

Fall, 2015 ED 4693.004 Course Syllabus

**UTD Comet Creed
As a Comet, I pledge
honesty, integrity,
and service in all I do.**

Course Information:

- ED 4693.004 Clinical Teaching—Elementary
 - Term—Fall 2015
 - Days & Times: Full-time, daily as determined by school campus calendar
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Professor Contact Information:

Professor: Teresa Parker
Office Phone: 972.883.2730
Cell Phone: 214-535-5420
Email Address: tparker@utdallas.edu
Office Hours: by appointment only

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* and the *Fitness to Teach* policy.
- 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.
- 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.

Course Description:

Clinical teaching is the final segment in the professional education sequence. Students will complete 15 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 student/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) three 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!**

Student Learning Objectives:

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 first-year professional educator.

The support and feedback embedded in the clinical teaching experience will provide you with the opportunity to accomplish each 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 Clinical Teacher Evaluation and Support System (C-TESS).

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, then manages and analyzes student data to inform instruction.
- Ensure high levels of learning, socio-emotional development and achievement of all students through knowledge of students.
- Plan engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

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 through explanations, questioning, and on-going formative assessment.
- 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.

Learning Objectives for Domain 3: Learning Environment

Clinical teachers will . . .

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

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.
- Participate in and utilize professional development opportunities.

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 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 C-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 C-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 Clinical Teaching Handbook

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.

Assignments & Academic Calendar

See *Course Calendar and Assignments*, a separate document from your UFS.

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 journals and lesson plans),
- classroom informal and formal observations,
- seminar participation, and
- conferences/debriefs.

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

Course Policies

See the *UTD Teacher Development Clinical Teaching Handbook*

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 Professor Parker