



**College of Education**  
**Department of Teaching and Learning**

TED 3010, Early School Diversity Practicum, sections 001/002, Fall 2016

- Class Day/Time: Friday, 9:25 - 10:40 a. m.
- Class Location: Columbine 128
  
- Instructors: Tim Callahan Elaine Cheesman & Jennifer White
- Office Location: Columbine 3020 Columbine 3039
- Telephone: 719-255-4995 719-255-4861
- Email: [tcallaha@uccs.edu](mailto:tcallaha@uccs.edu) [echeesma@uccs.edu](mailto:echeesma@uccs.edu) & [jwhite3@uccs.edu](mailto:jwhite3@uccs.edu)
- Office Hours: TU (11:00 a.m. - 3:00 p.m.) TU (12:30 - 4:30 p.m.)

## Required Textbook

None

## Required Resources

CBI Background Check and Fingerprinting

## Additional Resources/Recommended Textbook

Sadker, D.M., & Zittleman, K.R. (2011). *Teachers, schools, and society: A brief introduction to education, 3rd ed.* New York: McGraw-Hill. (This is the text used in CURR 4800.)

National Institute for Literacy. *What is Scientifically Based Research? A Guide for Teachers*

## Course Format

This course consists of volunteering in public school classrooms, instructional seminars, readings from supplementary text and journal articles, and classroom discussions.

## Course Description

This course provides potential teachers with opportunities to observe the roles, responsibilities, and qualities of professional teachers in the public schools. Students are asked to help in varied classes and grade levels in order to give them as much exposure as possible to the wide career choices before beginning their formal program of study. Students will be instructed to view, identify various elements of classroom diversity, instruction, and school practice, and provide written reflections.

## Course Expectations

1. Attend all required course sessions and complete assignments as outlined below.
2. Each student will secure their own volunteer placement in a public school setting (note: most charter schools are public schools).
3. Each student must have a UCCS e-mail address. In all e-mail correspondences, title your email: TED 3010 – *your full name*.
4. Check Blackboard regularly. The instructor will communicate any class changes, etc. to you via email as recorded on Blackboard.

## Course Objectives

As a result of this experience, students will be able to:

1. Recognize the roles, responsibilities, and rewards of being a professional teacher.
2. Identify the personal qualities and strengths the student brings to teaching as a career.
3. Identify areas for personal growth the student needs to address as an entering member of the teaching profession.
4. Recognize, reflect on, and develop an initial understanding of various elements of classroom diversity, instruction, and school practice.
5. Develop questions related to teaching and schools that the student expects will be addressed in the Teacher Education and Licensure Program.

## Background Check Requirements

If you have not already done so, *before entering a school*, you must complete the College of Education criminal background check requirements. Carefully follow the instructions included in the packet given to you on the first day of class. PRIOR to mailing your completed fingerprint card, you must present the completed card and money order in the amount of \$39.50 payable to Colorado Bureau of Investigation to your instructor during the Background Check Verification course session on Friday, September 9. *On this date, also provide your instructor a copy of your Instant Background Check if you have not already done so.*

Following this verification session, you will mail your fingerprint card and money order to the Colorado Bureau of Investigation per instructions you have received. Later in the course, your “Fingerprint Requirement Met” document will be available from the Colorado Department of Education.

- **The background check and fingerprint card must be completed and mailed in no later than Friday 9, September, 2016.**
- **For every week after September 12, your final grade will be reduced by a letter grade if you have not provided proof of a background check.**
- **Due to liability concerns, those without a submitted fingerprint card and completed background check cannot work in a school.**

## Classroom Volunteering

You will secure your own volunteer placement in a public school setting and complete a minimum of 30 volunteer hours for each credit hour of TED 3010 for which you are registered. The hours must be completed within the August 26 - December 9, 2016 time period. When securing a placement setting, take the letter identifying you as a student enrolled in TED 3010. You **MUST** have completed the fingerprint card and a background check prior to beginning your field placement.

For each credit of TED 3010, you will submit the following items to document your volunteer hours:

1. ***Volunteer Log (20 pts)***. The purpose of this form is to document your time spent in each placement classroom. The hours **must** be recorded/documented on the volunteer log and signed off, as indicated on the form. Submit a scan or photo of this form on Blackboard (scanners are available for students to use in the UCCS Library and campus Computer Labs).
2. ***Classroom Observation (20 pts)***. Part 1: Use the observation sheet to record what you notice about the learning environment, classroom interactions, student activity, and teacher activity in this classroom. You may either submit a scanned copy of this sheet OR type your responses electronically. Part 2: Write a 2-page reflection describing (a) what you enjoyed the most about being in this classroom, (b) what you want to replicate in your future classroom, and (c) what you want to avoid in your future classroom. Submit on Blackboard.
3. ***Thank You Card or Note (10 pts)***. Write a thank you card, note, or some other gesture of appreciation to each teacher who helps or works with you during this experience. Submit a scan or photo of your gesture on Blackboard.
4. ***Reference Form (10 pts)***. Give one confidential end-of-semester reference form to your main cooperating teacher at the school site. This reference form must be turned in directly to your instructor at the final check-in class session (4/29 OR 5/6). Hand carry each completed reference form in a sealed envelope with the classroom teacher's signature across the seal. These references become part of your TELP application and are kept on file in the College of Education.

***Low-SES Requirement.*** Placement for a minimum of one credit of TED 3010 must be completed in a low-socioeconomic status (SES) classroom environment. A low-SES school as more than 50% (elementary) or 35% (secondary) of its students qualifying for free/reduced lunch. To obtain a current list of low-SES schools go to: <http://www.cde.state.co.us/cdereval/pupilcurrentschool.htm> Under "School Level Data" click on "K - 12 Free and Reduced Lunch Eligibility by District and School". Then search for the school you are considering.

Upon completing the low-SES requirement, you will submit a Word document on Blackboard with the following information:

- Your name
- School name
- District
- SES of school (% of students eligible for free/reduced lunch)
- Content area (if applicable)
- Grade
- Classroom teacher's name
- Classroom teacher's years of experience
- Total number of hours in this setting

Assignments (graded activities)

**Students must complete ALL assignments to pass this course, otherwise students will receive a grade of “incomplete” or “F” for the course.**

<b>Assignment/Activity</b>	<b>Points Possible</b>	<b>Due Date</b>
Classroom Volunteering (30 clock hours per credit hour taken) <ul style="list-style-type: none"> <li>• Volunteer Log Form</li> <li>• Classroom Observation</li> <li>• Thank You Card or Note</li> <li>• Reference Form</li> </ul>	(per credit hour)  20 pts 20 pts 10 pts 10 pts	All documentation due by Final Check-in on 4/29 or 5/6
Seminar Attendance & Paper (2 seminars/papers per credit hour taken) <ul style="list-style-type: none"> <li>• Seminar #1</li> <li>• Seminar #2</li> </ul>	(per credit hour)  20 pts 20 pts	Each seminar paper due ONE week following its seminar date
<b>TOTAL</b>	<b>100 pts (per credit hour)</b>	

## **Seminar Attendance & Papers (20 points per seminar)**

You will attend two seminars for each credit of TED 3010 you are taking this semester. Each seminar will cover a different aspect of the teaching profession (see course schedule for specific topics). You will sign up for these seminars on the first day of class. Attendance will be taken at each seminar. If you do not sign the attendance sheet, you will not receive credit for being there—no exceptions.

For each seminar you attend, you are required to write a paper in APA style (cover page, reference list, double-spaced, 12pt font) based on a writing prompt given in the seminar (3 - 5 pages). You must include at least two references in each paper. Submit seminar papers on Blackboard no later than 1 week following the seminar date.

