Course Syllabus

Teacher Preparation Program SUPERVISED Teaching Practicum

Effective Date: Spring 2012

I. Course Number: ED491, ED492, ED493, ED494, SPED475

II. Course Title: Teaching Practicum (for Student/Clinical Teachers)

III. Semester Credit Hours: 6 for ED491, ED492, **ED493**, 3 each for ED494, SPED475 (taken together) or ED494, BE491 (taken together)

IV. Course Description: This course provides practical work in the public school setting which includes student teaching for the traditional Teacher Preparation Program and clinical teaching for the Alternative Certification Program (ACP). Both student teachers and clinical teachers participate for 15 weeks in a public school setting. Teaching by the student/clinical teacher is directed and supervised by an Instructional Leadership Team. A required orientation and seminars will be offered which address various legal and ethical issues of education as well as current educational topics. Graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 to 6 sch.

Prerequisites for student teachers: Admission to the Teacher Preparation Program (TPP); completion of all professional education courses; recommendation of a TPP interview panel; completion of application and required paperwork by March 1 or October 1 prior to the field-based semester and successful completion of the field-based classes. (ED486, ED487 or ED434, ED435 as applicable for certification level).

Prerequisite for clinical teachers: recommendation by the Director of the ACP, completion of application and required paperwork by October 1st prior to the spring semester.

IV. Required Textbooks/Resources:

Students will receive a handbook and required materials at orientation before the semester begins. This handbook is also available on-line.

V. Student Learner Outcomes (SLO):

The Student Learner Outcomes include three components: 1) Content, 2) Professionalism, and 3) Technology. The SLOs are aligned with the State of Texas Educator Standards for Pedagogy and Professional Responsibilities EC-12, Generalist EC-6, English as a Second Language EC-12, Special Educators EC-12, and Technology Application Standards for all beginning teachers.

1) Student Learner Content Outcomes. Student mastery of outcomes will be measured through field-based activities and assignments.

1. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
3. Promote 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.

4. Fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

2) **Student Learner Professionalism Outcomes**

The following “Professionalism Outcomes” are infused throughout the course. They are aligned with the Texas Code of Ethics and Standard Practices, the Council for Exceptional Children Code of Ethics, and the TExES. Progress towards these objectives will determine the nature of recommendations each student will receive.

1. Appropriate attendance and promptness
2. Ability to meet deadlines
3. Positive, open attitude towards learning
4. Ability to utilize constructive feedback
5. Appropriate organizational skills
6. Appropriate collaboration skills
7. Emerging presentation skills
8. Growth as a reflective practitioner
9. Respectful attitude towards professor and other students
10. Appropriate grammar, articulation and speech patterns
11. Professional and ethical behaviors throughout the semester
12. Professional and ethical behaviors during the student/clinical teaching experience.

3) **Student Learner Technology Outcomes**

*Student mastery of outcomes will be measured through field-based activities and assignments and meet Technology Application Standards for all Beginning Teachers.* Students will be expected to:

1. Email and website tools
2. Word processor to produce quality written documents
3. Power point and other technology forms to produce quality lesson presentations

VI. **Course Outline: Student/clinical teachers will...**

1. Be evaluated by the Field Supervisor a minimum of four times throughout semester.
2. Write weekly reflections of the week’s teaching activities and send them to the field supervisor.
3. Be observed a minimum of one time by each Cooperating Teacher throughout the semester.

VII. **Course Requirements: Student/clinical teachers will...**

1. Demonstrate knowledge of the course **Content Outcomes**.
2. Demonstrate emerging skills towards the **Technology Outcomes**.
3. Demonstrate professionalism as outlined in **Professional Outcomes**.
4. Adhere to the public school calendar and campus rules and regulations.
5. Provide Cooperating Teacher and Field Supervisor copy of Lesson Plan at time of observation.  
   Lesson Plan should follow one of the following (Field Supervisor may identify a preference):  
   • Madeline Hunter Lesson Plan  
   • 5 E Lesson Plan
6. Communicate regularly with Field Supervisor as assigned.
7. Communicate, plan, collaborate weekly with Cooperating Teacher as assigned.
8. Observe and teach daily and reflect upon these activities in weekly reflections sent electronically 
   to the Field Supervisor.
9. Complete Program Evaluations on Cooperating Teacher/Mentor and Field Supervisor through a 
   survey at the final meeting of Student/clinical teachers.

