

**SUL ROSS STATE UNIVERSITY
DEPARTMENT OF EDUCATION**

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

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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.

Texas 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.

T-TESS Evaluation Framework

- 1) Domain I – Planning
- 2) Domain II – Instruction
- 3) Domain III – Learning Environment
- 4) Domain IV – Professional Practices and Responsibilities

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:

- **Prior to Student Teaching**
 - Complete and submit the application for student teaching by the required due date.
 - Complete the necessary paperwork and steps to clear criminal background check.
 - All early field experience observation hours and coursework must be completed prior to student teaching, with the exception of those hours allowed by the Director of Education.
 - Complete district in-service training and submit the Teacher In-Service Training Documentation form via the Blackboard submission window.
 - Complete and submit all required paperwork to the university supervisor related to placement, such as class schedule, cooperating teacher and administrator email addresses, etc.
- **During Student Teaching**
 - Attend all required days during the 14-week placement.
 - Document and make up any missed days during the 14-week placement.
 - Provide evidence of the university supervisor's first contact with you to alpineeducation@sulross.edu and copy drodriguez5@sulross.edu and upload to Bb shelf under designated file.
- **Document Submission**
 - Maintain and submit required documents to the Blackboard course shelf such as:
 - Documents
 - Weekly reflections with mentor teacher signatures
 - Lesson plan
 - Lesson plan video
 - Lesson Plan Self-Reflection & Evaluation essay, etc.
 - PPR Diagnostic Exam Score Report & PPR Exam #2 Score Report
 - Maintain and submit required documents to the university supervisor such as:
 - Lesson plans
 - Weekly contact, etc.
- **Student Proficiency Reports**
 - Maintain and submit required University Supervisor Student Proficiency Reports to the university instructor for the course. There will be a minimum of three reports.
 - Maintain and submit required Cooperating/Mentor Teacher Student Proficiency Reports to the university instructor for the course. There will be a minimum of three

reports.

- **PPR Study Prep**

- 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 3rd week of the term. Score Report due: January 31 in Bb
 - Select the *Study Plan Tracker* option. (Spring 2021: See Syllabus Calendar for Due Date).
- Write a two to three page 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. (Spring 2021: See Syllabus Calendar for Due Date)
- 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: 30 April 2021 by 10:00 p.m.

- **Lesson Plan**

- Per TAC § 228.30 (d)(1) 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...). Remember that your lesson plan must maintain high standards and expectations for student achievement, as per TAC § 228.30 (c)(4). 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: See Syllabus Calendar for Due Date.
- Present your lesson to your students and video record the lesson on a video recording platform like Zoom. It needs to be a platform that will enable you to record your lesson and students for at least 50 minutes. This platform must provide you with an easy access URL link to share your video on Blackboard.
 - The lesson should run a minimum of 45 to 50 minutes.
 - You ARE required to get parental consent. This parent consent form is available in the Bb shelf.
 - Do not upload your lesson to YouTube or Facebook or any publically accessible platform or websites.

- Submit all Parent Consent Forms to Bb shelf 19 March 2021.
 - 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; URL of the Lesson is due in Blackboard 28 March 2021 by 10:00pm.
- Lesson Plan Self-Reflection & Evaluation 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.
 - Lesson Plan Self-Reflection & Evaluation Report due 11 April 2021 by 10:00 p.m.
- **Final Exam**
 - Take a second Certify Teacher PPR exam. This exam will count as a grade. Due: 30 April 2021.
- **Digital Literacy Requirement**
 - Per TAC §228.30 (c)(8) students in an initial certification program, like the TEP, must receive training and instruction in digital literacy skills. Specifically the digital literacy instruction must:
 - (1) align with the International Society for Technology in Education's standards (ISTE),
 - (2) provide, effective evidence-based strategies to determine a person's degree of digital literacy,
 - (3) include resources to address any deficiencies identified by the digital literacy evaluation.
 - To meet this requirement students will complete assessment and training Digital Literacy through Northstar Digital Literacy in stages over the course of the TEP.
 - In Block III students will:
 - Complete the pre-test assessment through Northstar, which will identify the strengths and deficiencies of students digital knowledge in a) Essential Computer Skills, b) Essential Software Skills, c) Using Technology in Daily Life.
 - Complete training modules for areas of digital literacy needing remediation

per the Northstar study plan.

- Complete training modules and take the post-test in all three skill areas, a) Essential Computer Skills, b) Essential Software Skills, c) Using Technology in Daily Life.
 - Students will submit post-test reports upon completion. (See calendar for due date).
- **Mental Health Training Requirement**
 - Per TAC §228.30 (c)(3) students are required to receive instruction regarding mental health, substance abuse, and youth suicide. The students will complete their training during Block III of the TEP in the form of modules and/or synchronous training & instruction. Certificates of completion are submitted to the TEP as proof of training and will remain on file in the student's file. Due: TBA
- **Educator Code of Ethics**
 - Per TAC §247.2 all certification candidates must receive training in, and comply with, standards practices and ethical conduct towards students, professional colleagues, school officials, parents, and members of the community.
 - Each candidate will complete the Code of Ethics modules on Blackboard and submit their Statement of Affirmation via the Blackboard submission window. (See Calendar for Due Date).
- **Appropriate Relationships, Boundaries, and Communications**
 - Per TAC §228.30 (c)(7) all certification candidates will receive instruction, with their training on the Educator Code of Ethics, in recognizing and maintaining appropriate relationships and boundaries between educators and students. They will also receive training in the type and forms of appropriate communications between educators and students, both electronic and non-electronic forms.
 - Completion of corresponding modules in the Educator Code of Ethics training on Blackboard will serve as evidence of training. A separate Statement of Affirmation will be submitted via the Blackboard submission window. (See calendar due date).
- **Dyslexia Training**
 - Per TAC §228.30 (c)(2) all certification candidates will receive instruction, with training on the detection and education of students with dyslexia.
 - Each candidate will complete 3 Modules and a Dyslexia Activity Sheet. See Calendar and Bb for details.

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.
- The Counseling & Accessibility 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 understanding of TExES Framework on Pedagogy and Professional Responsibilities and TTESS.

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 form of tobacco products are allowed at any campus. NO EXCEPTIONS.

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.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839



TEXAS Education AGENCY

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State Board for Educator Certification

Texas Educators' Code of Ethics

Texas Administrative Code §247.2

Statement of Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

Educator Candidate's signature

Date

II.
GENERAL
INFORMATION

Student Requirements and Responsibilities

- 1) **Important Dates** The student/clinical teacher is required to complete a total of at least 14-weeks of teaching at a TEA accredited school. Any missed days will have to be made up after the final scheduled week of teaching. **Final grades will not be awarded until all days are made up.** Graduating seniors must be diligent in minimizing absences or graduation will be affected. Student/clinical teachers will adhere to the following schedule:

Student Teaching Dates for One Classroom Assignment

First Start Date	End Date	Make-up Days
11 January 2021	30 April 2021	3-5 May 2021

Student Teaching Dates for Split Classroom Assignment

First Start Date	End Date	Second Start Date	End Date	Make-up Days
11 January 2021	19 February 2021	22 February 2021	30 April 2021	3-5 May 2021

- 2) **Professional Standards** Student/clinical teachers are responsible for meeting and exceeding professional standards during their placements. Students are expected to:

- Follow the rules and regulations established for the public school at which they are assigned. Become familiar with policies and procedures of the campus and district within the first week of the experience.
- Engage in the same responsibilities and experiences as the cooperating teacher. This includes the same arrival and departure times as the cooperating teacher, faculty and grade-level meetings, in-services, conferences, bus/lunch duty, etc.
- Be prompt, courteous, and dependable.
- If an emergency occurs that prevents you from attending, contact the school immediately to notify them of your absence. Contact your assigned University Supervisor as soon as possible. **DO NOT LEAVE YOUR COOPERATING TEACHER UNPREPARED.**
- Make up any absences from student teaching. Any missed days will have to be made up before a final grade will be issued.
- Communicate problems or concerns to your university supervisor and follow the professional chain of command.
- Conduct yourself in accordance with the Educator's Code of Ethics. The student teacher will be expected to act in the professional manner expected of a teacher employed at the placement school.
- Take initiative. Be open and appreciative to suggestions by professionals providing support during student teaching. Remember the cooperating teacher has the final say in the classroom.
- Observe other teachers in the school to broaden exposure to a wide range of teaching strategies, classroom management styles, and pedagogical approaches.
- **STAY OFF YOUR PHONE.** Phone use during Student Teaching may provide grounds for dismissal from student teaching and the Teacher Education Program.