## **Late Work Policy**

Assignments must be submitted on time to receive full credit. In general, late work is not accepted for full credit unless there are extenuating circumstances (this will be determined by the instructor). “Late fees” will be assigned in the following manner and no assignments will be accepted more than one week past the due date. There are no surprises in this class, and you will be reminded when graded assignments are due so submit them on time!

1 day late = -10% of total points  
 2-3 days late = -20% of total points  
 4-7 days late = -50% of total points

Letter Grade Scale

**Note: You must get at least a B- in this course to fulfill requirements for TELP or ALP.**

A	94-100%	B+	87-89%
A-	90-93%	B	83-86%

B- 80-82%  
 C+ 77-79%  
 C 73-76%  
 C- 70-72%

D+ 67-69%  
 D 63-66%  
 D- 60-62%

## T ED 3010 Early School Diversity Practicum Course Schedule

It is your responsibility to sign the attendance sheet each time you attend a class session. If you do not sign-in, you are considered to not have been in attendance.

Date	Content	Assignments	Due Date
<p>INITIAL COURSE MEETING— MANDATORY FOR ALL STUDENTS</p> <p>Friday, August 26, in COB 128 @ 9:25 - 10:40 a. m.</p>	<p>Course Orientation, Syllabus, Expectations, Assignments, Standards</p>	<p><b><u>If this is your first credit of T ED 3010 or if your “Fingerprint Requirement Met” document is unavailable</u></b>, print and bring a copy of your Colorado Bureau of Investigation Instant Background check to this session:</p> <p>Log onto the Colorado Bureau of Investigation's link, listed below, and click on "Individual." Provide the requested data and credit/debit card payment of \$6.85.</p> <p><a href="https://www.cbirecordscheck.com/Index.aspx">https://www.cbirecordscheck.com/Index.aspx</a></p> <p><b><u>If you have already taken a credit of T ED 3010 during another semester</u></b>, print and bring your Colorado Department of Education verification of completed CBI Background Check (“Cleared FP Background Check” document).</p> <p>(OLD SYSTEM LINK)</p> <p><a href="https://edx.cde.state.co.us/PublicEducatorSearch/DOBSearch.jsp">https://edx.cde.state.co.us/PublicEducatorSearch/DOBSearch.jsp</a></p> <p>(NEW SYSTEM LINK)</p> <p><a href="http://www.cde.state.co.us/cdeprof">http://www.cde.state.co.us/cdeprof</a></p> <p>Log into your <a href="#">eLicensing</a> account. Click on the “Alerts” tab. Take a screen shot of the “Cleared FP Background Check” document and bring this to class.</p>	<p>First Class Session</p>
<p>CLASSROOM</p>		<p>Each student will secure their own</p>	<p>Be prepared to</p>

Date	Content	Assignments	Due Date
<p>OBSERVATION/VOLUNTEER PLACEMENT</p> <p>If you have already taken credit of T ED 3010 during another semester, you can arrange your classroom observation/volunteer placement immediately.</p> <p>If this is your first credit of T ED 3010, as soon as you have attended the Background Check session (turned in both an Instant Background check <b>and</b> a completed fingerprint card), you may arrange your classroom observation/volunteer placement.</p>		<p>observation/volunteer placement in a public school setting. (Note, most charter schools are public schools.)</p> <p><b>For each credit hour of T ED 3010, you must complete 30 clock hours of observation/volunteerism in a public school classroom.</b></p> <p>Teacher candidates must schedule a minimum of one (of the three required) credit hour’s observation/volunteerism in an “urban” classroom setting (Free/Reduced Lunch rate &gt; 50%).</p> <p>Elementary teacher candidates must schedule a minimum of one (of the three required) credit hour’s observations/volunteerism in a primary (K-2) classroom and a minimum of one (of the three required) credit hour’s observations/volunteerism in an intermediate (3-5) classroom.</p> <p>Secondary candidates must schedule a minimum of one (of the three required) credit hour’s observation/volunteerism in a Middle School (6 - 8) and a High School (9 - 12) classroom.</p>	<p>provide your classroom observation /volunteer placement at your first seminar.</p>
<p>BACKGROUND CHECK VERIFICATION SESSION:</p> <p>Friday, September 9, from 9:25 - 10:40 in COB 128</p>	<p><i>If you have not completed a mandatory Criminal Background check including fingerprinting during a prior semester, you must attend this session</i></p>	<p>See Course Expectations #5, below, re/ mandatory tasks to be completed during this session—(1) submission of instant background check; and (2) submission of fingerprints for Criminal Background Check.*</p> <p>(*You should bring <b>A COPY OF YOUR INSTANT BACKGROUND CHECK</b> if you have not, already, provided it <b>and</b> the completed fingerprinting card and Money Order payable to “CBI” for \$39.50 to this meeting.)</p>	
<p><b>Attend TWO of the following seminars for EACH credit hour of TED 3010 you are taking. You will sign up for these seminars on the first day of class. Seminar Papers are due ONE week following its corresponding seminar.</b></p>			

