



Course Syllabus

Course Information

ED 4694-002 (86566)
Clinical Teaching, Secondary
Fall 2022

Professor Contact Information

University Field Supervisor:	Edwina Woods
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Office Hours:	By Appointment ONLY

Additional Important Information:

- Office hours may be conducted via phone, MS Teams meeting or however the University Field Supervisor determines.
 - Meetings with students may/not occur on campus, at the discretion of the University Field Supervisor.
 - Meetings on campus will occur in the TDC Conference room by appointment scheduled by the University Field Supervisor with TDC Administrative Assistant(s).
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Course Description

Clinical teaching is the final segment in the professional education sequence. Students will complete 15-16 weeks of supervised student teaching in a local school district during the fall or spring semester. This cooperative venture between UTD and the public schools represents the practical application of the teaching/learning process.

Clinical teaching is a three-way effort between the university field supervisor, classroom cooperating teacher, and the UTD clinical teacher. The process includes: (a) mutual agreement of objectives for the experience, (b) identification of means for achieving those objectives, (c) adoption of a plan for periodic and continuing evaluation, and (d) four formal evaluations of progress toward accomplishment of objectives.

Clinical teaching is the culmination of your teacher education program and coincides with your ongoing responsibility for guiding, directing, and evaluating student learning under the guidance and supervision of a professionally certified and competent member of the teaching profession.

The details for your clinical teaching experience are carefully detailed in the UTD Clinical Teaching Handbook. **READ IT in its ENTIRETY!**

Course Pre-requisites, Co-requisites, and/or Other Restrictions

A committee of professional educators from the Teacher Development Center (TDC) will review all applications for supervised clinical teaching or post-baccalaureate internships. To be eligible, clinical teacher candidates must adhere to high ethical standards, exhibit professional maturity, have acceptable class attendance, and meet the following requirements:

- Adhere to the *Texas Educator's Code of Ethics* (located in the first Appendix of the Clinical Teaching Handbook)
- Adhere to the *Fitness to Teach* policy (Academic Requirements, Personal and Professional Requirements, Physical Skills, Cultural and Social Attitudes & Behavior, and Emotional Disposition).
- Meet all requirements for official admission to the teacher certification program.
- Pass both required TExES exams.
- Complete all required professional development courses with a 2.75 minimum GPA.
- Complete all required course work in teaching field with a 2.75 minimum GPA.



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- Have no grade lower than a “B” in Classroom Management, Curriculum & Instruction (C&I), and Methods courses.
- Have no grade lower than “C” in other required certification courses.
- Request a student teaching assignment where no family member works or attends.
- Clear the district criminal history background check.
- Register for clinical teaching (6 semester hours) during the UTD registration period. An additional clinical teaching fee will be included in the total registration charges.
- Register and pay tuition expenses before beginning the official clinical teaching assignment.

Student Learning Objectives/Outcomes (see alignment to Standards)

The faculty and staff of the TDC at UTD believe your development, as a future professional educator is a serious pursuit, demanding commitment and dedication from all involved. Each member of the clinical teaching triad, the University Field Supervisor (UFS), the Cooperating Teacher (CPT), and you, the clinical teacher (CLT), work together as you strive to become a well-prepared, proficient first-year professional educator.

The support and feedback embedded in the clinical teaching experience will provide you with the opportunity to accomplish each student-learning objective successfully. Clinical teaching learning objectives focus on the four teaching domains, Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities, as presented in the Texas Teacher Evaluation and Support System (T-TESS) that align with Texas Teacher Standards according to Commissioner Rule 149.001.

Student Learning Objectives for Domain 1: Planning

Clinical teachers will . . .

- Design clear, well-organized, and sequential lessons that reflect research-based instructional strategies, align with standards and are appropriate for diverse learners.
- Use formal and informal methods to measure student progress, as well as manage and analyze student data to inform instruction.
- Ensure high levels of learning, socio-emotional development and achievement of all students through knowledge of students and proven practices.
- Plan engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Student Learning Objectives for Domain 2: Instruction

Clinical teachers will . . .

- Support all learners in their pursuit of high levels of academic and social-emotional success.
- Use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.
- Communicate clearly and accurately to support student persistence, deeper learning and effective effort, and proven practices.
- Differentiate instruction; align methods and techniques to meet diverse student learning needs.
- Collect, analyze, and use formal and informal student progress data and make needed lesson adjustments.

Student Learning Objectives for Domain 3: Learning Environment

Clinical teachers will . . .

- Organize a safe, accessible and efficient classroom.
- Establish, communicate, and maintain clear expectations for student behavior.
- Lead a mutually respectful and collaborative class of actively engaged learners.

Student Learning Objectives for Domain 4: Professional Practices and Responsibilities

Clinical teachers will . . .

- Meet campus/university expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- Reflect upon his/her practice.
- Enhance the professional community.



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- Demonstrate leadership with students, colleagues, and community members in the school district and community through effective communication and outreach.

As a clinical teacher, we are confident you will work diligently to successfully fulfill your responsibilities. Fulfilling the requirements below will not only indicate your ability and capacity to become a well-prepared, proficient first-year professional educator, but will also help you along the journey.

- Focus and prioritize your time and attention on the total classroom/campus experience through dedication and effective time management.
- Assume all classroom instruction and management responsibilities indicated in the T-TESS Domains using the knowledge and skill developed in your course of study at UTD.
- Plan and execute standards-based lessons meeting the criteria indicated in the T-TESS Domains as you gradually assume responsibility for all lesson planning and delivery.
- Develop lesson plans and gain approval of lesson plans prior to instruction.
- Provide your university field supervisor with a copy of your cooperating teacher-approved lesson plan prior to the observation, informal or formal.
- Demonstrate proficiency in the delivery/facilitation of standards-based student learning as evidenced in classroom observations by your UFS and CpT, student products, formative and summative classroom student assessments, and lesson plans.
- Coordinate with your cooperating teacher to schedule observations and debriefs/conferences.
- Respond positively to feedback from your cooperating teacher and university field supervisor.
- Participate in all duties and responsibilities of the cooperating teacher.
- Participate in campus/district professional development opportunities. Participate in TDC student teacher seminars and professional learning opportunities.
- Demonstrate professionalism and commitment as an educator by volunteering your services for school activities such as tutoring, extra-curricular, evening events, etc.
- Complete and submit reflective assignments in a timely fashion.

Required Textbooks and Materials

Required Materials: UTD Teacher Development Center Clinical Teaching Handbook

SBEC Teacher Standards (provided at end of syllabus)

Texas Prekindergarten Guidelines

<http://tea.texas.gov/index2.aspx?id=2147495508>

Texas Essential Knowledge and Skills (TEKS) - ELAR:

<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

Texas Essential Knowledge and Skills (TEKS) - Mathematics:

<http://ritter.tea.state.tx.us/rules/tac/chapter111/index.htm>

Texas Essential Knowledge and Skills (TEKS) - Science:

<http://ritter.tea.state.tx.us/rules/tac/chapter112/index.html>

Texas Essential Knowledge and Skills (TEKS) - Social Studies:

<http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>

English Language Proficiency Standards (ELPS)

<http://ritter.tea.state.tx.us/rules/tac/chapter074/cho74a.html#74.4>



State of Texas Assessment of Academic Skills (STAAR)

<http://www.tea.state.tx.us/student.assessment/staar/>

National Council of Teachers of English (NCTE) Standards

<http://www.ncte.org/standards>

National Council of Teachers of Mathematics (NCTM) Standards

<http://www.nctm.org>

National Science Teachers Association (NSTA) Standards

<http://www.nsta.org>

National Council for the Social Studies Curriculum Standards (NCSS)

<http://www.socialstudies.org/standards>

Suggested Course Materials

Coghill-Behrends, W. & Anthony, R. (2010). *Getting hired: A student teacher's guide to professionalism, resume development & interviewing*. Dubuque, Iowa: Kendall Hunt Publishing Company.

Levine, M. (2001). *Educational care: A system for understanding and helping children with learning differences*. (2nd ed.). Cambridge and Toronto: Educators Publishing Service.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA.: Association for Supervision and Curriculum Development.

Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA.: Association for Supervision and Curriculum Development.

Marzano, R.J. & Simms, J.A. (2014). *Questioning sequences in the classroom*. Bloomington, IN.: Marzano Research Laboratory.

Payne, R. K. (1996). *A framework for understanding poverty*. (4th ed.). Highlands, TX.: aha! Process, Inc.

Radford, C. P. (2013). *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom*. (3rd ed.). Columbus, OH: Pearson.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd ed.). Columbus, OH: Pearson Merrill Prentice Hall

Venables, D.R. (2014). *How teachers can turn data into action*. Alexandria, VA.: ASCD.

Whitaker, T. (2012). *What great teachers do differently: Things that matter most*. (2nd ed.). London and New York: Routledge

Wormeli, R. (2007). *Differentiation: From planning to practice grades 6-12*. Portland, MA: Stenhouse.

Class Attendance

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. These attendance requirements will not be used as part of grading (see Class Participation below for grading information).



In-person participation records may be used to assist the University or local public health authorities in performing COVID-19 occurrence monitoring. Please note – in-person attendance requires consistently adhering to University requirements, including wearing a face covering and other public safety requirements related to COVID-19, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student Access/Ability accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

NOTE: if the instructor records any part of the course, then the instructor will need to use the following syllabus statement:

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student Access Ability accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Assignments & Academic Calendar

Scheduling conferences with you, your mentor teacher and UFS	
Orientation/Initial Conference 30-45 minutes	Email UFS with 2-3 days/times to meet with your Cooperating Teacher (CPT) for initial conference <u>preferably</u> during the first two weeks of semester start date (based upon district).
Cohort Meetings	Regular cohort meetings will occur synchronously (MS Teams) with cohort members and led by your UFS according to the schedule set by your UFS. Your presence and participation are required. Dates/Times will be determined collaboratively between student cohort and UFS.



Observations/Conferences 45 minutes	Upon submitting your observation lesson plan, you will participate in a preconference with your UFS usually via email providing feedback on the lesson plan. Following each of the four (4) observations, you will have a post conference (debrief) with UFS and your CPT. At mid-term, progress will be discussed and projections for remaining weeks of the semester determined.
Final Conference: Final Two Weeks 45 minutes	Final conference reviewing your progress will occur synchronously with your UFS and CpT.
Observation Windows <i>Establish appointments for these observations and evaluations preferably 2 weeks prior to the required observation.</i>	
Observation 1	Weeks 4-5 (estimated) CLT will submit TDC Lesson Plan Template at least 2 days prior to scheduled observation. UFS will provide feedback (pre-conference). CPT and CLT must complete the Clinical Teacher Evaluation Report form PRIOR to observation and provide the copy to UFS. The report will be reflective and cumulative. CPT, CLT, and UFS will participate in post-conference.
Observation 2	Weeks 6-8 (estimated) CLT will submit TDC Lesson Plan Template at least 2 days prior to scheduled observation. UFS will provide feedback (pre-conference). CPT and CLT must complete the Clinical Teacher Evaluation Report form PRIOR to observation and provide the copy to UFS. The report will be reflective and cumulative. CPT, CLT, and UFS will participate in post-conference. A mid-semester conference will be included in this post-conference.
Observation 3	Weeks 9-11 (estimated) CLT will submit TDC Lesson Plan Template at least 2 days prior to scheduled observation. UFS will provide feedback (pre-conference). CPT and CLT must complete the Clinical Teacher Evaluation Report Form PRIOR to observation and provide the copy to UFS. The report will be reflective and cumulative. CPT, CLT, and UFS will participate in post-conference.
Observation 4	Weeks 12-14 (estimated) CLT will submit TDC Lesson Plan Template at least 2 days prior to scheduled observation. UFS will provide feedback (pre-conference). CPT and CLT must complete the Clinical Teacher Evaluation Report Form PRIOR to observation and provide the copy to UFS. The report will be reflective and cumulative. CPT, CLT, and UFS will participate in post-conference.
FINAL CONFERENCE	Date will be set for final conference and grade assignment during the last two weeks of the semester.

Grading Policy

Recommendation for a Texas Teacher Certificate from TEA requires your successful completion of clinical teaching. Successful clinical teaching is determined by the preponderance of evidence demonstrating your ability to be a “proficient” first-year teacher based on:

- artifacts (such as lesson reflections, journals, and lesson plans),
- classroom formal observations,
- cohort TEAMS attendance and participation, and
- conferences/debriefs.

These elements must be considered “Proficient” as presented and described in the T-TESS Rubric.



Course Policies & Instructor Policies

See the UTD Teacher Development Center Clinical Teaching Handbook

Alignment to Standards Chart

Student Learning Objective	Texas Educator Standard TAC §149.1001	In TASC Standard
<ul style="list-style-type: none"> Clinical teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. 	1.1, 1.2, 3.1, 3.2, 3.3	7
<ul style="list-style-type: none"> Clinical teachers will use formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. 	1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4	6
<ul style="list-style-type: none"> Clinical teachers will ensure high levels of learning, socio-emotional development and achievement of all students through knowledge of students and proven practices. 	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	1, 5, 8
<ul style="list-style-type: none"> Clinical teachers will plan engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. 	1.2, 1.3, 1.4, 1.5	7
<ul style="list-style-type: none"> Clinical teachers will support all learners in their pursuit of high levels of academic and social-emotional success. 	1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2	1, 2, 5, 8
<ul style="list-style-type: none"> Clinical teachers will use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. 	1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3	2, 3, 4, 5, 8
<ul style="list-style-type: none"> Clinical teachers will communicate clearly and accurately to support student persistence, deeper learning and effective effort. 	1.4, 1.5, 2.1, 3.1, 4.4	1, 2, 3,
<ul style="list-style-type: none"> Clinical teachers will differentiate instruction, align methods and techniques to meet diverse student learning needs. 	1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4	1, 2, 5, 8
<ul style="list-style-type: none"> Clinical teachers will collect, analyze, and use formal and informal student progress data and make needed lesson adjustments. 	1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4	4, 5, 6, 8
<ul style="list-style-type: none"> Clinical teachers will organize a safe, accessible and efficient classroom. 	1.4, 4.1, 4.2, 4.3, 4.4	3
<ul style="list-style-type: none"> Clinical teachers will Establish, communicate, and maintain clear expectations for student behavior. 	4.1, 4.2, 4.3, 4.4	3
<ul style="list-style-type: none"> Clinical teachers will lead a mutually respectful and collaborative class of actively engaged learners. 	1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4	1, 2, 3, 8
<ul style="list-style-type: none"> Clinical teachers will meet campus/university expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. 	6.2, 6.3, 6.4	9
<ul style="list-style-type: none"> Clinical teachers will reflect upon his/her practice. 	5.4, 6.1, 6.2	9
<ul style="list-style-type: none"> Clinical teachers will enhance the professional community. 	3.1, 6.1, 6.2, 6.3	9, 10
<ul style="list-style-type: none"> Clinical teachers will demonstrate leadership with students, colleagues, and community members on the campus through effective communication under the supervision of their cooperating teacher. 	2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4	10



Texas Educator Standards TAC §149.1001

Domain 1 – Instructional Planning and Delivery

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

1.1 Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

1.2 Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

- Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

1.3 Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

- Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

- Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
- Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

1.5 Teachers incorporate complex, higher order thinking, leading class discussions and activities that provide opportunities for deeper learning.

- Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

1.6 Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- Teachers provide immediate feedback to students in order to reinforce their learning and ensure they understand key concepts.
- Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Domain 2 – Knowledge of Student and Student Learning

Teachers work to ensure high levels of learning, socio-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.



2.1 Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.

- Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

2.2 Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- Teachers understand the role of language and culture in learning, and know how to modify their practices to support language acquisition such that language is comprehensible and instruction is fully accessible.

2.3 Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- Teachers understand how learning occurs and how learners develop, construct meaning and acquire knowledge and skills.
- Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

Domain 3 – 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 lesson plans and their ability to match objectives and activities to relevant state standards.

3.1 Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- Teachers understand how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- Teachers keep current with developments, new content, new approaches and changing methods of instructional delivery within their discipline.

3.2 Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- Teachers organize curriculum to facilitate student understanding of the subject matter.
- Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- Teachers promote literacy and the academic language within the discipline, and make discipline-specific language accessible to all learners.

3.3 Teachers demonstrate content specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- Teachers teach both the key content knowledge and the key skills of the discipline.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.

Domain 4 – 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 maximize student learning.

4.1 Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.



- Teachers maintain and facilitate respectful, supportive, positive and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

4.2 Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

4.3 Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- Teachers implement behavior management systems to maintain an environment in which all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

4.4 Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Domain 5 – 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.

5.1 Teachers implement both formal and informal methods of measuring student progress.

- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

5.2 Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

- Teachers develop learning plans and set academic as well as social-emotional goals for each student in response to previous outcomes from formal and informal assessments.
- Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress on student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

5.3 Teachers regularly collect, review, and analyze data to monitor student progress.

- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

5.4 Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

- Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.



Domain 6 – Professional Practices & 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.

6.1 Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

- Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
- Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
- Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

6.2 Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

- Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
- Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

6.3 Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

- Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
- Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

6.4 Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

- Teachers adhere to the “Code of Ethics and Standard Practices for Texas Educators” in the State Board for Educator Certification rules, including following policies and procedures at their specific school placement(s).
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

In TASC Standards
Interstate Teacher Assessment & Support Consortium

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.



Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Off-campus Instruction and Course Activities

This practicum course takes place in an independent school district classroom in a virtual learning environment and/or face-to-face setting. Travel to and/or from these locations is the sole responsibility of the student/clinical teacher. Because the risk for such travel is the sole responsibility of the student/clinical teacher, each student/clinical teacher has completed the UT Dallas Indemnification form which is on file in the Teacher Development Center. Additionally, each student is required to join at least one of the following professional associations at no cost to students: Association of Texas Professional Educators (ATPE), Texas Classroom Teacher Association (TCTA) and/or Texas Computer Education Association (TCEA). Each organization offers liability insurance and legal counsel to its members at no charge.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.



Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of your University Field Supervisor.