

**SUL ROSS STATE UNIVERSITY
DEPARTMENT OF EDUCATION**

Fall 2021

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 from an accredited institution of higher education or an alternative certification program as part of a degree plan 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 as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and 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 as prescribed in Chapter 241 of this title (relating to Certification as Principal) and 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 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; amended to be effective October 15, 2020, 45 TexReg 7255

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 applied 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 2.75 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

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 mmarsh@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
 - 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.

- **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: See course calendar.

- **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.

SRSU Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

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.