Date	Content	Assignments	Due Date
<p>COURSE SEMINARS (SELECT AND ATTEND 2 SEMINARS PER CREDIT HOUR ENROLLED IN)</p> <p>Friday, September 16—COE Group TELP Advising Session: How Does the UCCS Teacher Education and Licensure Program Work and What is the Professional Year? (Callahan)</p> <p>Friday, September 23—<i>Demystifying Dyslexia: Causes, Consequences, and Instructional Strategies</i> (Cheesman)</p> <p>Friday, October 7— <i>Is this program any good? Ten Questions Every Teacher Should Ask about Research Evidence</i> (Cheesman)</p> <p>Friday, October 14— Professional Disposition and Ethics: What are the characteristics a UCCS Teacher Education and Licensure teacher candidate is expected to bring to the classroom? (Callahan)</p> <p>Friday, November 4— <i>Assessments: Knowing What Students Know</i> (Jennifer White)</p>			<p><b><i>On Blackboard, you must submit a 3 - 5 page paper related to each seminar attended w/in one week of the date of the seminar. Follow the assignment prompt which will be given at the seminar. APA style with sources per the assignment prompt.</i></b></p>

Date	Content	Assignments	Due Date
Friday, November 11— Education and Social Justice: An exploration of the concepts of “equity” and “opportunity” in public education (Callahan)			
<p>MANDATORY END-OF-COURSE SESSION FOR ALL STUDENTS <b><u>ON EITHER:</u></b></p> <p>Friday, December 2, @ 9:25 a. m. <b><u>or</u></b></p> <p>Friday, December 9, @ 9:25 a. m.</p> <p>in COB 128.</p>		<p>Attend a final T ED 3010 session turn in your:</p> <ul style="list-style-type: none"> <li>• completed Student Interaction in the Classroom form (hard copy <b><u>and</u></b> e-submission on Blackboard required).</li> <li>• completed Observation Log verifying the completion of 30 clock hours per credit hour enrolled (hard copy <b><u>and</u></b> e-submission on Blackboard required).</li> <li>• end-of-semester recommendation form from the cooperating teacher at the school site.</li> <li>• verification of thank you cards/notes you have written to teachers that have helped/worked with you.</li> </ul> <p>(See additional information, below, on mandatory tasks to be completed during this session.)</p>	<p>Friday, December 2</p> <p><b><u>or</u></b></p> <p>Friday, December 9</p>
<p>Completion of BACKGROUND CHECK SLOT on Blackboard.</p>		<p>Usually by late-semester in your first enrollment in T ED 3010, your extensive background check will clear and a record will be established with Colorado Department of Education. You can check for your record @:</p> <p><a href="http://www.cde.state.co.us/cdeprof">http://www.cde.state.co.us/cdeprof</a></p> <p>Log into your <b><u>eLicensing</u></b> account. Click on the “Alerts” tab.</p> <p>Take a screen shot of the “Cleared FP Background Check” document and submit</p>	



