

Course Syllabus – Apprentice Teaching – Fall Semester 2013

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Office Hours – M-W-F from 9:00 – 12:00

Class Location – On different school campuses

Course Pre Requisite(s) – Successful completion of all UTeach

Courses and an overall GPA of 2.75 and a 2.75 in major

Apprentice Teaching

The purpose of Apprentice Teaching is to offer UTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations, processes, and rewards of teaching. When making placements, UTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the UTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

Core Components

- ❖ Course is taught by master teachers—experienced, successful classroom teachers who have joined the UTeach faculty.
- ❖ Students receive regular, intensive feedback by highly trained observers who have considerable teaching experience in addition to that provided by master teachers and mentor teachers.
- ❖ Seminar course is designed to provide a highly supportive environment that promotes collaboration, reflection and sharing and that is continually responsive to students' needs.
- ❖ Seminar topics reflect state standards for teacher certification.
- ❖ Students complete and submit a final portfolio providing evidence that they have met state standards for teacher certification.

An underlying philosophy of the UTeach program is that with extensive, individualized, and ongoing coaching, pre-service teachers' skills will improve at an accelerated rate. The UTeach Apprentice Teaching program exemplifies this philosophy. In addition to the mentoring provided by the classroom teacher to which the apprentice teachers are assigned and observations by master teachers, trained observers with considerable teaching experience provide extensive and regular feedback.

The Seminar. Apprentice teachers sign up for two courses: the one-hour Seminar and the six-hour Apprentice Teaching course. Master teachers teach the seminar, share their teaching experiences and facilitate discussions, helping the apprentice teachers develop their own successful teaching identities. The Apprentice Teaching seminar provides a supportive environment where apprentice teachers share their experiences and work on solutions to difficulties they are experiencing. The seminar is a good forum for students to get the guidance they consistently want on classroom management. A typical weekly seminar session begins with an activity that involves apprentice teachers talking with each other or individually reflecting on an issue in the classroom that is associated with

the topic or proficiency of the day. During the seminar, the apprentice teachers may be asked to create a product that they will use in the upcoming week. The seminar typically ends with apprentice teachers talking with each other about upcoming lessons and curriculum ideas. After the Seminar, the master teachers are available for individual apprentice teachers to talk about issues specific to their placement.

The seminar objectives and activities are aligned with the State Board for Educator Certification's Learner Centered Proficiencies, 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. Each required weekly seminar on campus focuses on two of the state standards for new teachers. Apprentice teachers concentrate on teaching lessons each week in which they demonstrate competency of particular state standards.

Apprentice Teaching Experience. Because apprentice teachers have taught at various levels in previous UTeach courses, they assume teaching responsibilities quickly in Apprentice Teaching, which is their final teaching semester, and maintain their role as teacher for the equivalent of two six-week grading periods. Apprentice Teaching students are required to teach two sections of a science, math, or computer science class in a public middle or high school. They remain on the school campus a minimum of four hours per day. In addition, apprentice teachers are required to complete district requirements to qualify as substitute teachers, so they may substitute for their cooperating teacher in an event of an absence.

Instructional Emphasis. Apprentice Teaching reinforces and augments teaching strategies that students have developed through their coursework and field experiences. The program also attempts to fill in any gaps in students' professional development. In particular, Apprentice Teaching focuses on classroom management and time management strategies, parent/teacher communication strategies, school culture and school dynamics that make up an effective middle school and high school system, legal and logistical issues in teaching, the final portfolio, and state certification examinations. UTeach apprentice teachers explore professional development opportunities beyond the classroom, including attending conferences, subscribing to education journals, joining professional organizations, and conducting presentations in educational settings. The goal of Apprentice Teaching is to provide the experiences, information, and coaching that will enable these students to be successful teachers who are leaders in their schools and communities.

Assessment. All observations of an apprentice teacher throughout the semester are based on elements of the Teacher Development Rubric (TDR), which is aligned with the state standards.

Master teachers observe apprentice teachers at least once during the semester. If an apprentice teacher is having difficulties, more visits are required. UTeach's goal is to provide whatever coaching is required to ensure that all UTeach students reach a demonstrated minimum level of competence upon the completion of their apprentice teaching experience. The master teachers provide guidance on various needs of apprentice teachers, including help with curriculum, pacing, classroom management strategies, how to work with colleagues in the schools, job interviewing, and selection of compatible school environments as future job sites.

UT Austin hires experienced, successful teachers to serve as university facilitators who work closely with the apprentice teachers. Each student is observed a minimum of 10 times by university facilitators. Some of the facilitators are retired teachers; others are

temporarily on leave from teaching and want a part-time job. They attend training sessions each semester and are given detailed guidance and rubrics on what to look for and emphasize as the semester progresses. They observe the apprentice teachers weekly, conduct follow-up conferences, and remain in close email contact with the students. Whereas the classroom cooperating teachers are expected to provide content expertise, the university facilitators focus primarily on classroom management and general pedagogical strategies. Occasionally, a university facilitator serves as a resource when an apprentice teacher and the cooperating teacher have difficulties communicating or understanding expectations. A university facilitator also serves as a liaison between the university and the classroom teacher.

Seminar grades are determined in the following manner:

- ☐ Final Portfolio (Submitted by the Deadline with a Passing Score) 30%
- ☐ Weekly Email Reflections on Portfolio Proficiencies and Weekly Lesson Plans 25%
- ☐ Attendance and Participation in seminar and Successful Completion of all In-Class Assignments 15%
- ☐ School Culture Assignments 20%
- ☐ Cooperating Teacher Schedule 5%
- ☐ Time Capsule with Future Address 5%

A passing grade in the Apprentice Teaching experience requires:

- ☐ Teaching the specified number of days in the school
- ☐ Completion of the Mid-Semester Evaluation
- ☐ A completed Final Evaluation with scores above 2 in all criteria

Course Objectives

Students will Evidence of Student Learning:

design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessments.

- ☐ Weekly lesson plans and daily agendas
- ☐ Sample assessments and student artifacts
- ☐ Videotapes of teaching
- ☐ Completion of appropriate sections of the final portfolio
- ☐ Observer written feedback on teaching from the cooperating teacher, the university facilitator, and university instructors
- ☐ Appropriate evaluations in the TDR

Students Evidence of Student Learning:

create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- ☐ Written classroom rules and procedures
- ☐ Videotapes of teaching
- ☐ Completion of appropriate sections of

the final portfolio

- ☐ Observer written feedback on teaching from the cooperating teacher, the university facilitator, and university instructors
- ☐ Appropriate evaluations in the TDR 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.
- ☐ Weekly lesson plans and daily agendas
- ☐ Student work containing apprentice teacher written feedback
- ☐ Videotapes of teaching
- ☐ Completion of appropriate sections of the final portfolio
- ☐ Observer written feedback on teaching from the cooperating teacher, the university facilitator, and university instructors
- ☐ Appropriate evaluations in the TDR fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
- ☐ Participation in campus professional development days
- ☐ Reflection submission on the Code of Ethics and Standards Practices for Texas Educators
- ☐ Submission of artifacts associated with parent/teacher contacts
- ☐ Completion of appropriate sections of the final portfolio

UT Dallas Apprentice Teacher Compliance Policies

As a student in this course, you are expected to comply with Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247, Rule §247.2 – Code of Ethics and Standard Practices for Texas Educators and the UT Dallas Fitness to Teach Policy.

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.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](http://info.sos.state.tx.us/pls/pub/readtac$ext.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)