VIII. Methods of Evaluation:

Each student will be evaluated on two levels including 1) mastery of Student Learner Content Outcomes and 2) mastery of Student Learner Professional Outcomes.

1. Mastery of Student Content Outcomes will be determined by:
   a. Completion of documentation related to student/clinical teacher observations by Field 
      Supervisor and Cooperating Teacher
   b. Completion of reflections related to Cooperating Teacher observations by 
      Student/clinical teachers

2. Mastery of Student Learner Professional Outcomes will be determined by:
   a. Completion of requirements that student/clinical teachers exhibit the professional and 
      ethical behavior necessary to teach in Texas public schools as discussed and noted on 
      ILT meeting agendas.

IX. Grading Scale:

Students are graded on a Satisfactory (S) or Unsatisfactory (U) basis. Grade will be determined by the 
Cooperating Teachers and University Field Supervisor as an Instructional Leadership Team decision.

See University information for policy regarding assigning an Incomplete Grade.

X. Faculty Office Location and Contact Policy:
   Sara Langford, Director of Field Experiences
   Hours: By appointment
   Office: 203
   Email: sara.langford@tamut.edu
   Phone: 903/223-3117

XI. Complete Course Schedule:

Student/clinical teachers are required to adhere to the public school calendar and campus rules 
and regulations. Due dates for documentation will be provided at the beginning of the semester.
XII. **Student Participation:**

**Student/Clinical Teacher Participation Policy** - Student/Clinical Teachers will:

1. Adhere to the public school calendar. Student/clinical teachers are required to attend any teacher in-service days prior to the first day of class or during the semester.
2. Attend extra-curricular activities, faculty meetings, parent conferences, in-service as would any teacher of record.

XIII. **Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XIV. **Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

XV. **Student Technical Assistance:**

- Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link: [http://www.tamut.edu/webcourses/index.php?pageid=37](http://www.tamut.edu/webcourses/index.php?pageid=37)

- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: [http://www.tamut.edu/webcourses/gethelp2.php](http://www.tamut.edu/webcourses/gethelp2.php)

- Blackboard Helpdesk contacts:
  - Office hours are: Monday - Friday, 8:00a to 5:00p
  - Kevin Williams (main contact) 903-223-1356 [kevin.williams@tamut.edu](mailto:kevin.williams@tamut.edu)
  - Frank Miller (alternate) 903-223-3156 [frank.miller@tamut.edu](mailto:frank.miller@tamut.edu)
  - Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)

**University Drop Policy:** To drop this course after the 12th class day, a student must complete the Drop/Withdrawal Request Form, located on the University website ([http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html](http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html)) or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email ([Registrar@tamut.edu](mailto:Registrar@tamut.edu)), mail (P. O. Box 5518, Texarkana, TX 75505) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.
XVI. **Educator Standards for EC-6:** The following SBEC standards are addressed in the course. A full description of the standards and competencies can be accessed using the link below:

http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp

A. **Pedagogy and Professional Responsibilities EC-12 Standards:**
- Standard I 1.1k-1.31k, 1.1s-1.29s
- Standard II 2.1k-2.23k, 2.1s-2.23s
- Standard III 3.1k-3.16k, 3.1s-3.20s
- Standard IV 4.1k-4.18k, 4.1s-4.18s

B. **Generalist Educator Standards:**
- Art Generalist (EC-6) (Standards 1-V)
- English Language Arts and Reading Generalist (EC-6) (Standards I-XIII)
- Health Generalist (EC-6) (Standards I-IV)
- Mathematics Generalist (EC-6) (Standards I-IX)
- Physical Education Generalist (EC-6) (Standards I-X)
- Music Generalist (EC-6) (Standards I-X)
- Science Generalist (EC-6) (Standards I-XI)
- Social Studies Generalist (EC-6) (Standards I-X)

C. **ESL Standards:**
- Standard I 1.1k-1.5k, 1/1s-1.4s
- Standard II 2.1k-2.4k, 2.1s-2.5s
- Standard III 3.1k-3.16, 3.1s-3.20s
- Standard IV 4.1k-4.7k, 4.1s-4.7s
- Standard V 5.1k-5.2k, 5.1s-5.2s
- Standard VI 6.1k-6.5k, 6.1s-6.4s
- Standard VII 7.1k, 7.2k, 7.3k, 7.1s, 7.2s, 7.3s

D. **Special Education Standards**
- Standard I 1.6k, 1.7k, 1.8k, 1.9k, 1.10k
- Standard II 2.1k, 2.2k, 2.3k, 2.4k, 2.5k
- Standard III 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k
- Standard IV 4.3k, 4.5k, 4.7k, 4.10k, 4.11k, 4.3s, 4.5s, 4.7s, 4.10s, 4.11s
- Standard V 5.1k, 5.2k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k
- Standard IX 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k
- Standard X 10.2k, 10.3k, 10.5k, 10.6k, 10.7k
- Standard XI 11.1k
- Standard XII 12.1k

E. **Technology Application Standards for all Beginning Teachers**
- Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s
- Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s
- Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s
- Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s
XVII. **Texas Administrative Code Chapter 228 Rule §228.30.** This course will address the following subject matter in the required Educator Preparation Curriculum.

1. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators’ Code of Ethics);
2. child development;
3. motivation;
4. learning theories;
5. TEKS organization, structure, and skills;
6. TEKS in the content areas;
7. state assessment of students;
8. curriculum development and lesson planning;
9. classroom management/developing a positive learning environment;
10. special populations;
11. parent conferences/communication skills; and
12. pedagogy/instructional strategies; and
13. differentiated instruction.

To view the subject matter that shall be included in the curriculum for candidates seeking initial certification follow this link [http://ritter.tea.state.tx.us/rules/home/](http://ritter.tea.state.tx.us/rules/home/)

XVIII. **Texas Essential Knowledge and Skills (TEKS)** The following TEKS addressed in the course include the Pre-K Guidelines and TEKS K-6 and Grade 6 in Fine Arts, English Language Arts and Reading, Health, Mathematics, Physical Education, Music, Science and Social Studies as applicable to the teaching of a specific content area.

The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: [www.tea.state.tx.us](http://www.tea.state.tx.us)

XIX. **English Language Proficiency Standards (ELPS):** This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners.

The ELPs can be accessed on the Texas Education Agency Web site using the following link: [www.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4)

XX. **Texas Assessment of Knowledge and Skills (TAKS):** TAKS responsibilities for the areas of mathematics, science, reading and writing in grades 3-6 will be addressed in this course.

XXI. **Technology Applications:** This course will address the following Technology application standards for all beginning teachers I-IV.

- **Standard I** 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s
- **Standard II** 2.1k-2.3k, 2.1s, 2.3s-2.8s
- **Standard III** 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s
- **Standard IV** 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s.

XXII. **College Readiness and Career Standards (CCRS):** Students may apply the following CCRS in this course when applicable.

Science Standards I A, B, C, D, E; II A, B; III A, B, C, D; IV A; VI A; IX A, B, C, D; X A
Social Studies Standards A 1-3; E1, 3; IV A 1, 2, 5, C, D; V A, B
Mathematics Standards I A, B, C, D; II A
English Language Arts I Writing A 1-5 II. Reading A. 1-11, B. 1-3 C. 1-4 D. 1, 2 III Speaking A 1, 2, B. 1-3 IV Listening A 103, B. 1-3
Cross-Disciplinary Standards A. 1, 2, B. 1-4 C. 1, 2 D. 1, 2, 3, 4, E. 1, 2, F. 1, 2, 3, 4