SPED 4242 – Clinical Teaching in Special Education
Fall 2021 and Spring 2022

Instructor: SFA Field Supervisor and Campus Cooperating Teacher

Course Time & Location: Mon-Fri, assigned campus and campus hours

Office: TBA by Field Supervisor

Office Hours: TBA by Field Supervisor

Office Phone: TBA by Field Supervisor

Credits: 6 hours

Email: TBA by Field Supervisor

Other Contact Information: EPP Office: 936-468-1282

Prerequisites: Admission into educator certification, SEED 3370, 3372, 4250, 4250L

I. Course Description:

Guided authentic learning experience in a public-school learning community.

Course justification: SPED 4242: "Clinical Teaching in Special Education" (2-12 credits) is a culminating supervised, clinical teaching experience where pre-service candidates demonstrate their knowledge, skills, and dispositions related to educating pre-kindergarten through twelfth grade students. The clinical teaching semester is a 15-week (approximately 600 hours) experience in a school classroom supervised by a mentor teacher and university supervisor. In the experience, candidates maintain time logs, implement planned lessons, complete assessments, attend mandatory SFA events, and complete all required assignments. See the Evaluation and Assessments section of this syllabus for more specific details on required assessments. Outside work, at a minimum, requires 90 hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

- This course is a culminating field experience for initial licensure teacher candidates and serves as an opportunity for students to demonstrate how they meet the mission of the James I. Perkins College of Education: To prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

Program Learning Outcomes:

- PLO 1 Theory- Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to
construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

- **PLO 2 Curriculum** - Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies.

- **PLO 3 Instruction** - Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners.

- **PLO 3 Assessment** - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children.

- **PLO 5 Professionalism** - Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children.

**Student Learning Outcomes:**

During the clinical teaching semester with students who have exceptional learning needs (ELN), the candidate will:
- demonstrate effective use of evidence-based instructional strategies,
- foster effective learning environments and social interactions,
- develop long-range individualized instructional plans and short-range goals and objectives,
- use multiple types of assessment information for a variety of educational decisions, and
- collaborate effectively with families, and with other educators or service providers.

**State and National Standards:**

III. The candidate will demonstrate achievement of each of the following educator standards at the application level (follow the links to see the standards) Art Generalist EC-6; English Language Arts and Reading Generalist EC-6; Health Generalist EC-6; Mathematics Generalist; Physical Education Generalist EC-6; Music Generalist EC-6; Science Generalist EC-6; Social Studies Generalist EC-6; Pedagogy and Professional Responsibilities (EC-Grade 12); Technology Applications (All Beginning Teachers); Texas Teaching Standards International Society for Technology in Education (ISTE) for teachers: [https://www.iste.org/standards/for-educators](https://www.iste.org/standards/for-educators); CAEP 1.1- Interstate Teacher Assessment and Support Consortium (InTASC Standards): [https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf) Special Education EC-12 Standards: [https://tea.texas.gov/sites/default/files/Special%20Education%20Standards%20Condensed.pdf](https://tea.texas.gov/sites/default/files/Special%20Education%20Standards%20Condensed.pdf)

IV. Course Assignments, Activities, Instructional Strategies, use of Technology:

The clinical teaching field experience is one semester of full-time student teaching within your content area. See Evaluation and Assessments for an overview of assignments and use of technology. For more detailed and specific requirements, consult the appropriate Clinical Teaching Handbook.
V. Evaluation and Assessments (Grading):

Grades assigned in Clinical teaching are: Pass (P) or Fail (F). The clinical teaching experience is evaluated in the following areas: (1) Daily Application Tasks, (2) Teaching Effectiveness, and (3) Candidate Dispositions Assessment. In order to successfully complete clinical teaching a candidate must meet ALL of the following criteria in each of these three major areas:

(1) Daily Application tasks:
- Time Log Must Include:
  - orientation, first contact with field supervisor, first day on campus (split placements will have two entries), each observation (formal and informal), absences, make-up days, last day on campus (split placements will have two entries)
- Assessments
  - Final Dispositions by Candidate – completed at the end of each assignment
  - Program Evaluation by Candidate – completed at the end of clinical teaching
- Mandatory Events
  - Job Fair Attendance and Participation
  - Clinical Teaching Seminar Attendance and Participation
- Attachments
  - Lesson Plans – uploaded to FEM for each observed lesson (minimum of 3)
- D2L – All must be completed within the first two weeks of the clinical teaching assignment
  - Mental Health Training (Upload certificate to D2L)
  - Substance Abuse Prevention Training (Upload certificate to D2L)
  - Dyslexia Training (Upload certificate to D2L)
  - Suicide Prevention Training (Upload certificate to D2L)
  - T-Tess Module and Quizzes

(2) Teaching Effectiveness
- T-TESS Observations
  - Candidate must earn an average score of 2 (developing) across all formal T-TESS observations (3 formal observations are required)
- Content Area Addendum
  - Candidate must earn an acceptable score as identified by the content area if indicated below

(3) Candidate Dispositions Assessment
- Candidate must earn an average score of 2 on the following
  - Final Dispositions by Field Supervisor
  - Final Dispositions by Cooperating Teacher

(4) Field Supervisor and Cooperating Teacher must recommend to the EPP that the candidate should be recommended for a standard certificate.

Failure Clause: You can immediately earn an F in this course due to the following reasons:
- Your placement site asks for you to be removed
- You have more than 5 absences or 10 late arrivals/early departures
- You have violated school policy
- You have violated university policy
- Any other egregious acts of non-professional behavior

VI. Tentative Course Outline/Calendar:

See the Clinical Teaching Handbook

VII. Readings (Required and recommended—including texts, websites, articles, etc.):

Clinical Teaching Handbook

LiveText/Watermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

FEM Statement: FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

**IX. Student Ethics and Other Policy Information: Found at** [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Attendance:** Student teachers must attend class at their assigned placement. You have two excused absences. Excused absences include illness, family emergency and other emergencies. Excused absences do NOT include testing, vacations, and other non-emergency circumstances. If you miss more than 2 days, you must make up the days in your placement BEFORE the SFA graduation date. Late arrivals and early departures will count toward absences. For every TWO late arrivals or early departures, you will be assessed ONE absence. Please use the absence form found in the Student Handbook.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their
instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.
The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Additional Information:

Code of Ethics for the Texas Educator:

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.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification
due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not
have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for
certification. Participation in the evaluation does not preclude you from submitting to
a national criminal history review at the time you apply for your educator
certification. Your criminal history will be reviewed and you may be subject to an
investigation based on that criminal history, including any information you failed to
submit for evaluation.

Additional information can be found at:
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Ev
aluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license,
state or providence ID cards, a national ID card, or military ID card to take the
TExES exams (additional information available at
legal documentation to be allowed to take these mandated examinations that are
related to certification/licensing requirements in Texas. If you do not have legal
documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a
history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact the Office of
Assessment and Accountability or email edprep@sfasu.edu.

X. Other Relevant Course Information: