Secondary Education  
SEED 5142 Post-Baccalaureate Initial Certification Internship  
Spring 2024

Instructor: SFA Field Supervisor  
Course Time & Location: Professional assignment by ISD  
Office: Provided via email  
Office Hours: Provided via email  
Office Phone: Provided via email  
Other Contact Information: Provided via email  
Email: provided via email  
Credits: 3

Prerequisites: PACT test and completion of certification coursework as indicated on degree plan

I. Course Description:

An internship of one semester in which a PBIC intern is employed as a teacher of record and where the intern is jointly supervised by the school and the university.

Course justification: a PBIC intern is employed as a teacher of record in a K-12 setting where they demonstrate their knowledge, skills, and dispositions related to educating pre-kindergarten through twelfth grade students. The internship semester is 15-weeks with approximately 40 hours/week of 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 15-hours

II. Intended Learning Outcomes/Goals/Objectives:

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 and Student Learning Outcomes:

- The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. (Training in TEKS)
- The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. (Training in TEKS)
- The candidate will design an effective classroom management plan for diverse learner-centered educational settings.
- The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. (Training in TEKS)
- 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): Agriculture, Food, and Natural Resources (Grades 6-12); Chemistry (Grades 7-12); Dance (8-12); English Language Arts and Reading (Grades 7-12); Family and Consumer Sciences (Grades 6-12); History (Grades 7-12); Hospitality, Nutrition, and Food Sciences (Grades 6-12); Human Development and Family Studies (Grades 8-12); Life Science (Grades 7-12); Mathematics (Grades 7-12); Physical Science (Grades 6-12); Social Studies (Grades 7-12); Speech (Grades 7-12); 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; 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

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
The internship experience is one semester of full-time 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 https://sfasu.edu/docs/college-education/epp-handbook.pdf or the Clinical Teaching Handbook

IV. Evaluation and Assessments:

Grades assigned in internship teaching are: Pass (P) or Fail (F). The internship 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:
  - 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
  - Final Dispositions by Candidate – completed at the end of each assignment
  - Program Evaluation by Candidate – completed at the end of clinical teaching
- Attachments
  - Lesson Plans – uploaded to FEM for each formal observation (4)
- Brightspace by D2L –Clinical Teaching/ACP Internship- All must be completed within the first two weeks of the clinical teaching assignment
  - Mental Health Training (Upload certificate to Brightspace by D2L)
  - Substance Abuse Prevention Training (Upload certificate to D2L)
  - Dyslexia Training (Upload certificate to Brightspace by D2L)
  - Suicide Prevention Training (Upload certificate to Brightspace by D2L)
  - FERPA 101 (Upload certificate to Brightspace by D2L)
  - T-Tess Module and Quizzes
- Surveys
  - 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
  - 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:

**Key Required Events with Topics to be Covered**

12-20-23 Clinical Teacher Orientation
- Bright Space D2L
- QClassroom
- Clinical Teaching Handbook Overview
• TEA required trainings. All must be completed within the first two weeks of the clinical 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 FEPRA 101 (Upload certificate to Brightspace by D2L)
  o Instruction in the framework for teacher evaluation
    ▪ Texas Teacher Support & Evaluation System (T-TESS) Module and Quizzes
• Recording Lessons
• Certification Testing and Upcoming Fees
• Clinical Teaching Suggested Schedule
• FQA-related to presented info
• Career and Professional Development Information

04-12-24    SFA Teacher Job Fair

• 10:00-12:30 pm Attendance and Participation

04-12-24 Clinical Teacher Seminar 1:30-3:30pm
• Certification Recommendation
• Testing
• TEA Surveys
• Q Classroom
• Instruction in the framework for principal evaluation
  ▪ Texas Principal Support & Evaluation System
• iPad Returns

See the Clinical Teaching Handbook for all additional Clinical Teacher requirements and information.

VI. Required Materials:

  ▪ Probationary Certificate   □    TEA Internship Eligibility Form

QClassroom 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.

VIII. Student Ethics and Other Policy Information:

Click here: Student Syllabus Resources:

IX: Resources

Click here: Student Syllabus Resources

I. Additional Information Specific to Educator Preparation

• Code of Ethics for the Texas Educator:
  o 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:

  o 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.

- 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
  - 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.

- 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 SFA.

- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI: Other Relevant Course Information: