

**SUL ROSS STATE UNIVERSITY  
DEPARTMENT OF EDUCATION**

**STUDENT/CLINICAL TEACHING COURSE SYLLABUS  
*ED 4601, ED 4602, ED 4603, ED 4605, ED 5627***

Contact Info: SRSU Education Department

Office: MAB 304

Phone: 432-837-8170

Fax: 432-837-8390

Director of Teacher Education Email: [drodriguez5@sulross.edu](mailto:drodriguez5@sulross.edu)

---

**Requirements:**

SRSU Student/Clinical Teaching Handbook

Blackboard access to one of the following courses: ED 4601, ED 4602, ED 4603, ED 4605, OR ED 5627

**Course Description:**

This course serves as a capstone experience for teacher candidates enrolled in the teacher education program. Students are required to work within their placement campuses and fulfill the responsibilities and obligations outlined in the student teaching handbook. Students are expected to serve in a teaching and leadership role in a public school classroom(s) under the supervision of an experienced cooperating teacher and university supervisor. Successful completion and evaluation of the student teaching experience do not ensure certification. Please see advisor for the complete list of requirements for certification.

**Administrative Code Rule §228.30 Educator Preparation Curriculum:**

(a) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure educator effectiveness.

(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

(1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:

(A) professional ethical conduct, practices, and performance;

(B) ethical conduct toward professional colleagues; and

(C) ethical conduct toward students;

(2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);

(3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or research-based practices shall be implemented as required by the provider of the best practice-based program or research-based practice;

(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;

(5) the importance of building strong classroom management skills;

(6) the framework in this state for teacher and principal evaluation;

(7) appropriate relationships, boundaries, and communications between educators and students; and

(8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and

(C) include resources to address any deficiencies identified by the digital literacy evaluation.

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1) the relevant TEKS, including the English Language Proficiency Standards;

(2) reading instruction, including instruction that improves students' content-area literacy;

(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards).

(e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards).

(f) The following educator content standards from Chapter 235 of this title (relating to Classroom Teacher Certification Standards) shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

(1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

(2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

(3) Science of Teaching Reading Standards.

---

**Source Note:** The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016; amended to be effective October 27, 2014, 39 TexReg 8388; amended to be effective December 27, 2016, 41 TexReg 10280; amended to be effective December 20, 2018, 43 TexReg 8091

## **Pedagogy and Professional Responsibilities Standards EC-12 Grade**

**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.

**Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Approval for Student/Clinical Teaching:**

1. Must be admitted to the Teacher Education Program
2. Must have submitted an application to student teach by posted deadline.
3. Must have completed 90 semester hours or more toward degree.
4. Must have an overall grade point average of 2.75 on a 4.0 scale.
5. Must demonstrate sound physical health, sound mental health, and acceptable moral character. (The Teacher Education Council may request a student to take a physical examination and/or psychological tests or inventories). Shall be of good moral character and emotionally suited for working with children.
6. State requirements include a criminal background inquiry before placement in public schools.
7. Must have completed 12 semester hours of professional education with a minimum grade point average of 2.5 on a 4.0 scale, with no grade lower than a C. Must be approved to student teach by the Director of Teacher Education.

### **Student Teaching Credits and Time Requirements:**

Student/clinical teachers earn 6 SCH by satisfactorily completing 14-consecutive weeks of full-day assignments in one of the following courses: ED 4601, ED 4602, ED 4603, ED 4605, or ED 5627.

### **Student Teacher Course Requirements:**

This course provides the student/clinical teacher with a comprehensive teaching and learning experience through the partnership with public schools in Texas. Students are responsible for the following course requirements:

- Complete and submit the application for student teaching by the required due date.
- Complete the necessary paperwork and steps to clear criminal background check.
- Have all early field experience observation hours and coursework completed prior to student teaching, with the exception of those hours allowed by the Director of Education.
- Complete and submit all required paperwork to the university supervisor related to placement, such as class schedule, cooperating teacher and administrator email addresses, etc.
- Attend all required days during the 14-week placement.
- Document and make up any missed days during the 14-week placement.
- Maintain and submit required documents to the Blackboard course shelf, such as documents, weekly reflections with mentor teacher signatures, lesson plan, lesson plan video, Analyzing Teacher Effectiveness essay, etc.
- Maintain and submit required documents to the university supervisor, such as journals, lesson plans, weekly contact, etc.
- Maintain and submit required documents to the university instructor for the course.
- Provide evidence of the university supervisor's first contact with you to [alpineeducation@sulross.edu](mailto:alpineeducation@sulross.edu) and copy [drodriguez5@sulross.edu](mailto:drodriguez5@sulross.edu) and upload to Bb shelf under designated file.
- Create PPR Study Notebook with evidence of 10 hours study time. Time stamp each session on the notebook. Upload notebook to Bb under designated file.
- Purchase Certify Teacher Pedagogy and Professional Responsibilities and take the initial diagnostic exam by the 3<sup>rd</sup> week of the term. Select the *Study Plan Tracker* option. (Fall 2020: Due by Sept. 11, 2020).
- Write a two to three page a Comprehensive Analysis Essay using the data from your CT diagnostic report. What are your strengths? What are your weaknesses? Be specific. Read the assignment description in Blackboard. Due: September 20, 2020
- According to your Certify Teacher PPR diagnostic report, you will be placed on a Study Plan. You will be required to complete your study plan before you have access to your final exam in this course. Your final exam will be a second Certify Teacher PPR exam. Certify Teacher PPR Final Exam is Due: December 6, 2020 by 10:00 p.m.
- Write one full-length lesson plan using the Sul Ross Lesson Plan Template. Include English Language Proficiency Standards, accommodations, and provide a copy of all resources the teacher will use (ex: PPT, anchor chart, notes, etc...) and the materials students will use (ex: reading guide, Venn diagram, graphic organizer, etc...). Submit an exemplar for the lesson. The exemplar represents the actual example of what a student submission of the assignment will be. Write entire script for your procedures section.

