownsville (Gran Salon)

Exit Survey for Initial Programs Cooperating Teacher Perceptions

December 12th – 16th Make-up Week

December 16th  Commencement (Brownsville)

December 17th Commencement (Edinburg)

December 19th Grades Due at 3pm

*The* *UTRGV academic calendar* *can be found on* *My.UTRGV**at the bottom of the screen prior to login**. Some important dates for Fall 2022 include:*

*Fall Regular Term*

*August 29 First day of classes.*

*September 4 Last day to add a class or register for Fall classes.*

*September 7 Last day to submit an honors-by-contract form.*

*November 10 Last day to drop a class or withdraw.*

*December 8 Study Day – NO classes*

*December 9-15 Final Exams*

*December 15 Fall classes end; Official last day of the term*

*December 19 Grades Due at 3 p.m.*

**DEAN OF STUDENTS RESOURCES:**

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office helps to advocate on behalf of students and inform students about their rights and responsibilities as well as serving as a resource and support for faculty and campus departments.

[Vaqueros Report It](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Freportit&data=02%7C01%7Crebecca.gadson%40utrgv.edu%7Cdd964f514e804d81f25e08d837fc724c%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637320904685457481&sdata=d5xO81gteVxafD7ykVbS99SFQIayE2PD4CUyDpeA%2F0E%3D&reserved=0" \t "_blank) allows students, staff and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can also be reached by emailing dos@utrgv.edu or visiting [Virtual Office hours](https://www.utrgv.edu/studentlife/about/virtual-office-hours/index.htm) in which a representative is available Monday-Friday 9:00-11:00 a.m. and 1:00-4:00 p.m.