

Syllabus for EDUC 4640: Clinical Teaching in EC-12

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 Office hours: Thursday – 12:00 – 2:00 pm or by appointment

Class Location and Times: Most class requirements for this course will take place in your clinical teaching classroom.

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 supervisor.

Technology is a requirement for success with this course. Please be sure to have a computer that allows you to use video.

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 Observation Rubric (COR)	*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 Evaluation Rubric (COR)	*TExES PPR score of 240 or greater *Clinical 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, creativity, and collaborative problem solving.	InTASC 5 Texas Educator 1, 3, 5, 6	*Portfolio: lesson plans and/or activities	*Portfolio

During your Clinical Teaching you will be:

- **Observed for 45 minutes for a minimum of 4 times.** You will have a minimum of four observations from your university supervisor. You will meet with your university supervisor in a conference after the observation to discuss your progress in your teaching. Your mentor teacher will observe you at least two times. As you did with your university supervisor, you will meet with your mentor teacher in a conference after the observation to discuss your progress in teaching.
- Submit lesson plans to your cooperating teacher and university supervisor.
- Submit weekly journal reflection to your university supervisor.
- Submit a professional portfolio.

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 will 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 end of the clinical teaching semester. Missed time must be made up in half day or whole days.

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.

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 70 days (full teacher day) of clinical teaching and keep an accurate time log
- Earn ratings of Proficient in your observations/evaluations from field supervisors and mentor teacher.
- Submit acceptable weekly journal entries to your university supervisor, submit timely lesson plans to cooperating teacher and supervisor and complete professional portfolio

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

- Unsuccessful completion of 70 days 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 acceptable weekly journal entries to your university supervisor, not submitting timely lesson plans to cooperating teacher and supervisor and not submitting professional portfolio

Last Day to Withdraw is November 4, 2022.

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.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

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