- Sul Ross Lesson Plan due date: October 25, 2020 by 10:00 p.m.
- Present your lesson to your students and video record the lesson fully. The lesson should run a minimum of 45 to 50 minutes. You will be required to get parental consent. This parent consent form is available in the Bb shelf. **Make sure the lesson can be downloaded in Bb. I recommend an Mp4 file. Do not upload your lesson to YouTube or Facebook or any publically accessible platform or websites.** I recommend ZOOM. You will need help to record the video. More information in Lesson Plan module.
- Submit all Parent Consent Forms to Bb shelf October 30, 2020 to the live instruction. If the lesson is recorded prior to submitting the Parent Consent Forms to Bb, the teacher candidate will be in violation of the TAC Code of Ethics and HIPPA law. Violating the Code of Ethics and HIPPA law is grounds for dismissal from the student teaching course and dismissal from the teacher education program. The department may also recommend sanctions to the Dean of Student Life. If this occurs, the department will strongly recommend the student change their degree to General Studies.
- Digital Video of Lesson Presentation; Due by November 8, 2020 by 10:00 p.m.
- Analyzing Teaching Effectiveness Essay.
  - Guiding Question: How do you examine the teaching and learning in the video and propose what you could have done differently to better support the needs of the students. The candidate must justify the changes based on student's needs and make references to research and/or developmental theory.
  - Analyzing Teaching Effectiveness Report due November 22, 2020 by 10:00 p.m.
- Take a second Certify Teacher PPR exam. This exam will count as a grade. Due: December 6, 2020.

### **Additional Requirements for All Students Entering Education Block Courses:**

In an effort to ensure proper preparation for the TExES PPR exam, students will be required to complete and pass a practice exam. The Certify Teacher practice exam will be administered to all students enrolled in the SRSU Teacher Education Program. Please see instructor for further information regarding the Certify Teacher Practice Exam-PPR. Students will not be allowed to student teach without successfully passing the TExES Content exam.

### **Attendance Policy:**

Students are expected to attend all required days at the placement campus, following the district's official calendar. If required, students are also responsible for attending any university scheduled events such as seminars and test prep sessions. Final grades will be affected if absences are not made up. In the event of emergency or illness, students must contact the school district immediately and email the university supervisor the same day the absence occurs.

### **SRSU Disability Services:**

**ADA (Americans with Disabilities Act)** Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

**SACSCOC Student Learning Outcomes:**

The graduating student will demonstrate that he/she will:

- Write a lesson plan that is developmentally appropriate for students
- Create a positive classroom environment
- Teach developmentally appropriate lessons

**Marketable Skills:**

The graduating student will develop these generic skills for any career:

1. Students will acquire public speaking skills to a variety of audiences.
2. Students will acquire writing skills for lesson plans and other scholarly documents.
3. Students will acquire organizational skills to effectively manage time and meet deadlines.

**Student Learning Objectives:**

The student will...

1. Demonstrate the procedure for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
2. Demonstrate an understanding of how to encourage student motivation for learning and appropriate actions at school.
3. Demonstrate an understanding of how to create a positive and inviting learning environment.
4. Demonstrate an understanding of classroom management and procedures to ensure an effective teaching classroom.
5. Recognize the importance of professional knowledge and skills in interacting with other members of the educational community and receiving professional development activities.
6. Demonstrate mastery of TExES Framework on Pedagogy and Professional Responsibilities.

**Communication Expectations:**

- All written assignments are expected to exhibit professional quality. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect.
- All assignments must be typed in APA format. No handwritten assignments will be accepted unless noted.
- For cell phones, refrain from text messaging in class.

**Tobacco Policy:**

No smoking or tobacco allowed at any campus.

**Electronic Equipment Policy:**

Use of cell phones and/or pagers or any other electronic communication device is prohibited during time on campus. *Do not text or take phone calls in the classroom.* Check the district and campus policies on the use of cell phones on campus. **SEE ADDENDUM TO HANDBOOK FOR INFORMATION ON ACCEPTABLE USE OF ELECTRONICS DURING STUDENT TEACHING**

**Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include, but are not limited to:

- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another's work as one's own;
- Copying from professional works as Internet sites without citation.

\*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

**Distance Learning Policy:**

- Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Calendar of course assignments available on the Blackboard Calendar Application.