

SUL ROSS STATE UNIVERSITY

EDUA 4601/02/03/05

EDSR 4601/02/03/05

EDUS 5627

Clinical/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 field 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. (2024). Student Teacher Handbook.

Assignments: There are several required assignments for Texas Education Agency (TEA) purposes and several for SRSU Department of Education purposes. **To upload all assignments, all students will access the blackboard course.** Once there, however, SRSU is introducing a new data collection system called Student Learning and Licensure (SLL) that will be the repository for most assignments. For assignments designated SLL, there will be a link in blackboard to access SLL and post required assignments.

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| SLL-490 Hours Log | SLL-University Field Supervisor Proficiency Reports (4) | SLL- Cooperating Teacher Evaluation Reports (3) |
| SLL-NorthStar Digital Literacy Assignments (3) | SLL-Dyslexia Assignment (1) | SLL-Mental Health Assignment (1) |
| SLL-Standards Met & Recommendation | SLL-Verification of Documents | SLL-University Field Supervisor Informal Coaching Reports (3) |
| SLL-First Contact | SLL-TEA Ethics | SLL- Agreement of review of FERPA, Code of Conduct, ST Handbook, Electronic Use |
| SLL-Lesson Plans for Scheduled Observation (4) | Blackboard Weekly Reflections (14) | Blackboard Specified documents like ATPE Verification |

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 an understanding of designing effective lessons, 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

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. S

Alpine 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

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.

RGC students can contact Alejandra Valdez at 830-758-5006 or email Alejandra.valdez@sulross.edu.

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 teaching 490 hours.

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

You are responsibility 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: Due dates by weeks are provided in the Blackboard course. The actual dates may vary depending upon your first day of student teaching with students in the classroom. Some assignments receive points and others do not. However, all assignments must be completed in order to pass this course.

| Assignment | Number | Points Each | Total Points |
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| 490 hours log Each day, you will record your hours and activities. TEA stipulates that hours must be during hours of student attendance. The 490 hours does NOT include lunch, | 1 | YES or NO | 0 |

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| before or after school duties or planning periods. Your log will be reviewed by your university field supervisor and cooperating teacher to assure accuracy, since the 490 hours log is a legal document. The 490 hours log will be recorded in SLL, and student teachers will be given directions for recording hours. | | | |
| Weekly Reflections Each week, you will complete a Reflection with prompts aligned with the PPR. You will also describe your weekly strengths and areas for improvement. Reflections must be in narrative form. One or two sentences will not suffice. These documents will be kept in Blackboard and reviewed by your University Field Supervisor. Week 1 Reflection is due by August 31 or earlier depending upon when the school year started for your ISD. | 14 | 10 | 140 |
| Lesson Plan for Field Supervisor's Visit | 4 | YES or NO | 0 |
| University Field Supervisor-Student Proficiency Reports Four or more observations will be conducted by your University Field Supervisor. Each observation comprises a pre-conference, formal observation, and an interactive post-conference. The reports will be accessible to students through Blackboard and housed in SLL. | 4 | 100 | 400 |
| University Field Supervisor Informal Coaching Reports Three informal coaching sessions will be conducted by your University Field Supervisor. The first one must be in-person, and the other two may be virtual or in-person. Three reports will be completed. The reports will be accessible to students through Blackboard and housed in SLL. | 3 | 20 | 60 |
| Cooperating Teacher Evaluation Reports Your cooperating teacher will complete three observations of you in the classroom. The reports will be accessible to students through Blackboard and housed in SLL. | 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 | YES or NO | 0 |
| Dyslexia Training | 1 | YES or NO | 0 |

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| <p>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 series for modules on dyslexia developed by TEA and upload the certificate. If you have already completed this training, you may upload your certificate of completion.</p> | | | |
| <p>Mental Health and Suicide Prevention Training The Texas Administrative Code requires that 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 mental health modules through Responsive Learning and submit your certificate of completion on Blackboard. Follow these steps for access: Please complete the self-registration steps at the following website using the registration code below (If you are copying and pasting, please be sure not to pick up any extra characters, such as a space.): Step 1: Self-registration code: ttgaragedoor56 Self-registration link: https://courses.responsivelearning.com/selfregistration/ Step 2 -self-registration includes creating a password and filling out individual information Step 3 - Begin Course (You can choose either course to begin.) Step 4 - You may download your certificate of completion once all slides have been viewed, reflection question responses submitted and a passing score on the quiz has been received. *The online courses are self-paced. You may start and stop your training at any time. If you log out, once you log back in the course will continue from where you left off. If you are in need of technology/login support, please email support@responsivelearning.com.</p> | 1 | YES or NO | 0 |
| <p>ATPE Verification As a student teacher at SRSU, you are required to show proof of membership in a teacher organization that provides professional liability insurance prior to beginning your field practicum. You may join ATPE FREE. Post your membership documentation in blackboard. https://www.atpe.org/en/Home</p> | 1 | 10 | 10 |
| <p>Standards Met and Recommendation</p> | 1 | YES or NO | 0 |

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| At the end of the student teaching semester, this certification approval form must be endorsed. Certification Recommendations will not be issued without completion and submission of this form | | | |
| Documentation of First Contact | 1 | YES or NO | 0 |
| TEA Ethics | 1 | YES or NO | 0 |
| Student Teacher Agreement regarding FERPA, Code of Conduct, Electronic Use, and ST Handbook | 1 | YES or No | 0 |
| Student Teacher Verification of Documents | 1 | YES or NO | 0 |
| Total points | | | 760 |

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

Grading Breakdown: A = 90% or higher
 C = 70-79%
 F = 59% or lower

B = 80 – 89%
 D = 60 – 69%

TAC-September 2024

§228.57. Educator Preparation Curriculum.

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

The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.

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

the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:

professional ethical conduct, practices, and performance;

ethical conduct toward professional colleagues; and

ethical conduct toward students;

instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);

instruction regarding mental health, substance abuse, and youth suicide, as indicated in 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;

the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;

the importance of building strong classroom management skills;

the framework in this state for teacher and principal evaluation;

appropriate relationships, boundaries, and communications between educators and students;

instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

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

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

cover best practices in:

assessing students receiving virtual instruction, based on academic progress; and

developing a virtual learning curriculum; and

include resources to address any deficiencies identified by the digital literacy evaluation;

instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC

§21.044(a-1)(1)-(3); and

instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's

certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC,

§28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

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

the relevant TEKS, including the English Language Proficiency Standards;

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

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

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 Part 2 of this title (relating to Teacher Standards).

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:

child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

Science of Teaching Reading Standards.

For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).