3) Dress Code Student/clinical teachers will be expected to maintain professional dress at all times. First impressions are very important. All students will report to their placement schools professionally dressed the first day. Based on the cooperating teacher's approval, dress may be modified to reflect appropriate placement, i.e. gym, shop, etc. As a minimum, the student/clinical teacher will follow the district's dress code policies for faculty and staff. The following are general requirements regarding dress code:

- Do not wear clothing with writing or pictures of a controversial or offensive nature. (Alcohol, Drugs, Obscenities, etc.).
- Remove body jewelry
- Do not wear clothing that is torn or has holes.
- Do not wear distracting haircuts (Mohawks, etc.) or unnatural colors (purple, green, etc.).
- Do not allow tattoos to be visible during school hours or when participating in school-related events.
- Do not wear caps or hats indoors.
- Males should not wear earrings, tank tops, head coverings (head rags, hats, caps, etc.) or baggy pants on campus. Sideburns should not extend beyond earlobes or fall over the eyes. Facial hair must be neatly trimmed.
- Females should not wear halter tops, low cut dresses or tops, or any see-through tops.
- Any clothing item that exposes the midriff when reaching up or cleavage when leaning over is inappropriate.

When in doubt, ask your cooperating teacher or university supervisor for guidance.

- 4) Holidays** Student/clinical teachers are required to adhere to the calendar of the school district at which they are placed. This includes scheduled holidays and staff development days. These days do not have to be made up at the end of the semester.
- 5) SRSU Job Fair** Students are encouraged to attend the Sul Ross State University Job Fair during the Spring semester on the Alpine campus. This absence is excused and those not in attendance are required to be present at their designated campus on that day. Please contact the SRSU Education Department for the date of the job fair. Advise your cooperating teacher early if you plan to attend and make arrangements for your absence from the classroom. ONLY APPLIES FOR SPRING TERM...
- 6) Substitute Policy** It is frequently asked if the student teacher can serve as a substitute for the cooperating teacher. It is important to understand what constitutes serving as a substitute. A student/clinical teacher is NOT considered to be serving as a substitute if the student/clinical teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for part of the day, but is in the building or engaged in an approved activity related to student teaching. This includes times when the cooperating teacher is conferring with the university supervisor or attending a professional development seminar to improve supervisory skills.

A student/clinical teacher is considered to be serving as a substitute if:

- The cooperating teacher is absent from school and no other teacher is provided as a substitute. The student teacher is fully responsible for one or more classes.
- The student/clinical teacher is taken from the class of the assigned cooperating teacher and placed in another classroom where the regular teacher is either absent from school or performing duties requiring absence from the regularly assigned teaching station.

If a cooperating teacher cannot perform regularly assigned duties as a result of illness, or illness in the teacher's family, a death in the teacher's family or other cause for which the district excuses teachers from duties.

Student/clinical teachers are allowed to serve as substitute teachers, without pay, if **ALL** of the following requirements are met:

- The student/clinical teacher has been in the assigned classroom for a minimum of 10 days;
- If a substitute teacher is not immediately available and the administrator has made every effort to locate one;
- The cooperating teacher, the campus administrator, and the university supervisor agree that the student/clinical teacher is capable of successfully handling the teaching responsibilities;
- A teacher in close proximity agrees to serve as a support to the student/clinical teacher;
- The campus administrator or administrative designee is readily available in the building;
- An email is sent from the student/clinical teacher to the field supervisor, copying the cooperating teacher, university supervisor, and campus administrator, with the request.

- 7) Grading and Evaluation:** The final grade for student/clinical teaching will consist of a combination of grades from the cooperating teacher(s) and university supervisor observations and evaluations.
- a. The cooperating teacher(s) will complete a total of three evaluations. If the student has a split placement, there will be a total of six, three from each placement.
 - b. The university supervisor will complete a minimum of three observations/evaluations for a single placement and four observations/evaluations for a split placement over the course of the semester.
 - c. During this visitation, a 45-minute formal observation will be conducted, ending with an interactive conference.
 - d. Student/clinical teachers are responsible for supplying the university supervisor with all the required documents such as lesson plans, journals, emails, and forms. The university supervisor will deduct points if all paperwork and communication is not submitted in a timely fashion.
- 8) Discipline Policy:** The student/clinical teacher will adhere strictly to the assigned school district's discipline policy. Since you will be placed in a classroom with an established management system, you will need to learn and follow that system.
- a. Make notes regarding the strengths and weaknesses of the plan to assist with the development of a personal classroom management plan.
 - b. These skills take time to develop so do not be discouraged (remember that even the

most experiences teacher still find classroom management to be the greatest challenge).

