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EDUA 4601/02/03/05
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EDUA 5627

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MAB 305-D

Student/Clinical Teaching & Internship I

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.

Required Texts: *SRSU Student/Clinical Teaching or Intern Handbook.* (Alpine, TX: Sul Ross State University, 2022.)

Assignments:

Weekly Logs & Reflections (14)	F.S. Proficiency Reports (3)	C.T. Proficiency Reports (3)
Digital Literacy Assignments (3)	Dyslexia Assignments (1)	Mental Health Assignments (1)
Weekly Assignments (6)	Certification Approval Form	

Student Learning Outcomes:

The graduating student with a B. S. in Education will:

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning

Marketable Skills:

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Student have the ability to effectively use technology to communicate

Course Learning Outcomes:

Students who complete EDUA 4600/5627/5300 with a grade of “C” or higher 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.

Educator Preparation Curriculum:

Curriculum Requirements for Educator Preparation Programs per TAC §228.30

(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

TEExES Standards:

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

Course

Requirements:

Academic Honesty - 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 appreciated. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in whole or part for another course and/or professor;
- Turning in another person's work as one's own;
- Copying from professional works or internet sites without citation;
- Collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartze-Grisham, M.Ed., LPC

Counseling and Accessibility Services,

Ferguson Hall 112

Mailing Address: P. O. Box C-171; Alpine, TX 79832

Phone: (432) 837-8203

E-mail: mary.schwartze@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. Attendance in an online class comes from logging into Blackboard, reading, and completion of assignments.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Contacting the Instructor: My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject

line for any e-mail communications: YOUR NAME: EDUA 460(_);5300; 5627-Subject of E-mail.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of “F”.

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.

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

Tobacco Policy: No smoking or form of tobacco products are allowed at any campus. NO EXCEPTIONS.

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.

Student

Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.

You are responsible for getting notes from a missed class from a classmate.

You are responsible for turning in assignments on time.

You are responsible for taking exams that are assigned.

You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.

Instructor

Responsibilities:

Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.

Mr. Marsh will field any question on the course content

Mr. Marsh will return assignments in a reasonable amount of time.

Mr. Marsh will hold office hours and answer student e-mails on the course.

Course Assignments:

Weekly Logs & Reflections: Each week you will document through a log, your time and activities completed while in student/clinical teaching or internship knowledge. In addition to submitting documentation of your time in the student/clinical teaching or intern classroom, you will also complete weekly reflections prompts which are aligned to the Pedagogy & Professional Responsibilities Standards. Log Reflections are to be completed in narrative format. One or two sentence answers WILL NOT SUFFICE.

Weekly Logs & Reflections = 20pts each.

Total Points = 280

Field Supervisor – Student Proficiency Observation Reports: While in your student/clinical teaching or internship field experience you will be observed a minimum of three times by your assigned University Supervisor. The observation comprises a pre-conference, a formal observation, and an interactive post-conference. After all are completed your University Supervisor complete and send to you a completed Student Proficiency Report. It is your responsibility to get all required signatures and submit to Blackboard.

Field Supervisor - Student Proficiency Observation Reports = 100pts each

Total Points = 300pts

Cooperating/Mentor Teacher – Student Proficiency Observation Reports: While in student/clinical teaching or internship your cooperating or mentor teacher will also complete three observations of you in the classroom. It is your responsibility to submit the Cooperating or Mentor Teacher's proficiency reports to Blackboard.

Cooperating/Mentor Teacher – Student Proficiency Reports = 50pts each

Total Points = 150pts

Digital Literacy Assignments: Under the Texas Administrative Code, candidates for certification must receive training and instruction in digital literacy skills. To meet this requirement, over the course of the semester you will be completing modules and an exam in three skill areas (Essential Computer Skills; Essential Software Skills; Using Technology in Daily Life) in Northstar Digital Literacy.

Skill Area Modules = 25pts each

Total Points = 75pts

Dyslexia Training: Under the Texas Administrative Code, candidates for certification must receive instruction on the detection and education of students with dyslexia. To meet this requirement, candidates will complete a series of modules on dyslexia developed by TEA. Upon completion of the modules you will submit evidence of completion through Blackboard.

Total Points = 50pts

Mental Health Training Assignment: Under the Texas Administrative Code, candidates for certification must receive training and instruction in mental health, substance abuse, and youth suicide. To meet this requirement you will complete a series of three mental health modules through Kognito and submit your certificates of completion through Blackboard.

Total Points = 75pts

Supplemental Weekly Assignments: On certain weeks of the semester additional supplemental documents will be required for candidates to submit. These include, but are not limited to: Handbook Verification, Electronic Use Agreement, ATPE Membership Documentation (Student/Clinical only), Candidate Contact Information, Evidence of Inservice Training, Evidence of First contact.

Supplemental Weekly Assignments = 10pts each

Total Points = 60pts

Certification Approval Form: At the end of the student/clinical teaching semester, or the 2ND semester of internship, you will complete a certification approval form in which the cooperating/mentor teacher AND your university supervisor sign off that the candidate meets the

qualifications to be a fully-certified teacher in the state of Texas. Certification Recommendations will not be issued without completion and submission this form.
 Total Points = 10pts

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Weekly Logs & Reflections	14	20pts	280pts
Field Supervisor – Student Proficiency Reports	3	100pts	300pts
Cooperating Teacher – Student Proficiency Reports	3	50pts	150pts
Digital Literacy Assignments	3	25pts	75pts
Dyslexia Training Assignment	1	50pts	50pts
Mental Health Training Assignment	1	75pts	75pts
Supplemental Weekly Assignments	6	10pts	60pts
Certification Approval Form	1	10pts	10pts
			1000 Total Points Possible

Grading Breakdown

Grade of “ A ”	=	900+ points
Grade of “ B ”	=	800-899 points
Grade of “ C ”	=	700-799 points
Grade of “ D ”	=	600-699 points
Failing Grade “ F ”	=	000-599 points