



**Syllabus for EDUC 4940.001/EDUC 4640.001: Clinical Teaching in EC-12
Fall 2025**

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 Office hours: Monday– 11:00-2:00 pm or by appointment

Class Location and Times: Most class requirements for this course will take place in your clinical teaching classroom. Required seminar class times are included in your EDUC 4357/4057 syllabus and all clinical teachers are required to attend the UT Tyler Career Fair.

Course Overview: This semester experience will provide pre-service teachers with an opportunity to demonstrate identified competencies in the classroom. The student works under the cooperative supervision of a public school teacher and a university field supervisor.

Course Objectives and Assessments

	Learning Outcome Description At the end of the semester, the student will:	Standard(s) Addressed	Assessment	Key Assessments
1	Demonstrate synthesis of knowledge and skills related to pedagogy and professional practice.	InTASC 1,6,7,8, 9, 10 Texas Educator 1, 2, 3, 4, 5, 6	* TExES PPR	*TExES PPR score of 240 or greater
2	Demonstrate knowledge of special needs, learning styles, and student characteristics and be able to adapt teaching and instructional materials for diverse populations	InTASC 1,2,3,4,8, 9, 10 Texas Educator 1, 2, 4, 6	* TExES PPR * Clinical Teacher Observation Rubric (CTOR)	*TExES PPR score of 240 or greater *Clinical Observation Rubric
3	Evaluate classroom management techniques/practices for use in the classroom	InTASC 2, 3, 5, 9, 10 Texas Educator 4	* TExES PPR * Clinical Teacher Evaluation Rubric (CTOR)	*TExES PPR score of 240 or greater *Clinical Teacher Observation Rubric
4	Demonstrate the ability to integrate technology to enhance teaching and learning	InTASC 3,4,7,8 Texas Educator 1, 2, 3, 4, 5	*Portfolio: lesson plans and/or activities	*Portfolio
5	Demonstrates an ability to connect concepts and use differing perspectives to engage learners in critical thinking,	InTASC 5 Texas Educator	*Portfolio: lesson plans and/or activities	*Portfolio

	creativity, and collaborative problem solving.	1, 3, 5, 6		
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During your Clinical Teaching you will be:

- **Observed for 45 minutes for a minimum of 6 times/8 times for split assignments.** You will have a minimum of four observations from your university field supervisor. You will meet with your university field supervisor prior to the day of the observation in a pre-conference and after the observation to discuss your progress in your teaching. **Your cooperating teacher will observe you at least two times.** You will meet with your cooperating teacher for feedback to discuss your progress in teaching of the observed lessons. Feedback should be shared regularly.
- Observed by your supervisor for at least three informal observations.
- Submit lesson plans to your cooperating teacher and university field supervisor.
- Commit to co-teaching strategies and implement co-teaching strategies.
- Submit a professional portfolio on Canvas.

Absences in Clinical Teaching: Consistent attendance in clinical teaching is paramount to your success as a clinical teacher and in obtaining a teaching position. If you miss a total of five (5) days you could be removed from clinical teaching for the semester and will have to repeat clinical teaching in a future semester. If there is an exceptional circumstance that would require you to miss more than five (5) days, you need to immediately contact Mrs. Sherman. **There are NO excused absences from clinical teaching**, any absence must be made up after the last day of the clinical teaching semester. Missed time must be made up in half day or whole day increments.

Dress code in Clinical Teaching: It is the policy of the School of Education that all pre-service clinical teachers are **not to wear jeans** under any circumstances. Dress code will be discussed in more detail during seminar. Remember we are guests on school campuses and are required to follow the dress codes established by the university and host districts.

Evaluation

This course is graded as Credit or No Credit. The following provide you with insight into earning a grade of Credit or No Credit.

Credit – You need to meet the following criteria for a grade of Credit

- Successfully complete a minimum of 490 hours (full teacher day) of clinical teaching and submit an accurate time log
- Earn ratings of Proficient in your observations/evaluations from university field supervisors and cooperating teacher.
- Submit timely lesson plans to cooperating teacher and supervisor and complete professional portfolio
- Attend the University's Career Fair.

No Credit – Any of the following can result in earning a grade of No Credit

- Unsuccessful completion of 490 hours of clinical teaching
- Being removed from your clinical teaching placement by request of the school or UT Tyler
- Unacceptable ratings on your teaching observations/evaluations
- Unacceptable attendance in clinical teaching
- Not submitting timely lesson plans to cooperating teacher and supervisor and not submitting professional portfolio

More information about hour requirements during seminar.

Last Day to Withdraw is November 3, 2025.

College of Education and Psychology Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

College of Education and Psychology Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

Bibliography

Smith, R. & Dearborn, G. (2016). *Conscious Classroom Management*. CA: Conscious Teaching, LLC.

Wink, J. R. (2017). *Excellence in Every Classroom*. IN: Solution Tree Press.

Wong, H. & Wong, R. (2009). *The First Days of School*. CA: Harry K. Wong Publications.

Teacher Ethics: The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 *Purpose and Scope; Definitions*

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242