Date	Content	Assignments	Due Date
		it in the Extensive Background Check slot of Blackboard.	
Completion of LOW SOCIOECONOMIC (SES) SLOT on Blackboard.		<p>Placement for a minimum of one credit of T ED 3010 must be completed in a low socioeconomic status (SES) classroom environment. A low SES school has a rate of students qualifying for free/reduced lunch of &gt;50%. To obtain this data, go to:</p> <p><a href="http://www.cde.state.co.us/cdereval/pupilschools">http://www.cde.state.co.us/cdereval/pupilschools</a></p> <p>Click on “<a href="#">PK-12 Free and Reduced Lunch Eligibility by District, and School (XLSX)</a>” and you can search for the school you are considering.</p>	

## Reading and Writing Competencies

There is a significant amount of reading (and subsequently writing) that is associated with the course. Therefore it is expected that students are prepared to discuss the weekly readings and plan ahead accordingly in order to complete the related reading/writing assignments. It is expected that students use APA formatting for all written assignments. Two great websites for APA style guides are <https://owl.english.purdue.edu/owl/resource/560/01/> and <http://www.apastyle.org>.

## Technology Competencies

It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

The majority of course communication will be conducted through email or Blackboard. *All students must obtain a UCCS e-mail address and check it regularly (at least every other day)* so as not to miss announcements and other relevant course information. If your UCCS email address is not your primary one, please have emails from UCCS automatically forwarded to the one you check regularly.

## Attendance, Preparation, and Participation

Students are expected to maintain high standards of ethical and professional conduct. This includes attending class, being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom

community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Excessive and unexcused absences will result in a lowering of your grade. Please contact the instructor if you know that you are going to be absent or if you have extenuating circumstances that you would like to discuss (email is preferred).

## **Professional Behavior**

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

## **Diversity Statement**

The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

## **Accommodations**

The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or [dservice@uccs.edu](mailto:dservice@uccs.edu).

## **Military Students**

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of

planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

## Student Appeals

Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: <http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf>. This form is to be used for an appeal when a student is:

- Denied admission to professional education program
- Denied permission to student teach or complete professional internship
- Removed from a professional education program or internship
- Denied permission to graduate due to missing requirements
- Requesting an exception to specific policies, procedures, or requirements
- Requesting a grade change

This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

## UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. <http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html>.

## UCCS Student Rights and Responsibilities

<http://www.uccs.edu/orientation/student-rights-and-responsibilities.html>

## UCCS Academic Ethics Code

<http://www.uccs.edu/Documents/vcaf/200-019 StudentAcademic Ethics.pdf>

## Alignment of Course Objectives and Standards

Course Objective	Assignment <sup>1</sup> or Required Reading <sup>2</sup>	CTQS	ACEI	Conceptual Framework
LO1 Recognize the roles,	Observation Worksheet, Seminar Discussion &	I, IV	1.0, 5.1, 5.2	A: 1–5 B: 1–5

responsibilities, and rewards of being a professional teacher.	Reflection, Volunteer Log, Thank You Letters			D: 6
LO2 Identify the personal qualities and strengths the student brings to teaching as a career.	Observation Worksheet, Seminar Discussion & Reflection, Volunteer Log, Letter of Recommendation, Thank You Letters	IV	1.0, 5.1	B: 1, 5
LO3 Identify areas for personal growth the student needs to address as an entering member of the teaching profession.	Seminar Discussion & Reflection, Volunteer Log, Letter of Recommendation	IV	1.0, 5.1	A: 1–5 B: 1–5 D: 6
LO4 Recognize, reflect on, and develop an initial understanding of various elements of classroom diversity, instruction, and school practice.	Observation Worksheet, Seminar Discussion & Reflection	II, IV	1.0, 5.1, 5.2	A: 1–5 B: 1–5 D: 6
LO5 Develop questions related to teaching and schools that the student expects will be addressed in TELP.	Seminar Discussion & Reflection, Volunteer Log	I	1.0, 5.1	A: 1–5 B: 1–5 D: 6