

SUL ROSS STATE UNIVERSITY

EDUA 4601/02/03/05

Student Teaching

Instructor: Dr. Jeanne Qvarnstrom

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Course Description: The course serves as a capstone experience for teacher candidates 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 Text: Sul Ross State University. (2023). Student Teacher Handbook.

Assignments:

Weekly Log & Reflection (14)	University Supervisor Proficiency Reports (3)	Cooperating Teacher Proficiency Reports (3)
NorthStar Digital Literacy Assignments	Dyslexia Assignment (1)	Mental Health Assignment (1)
Weekly Assignments (6)	Certification Approval Form (1)	

Student Learning Outcomes- required by Southern Association of Colleges & Schools Commission on Colleges:

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-required by the Texas Higher Education Coordinating Board:

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

5. Students will have the ability to effectively use technology to communicate

Course Learning Outcomes:

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

Educator Preparation Curriculum: insert

TExES Standards: Pedagogy and Professional Responsibilities Standards EC-12

- 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

Americans with Disabilities 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

Email: [mary.schwartze@sulross.edu](mailto:mary.schwartze@sulross.edu)

Phone: 432-837-8203

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 Final Grades—If students wish to appeal their grades, 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 essential that you participate in this class. Attendance in an online class comes from logging into Blackboard, reading and completing assignments. Any absences from the student teaching assignment must be documented and posted in Blackboard using the appropriate forms.

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.

Late Assignments—Points may be deducted for assignments that are turned in late. If you are having difficulties, contact the professor as soon as possible.

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.

Electronic Equipment Policy—Uses of cell phones and/or pagers or any other electronic communication devices are prohibited during time on campus, except for educational purposes. 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 is allowed on 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 SRSU email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses 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 all student teaching days

You are responsible for making up any missed days during the make-up days at the end of the semester

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 withdraw 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 a “F” for the course.

### Instructor Responsibilities

The instructor 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

- The instructor will field any questions on the course content
- The instructor will provide feedback on posted assignments in a reasonable amount of time
- The instructor will hold office hours and answer student emails promptly

### Course Assignments

All weekly assignments should be posted by Saturday at 11:59 p.m.

Assignment	Number	Points Each	Total Points
Weekly Logs & Reflections Each week, you will document through a log your time and activities completed. The weekly log must be signed by your cooperating teacher. You will also complete a Reflection with prompts aligned with the PPR. Reflections must be in narrative form. One or two sentences will not suffice	14	20	280
University Supervisor-Student Proficiency Reports Three or more observations will be conducted by your University Supervisor. This comprises a pre-conference, formal observation, and an interactive post-conference. It is your responsibility to get all required signatures and submit to Blackboard	3	100	300
Cooperating Teacher-Student Proficiency Reports Your cooperating teacher will complete three observations of you in the classroom. It is your responsibility to submit to Blackboard	3	50	150
Digital Literacy Assignments using NorthStar Digital Literacy (username provided by Madison Owen)  The Texas Administrative Code requires that candidates for certification must receive training and instruction in digital literacy skills. You will be completing modules and an exam in three skills areas (Essential Computer Skills, Essential Software Skills, Using Technology in Daily Life)	3	25	75
Dyslexia Training The Texas Administrative Code requires that candidates for certification must receive instruction on the detection and education of students with dyslexia. To meet this requirement, candidates will complete a module on dyslexia.	1	50	50
Mental Health Training The Texas Administrative Code requires that candidates for certification must receive training and instruction in mental health, substance abuse, and	1	75	75

youth suicide. To meet this requirement, you will complete a series of three mental health modules through Kognito and submit your certificates of completion on Blackboard			
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; Candidate Contact Information; Evidence of Inservice Training; Evidence of First Contact	6	10	60
Certification Approval Form At the end of the student teaching semester, you will complete a certification approval form in which the cooperating 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 of this form	1	10	10
Total Points			1000

Final Grades: the final grade for student teaching will be based on a combination of the university supervisors’ observations and evaluations, the cooperating teacher’s observations and evaluations, and the submission of TEA required documentation for the course.

Formal Observations	65%
TEA Documentation	35%

**Grading Breakdown**

Grade of “A”	=	90% and higher
Grade of “B”	=	80-89%
Grade of “C”	=	70-79%
Grade of “D”	=	60-69%
Failing Grade “F”	=	59% and lower

**Course Assignments:** **Weekly Activity 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.

Total Points – 60 pts

**Certification Approval Form**: At the end of the student teaching semester, 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

**Educator Preparation Curriculum Requirements for Educator Preparation Programs per TAC §228.30 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

## Texas Administrative Code

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

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.

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**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