- c. **The following are important aspects to note regarding classroom management during student teaching:**
- You cannot effectively teach unless you first manage the classroom.
 - Discuss the current classroom management techniques utilized by the cooperating teacher. Be familiar with this the first week of your placement.
 - **You are the guest in the classroom and will be required to follow the establish classroom management plan**, whether you agree with it or not.
 - If you have a discipline problem that you cannot manage, consult with the cooperating teacher and the university supervisor.
 - HB 349 prohibits student teachers from administering corporal punishment. **The student/clinical teacher may not use any form of physical contact in the process of disciplinary action.**
 - Consult with the cooperating teacher and university supervisor BEFORE holding any conferences with parents or sending any notes to parents.
 - Be aware of those students with specific individualized behavior management plans. Revisit the following recommendations covered in ED 4322 regarding classroom management:
 - Be consistent and persistent
 - Get to know your students
 - Be firm, yet friendly
 - Be proactive, not reactive
 - Teach well
 - Provide choices
 - Be equitable
 - Respect diversity among students

9) Lesson Plan and Course Assignments: Student/clinical teachers are responsible for planning each teaching session. Detailed lesson plans must be approved by the Cooperating Teacher and submitted to the University Supervisor. If using the school's required lesson plan, such as TEKS Resource System, inform the university supervisor. Communicate with the University Supervisor if there are questions regarding lesson plan submission.

- a. **Student/clinical teachers are also responsible for maintaining weekly communication with the university supervisor.** When meeting with the university supervisor it should be discussed how this communication will take place. Email correspondence is the most convenient.
- b. Students must submit the Weekly Activity Log (see Appendix) to the Blackboard shelf. A total of 14 reflections will be submitted at the conclusion of student teaching.
- i. It is also the student teacher's responsibility to contribute the weekly discussion board for ED 4322 and ED 3300. These will be forums that allow you to reflect on your teaching and interact with classmates.

10) Exit/Dismissal Policy from the SRSU TEP [TAC §228.20 (h)]

It is never anticipated that a student will be asked to leave the Teacher Education Program. However, under certain circumstances it may be necessary for a candidate to be dismissed from the program. Based on the Texas Administrative Code Rule §249.5, the following purposes provides the framework for considering a dismissal from the program.

- 1) To protect the safety and welfare of Texas schoolchildren and school personnel;
- 2) To ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state;
- 3) To regulate and to enforce the standards of conduct of educators and applicants;

- 4) To enforce an educators' code of ethics;

Acts that would cause an individual to be dismissed from Education Preparation Program of Sul Ross State University-Alpine include, but are not limited to the following:

- 1) Any violations of the Texas Educator Code of Ethics
- 2) Felony criminal offenses
- 3) Solicitation or engagement in sexual or romantic relationship with a student or minor.
- 4) Sexual or physical abuse of a student or minor.
- 5) Engaging in any type of illegal behaviour with a student or minor
- 6) Possession, transference, sale or distribution of a controlled substance
- 7) Inability to place a candidate in a field-based setting due to actions with a school district.
- 8) Removal from student or clinical teaching placement.

Dismissal Process

- 1) Actions that violate the Texas Code of Ethics, or the SRSU-Alpine code of conduct and regulations will be forwarded to the Director and Assistant Director of Teacher Education.
- 2) Violations will be documented in writing.
- 3) The Director and Assistant Director will meet with the faculty of the SRSU-Alpine Teacher Education program to discuss the violation.
- 4) After meeting with the Teacher Education faculty, the Director and Assistant Director will meet with the Education Department Chair to present the issue at hand.
- 5) The candidate in question may be asked to present information.
- 6) The Chair, Director, and Assistant Director can recommend:
 - a. Permanent Dismissal from the Program
 - b. Suspension from the Program for a determined period of time.
 - c. Other sanctions as deemed appropriate

It is never anticipated that a student will be asked to leave the TEP. There are several levels of support provided to candidates in order to assist them through the process of teacher certification. Please seek assistance from these resources when necessary. It is much easier to deal proactively with a potential situation than to handle it reactively.

If necessary, a candidate may be placed on a growth plan, targeting areas of deficiencies and support to address and remediate these deficiencies. A committee will meet comprised of members familiar with the candidate's situation and construct a plan including goals and a specific timeline. Failure to meet the goals in the growth plan will result in dismissal from the TEP.

Should a candidate find it necessary to withdraw from the TEP, written notification is required. It is also important to speak with the program advisor in order for the candidate to be aware of potential implications of leaving the program.

11) Appeals: Appeals must be submitted in writing to the Department Chair and the Director of Teacher Education. If appealing an admission decision, the request must be provided to the department no more than 5 days after decision.