SPED 4242 – Clinical Teaching in Special Education  
Fall 2023 and Spring 2024

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

Other Contact Information: EPP Office: 936-468-1282  
Email: TBA by Field Supervisor

Prerequisites: Admission into educator certification, SEED 3372, MLGE 4250, 4251

For the exception of DFHH is not required to take SEED 3372

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. PCOE Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

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.

**State and National Standards:**

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://ccssso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf](https://ccssso.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)

**Student Learning Outcomes:**

- **Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standard-based, data-driven,
differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

- **Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s education and development backgrounds and focusing on each student’s needs.

- **Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

- **Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

- **Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- **Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
III. 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.

IV. 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:
     o Professional Development/Teacher Work Day attendance, Initial contact with Field Supervisor, First Day on Campus with students, Observations, Last Day on Campus with students, Absences, Make-up Time, Tardy, SFA Orientation, SFA Job Fair, and SFA Seminar
   • Assessments
     o Final Dispositions by Candidate – completed at the end of each assignment
     o Program Evaluation by Candidate – completed at the end of clinical teaching
   • Mandatory Events
     o Job Fair Attendance and Participation
     o Clinical Teaching Seminar Attendance and Participation
   • Attachments
     o Lesson Plans – uploaded to FEM for each formal Observation (4)
   • Brightspace by D2L course – Clinical Teaching/ACP Internship – All must be completed within the first two weeks of the clinical teaching assignment teaching assignment
     o Mental Health Training (Upload certificate to Brightspace by D2L)
     o Substance Abuse Prevention Training (Upload certificate to Brightspace by D2L)
     o Dyslexia Training (Upload certificate to Brightspace by D2L)
     o Suicide Prevention Training (Upload certificate to Brightspace by D2L)
     o FERPA 101 (Uploaded certificate to Brightspace by D2L)
     o T-Tess Module and Quizzes
   • Surveys
     o End of Semester Survey (update contact information, feedback on field supervisor and cooperating teacher and Final Technology Proficiency Self-Assessment)

(2) Teaching Effectiveness
   • T-TESS Observations
Candidate must earn an average score of 2 (developing) across all formal T-TESS observations (4 formal observations are required)

- Content Area Addendum
  - Candidate must earn an acceptable score as identified by the content area if indicated below
    - Note: ELAR 7-12 Clinical Teachers must score an average score of 2

(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:

- Failure to complete TEA required trainings within the first two weeks of Clinical Teaching (can be found in your Brightspace by D2L course)
- Clinical teachers may immediately earn an F in this course due to the following reasons:
  - The placement site asks for the student teacher to be removed
  - More than 5 absences or 10 late arrivals/early departures
  - Violation of any school policy
  - Violation of any university policy Violation of the Texas Code of Ethics
  - Violation of any state or federal law
  - Failure to complete any course assignments
  - Any other egregious acts of non-professional behavior

V. Tentative Course Outline/Calendar:

See the Clinical Teaching Handbook

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

Clinical Teaching Handbook

QCClassroom Statement: This course uses the QClassroom 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. Support emails will come from-qclassroom@sfasu.edu.

VII. 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.

I. Student Ethics and Policy

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information

IX: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • 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
Additional Information Specific to Educator Preparation:

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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 TExES exams). YOU must provide 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.

VIII. Other Relevant Course Information: