Student Teaching in Secondary Education
(Graduate Level)
SEED 5344
Spring 2024

Instructor: Field Supervisor/Cooperating Teacher
Office: Will provide at orientation
Office Phone: Will provide at orientation
Other Contact Information: Will provide at orientation
Course Time & Location: Cooperating Teacher
Office Hours: Will provide at orientation
Credits: 6 hours
Email: Will provide at orientation

Prerequisites: Admission into educator certification, PACT test and completion of certification coursework as indicated on degree plan

I. Course Description:

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

Course Justification: This is a culminating supervised, clinical teaching experience where candidates demonstrate their knowledge, skills, and dispositions related to educating pre-kindergarten through twelfth grade students. The clinical teaching semester is 15-week full-time 40 hours a week experience where the clinical teacher is 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 and Student Learning Outcomes:

I. 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.

II. 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.

III. 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.
IV. 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.

V. 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): 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

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 student 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 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
    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 observed lesson (minimum of 3)
  • D2L – All must be completed within the first two weeks of the clinical teaching assignment
    o Mental Health Training (Upload certificate to D2L)
    o Substance Abuse Prevention Training (Upload certificate to D2L)
    o Dyslexia Training (Upload certificate to D2L)
    o Suicide Prevention Training (Upload certificate to D2L)
    o T-Tess Module and Quizzes

(2) Teaching Effectiveness
  • T-TESS Observations
    o 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
  o 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
    o Final Dispositions by Field Supervisor
    o 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

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

Clinical Teaching Handbook

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 Policy

Click here: Student Syllabus Resources:

IX: Resources
I. 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:*

- 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: