Clinical Teaching
HANDBOOK

James I. Perkins College of Education

Stephen F. Austin State University

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Stephen F. Austin State University

James I. Perkins College of Education

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The information enclosed is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. Check with an advisor before making a major decision based on the contents of this handbook. E-mail is always the best way to make first contact with an advisor. This handbook is meant to offer advice as well as to note crucial policies in regard to your student teaching; final decisions about your program of study are yours. Staff in The Office of Assessment and Accountability (McKibben 212) can help guide you through the program to complete your teacher certification. For the most up to date information visit the Clinical Teaching website at www.sfasu.edu/education or call 936-468-1064.
Stephen F. Austin State University
Clinical Teaching Handbook

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Dear Future Educator,

I am glad you have chosen to pursue your educator certification in the James I. Perkins College of Education at Stephen F. Austin State University. Since its inception, the Perkins College of Education has enjoyed a reputation for excellence in educator preparation. The Perkins College of Education was among the first to be accredited by the National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP), in the 1950’s and has been continuously accredited since that time. Similarly, the Texas Education Agency has continuously approved programs in the college for educator certification. Our Educator Preparation Program is field-based, meaning you have the opportunity to practice the theories and teaching methods from your college classes in the public classrooms of our partner school districts. As you begin the clinical teaching semester, I encourage you to seek out every opportunity to strengthen the skills you have developed throughout your program, and to embrace the mentorship of those experienced educators on your campus.

You have chosen an exciting career, filled with both opportunities and challenges. This clinical teaching semester is just the beginning to what I hope is a long and fulfilling journey for you.

Congratulations on your decision to become a teacher. Make the most of this clinical teaching experience!

Best Wishes,

Jannah Nerren, Ph.D.
Associate Dean
VISION
The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

MISSION
The mission of the James I. Perkins College of Education is 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.

To accomplish this mission, the goals of the College of Education are to:
  • Provide programs at both undergraduate and graduate levels based upon sound pedagogical and Clinical Teaching
  • Prepare teachers, support personnel, and educational leaders for Texas
  • Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
  • Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
  • Maintain resources and facilities that allow each program to meet its expected outcomes
  • Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
  • Engage in outreach services
  • To address specific needs in the broader community,
  • To enhance student learning,
  • To instill commitment to service,
  • To promote the reputation of the University; and
  • To conduct research to advance knowledge and to contribute to the common good.

VALUES
  • In the College of Education at Stephen F. Austin State University, we value and are committed to:
    • Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

PROGRAM ACCREDITATIONS

National Council for Accreditation of Teacher Education (NCATE)
The Perkins College of Education (PCOE) is fully accredited by the former National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation for Educator Preparation (CAEP). Information about NCATE can be found at this link: www.ncate.org. Information about CAEP can be found at this link: http://caepnet.org/
Understanding Clinical Teaching

Clinical Teaching is the culminating experience where pre-service teachers demonstrate their knowledge, skills, and dispositions related to educating pre-kindergarten through twelfth grade students. This is a time when student teachers demonstrate their commitment to the personal and professional qualities included in our College of Education Conceptual Framework. It is critical to view Clinical Teaching as an opportunity to grow as a professional. As guests in the public school systems, pre-service teachers demonstrate their knowledge of instruction and pedagogy as well as their commitment to serving all students while contributing to the learning community.

Pre-service teachers are assigned both a field supervisor, employed by SFA, and a cooperating teacher for each teaching assignment. Cooperating teachers are master teachers, employed by the school district, and are important components of this education experience. They provide models of effective practice, caring professionalism, and critical thinking. They are also resources, supports, and evaluators of the pre-service teachers.

The Clinical Teaching semester at SFA is 15 full weeks of unpaid observation and teaching. When not directly teaching, pre-service teachers should be assisting and observing in classes, with one period per day being reserved for preparation time.

Pre-Student Teaching Visit

Upon receipt of your Clinical Teaching placements, become acquainted with the school of your pre-service teaching placement(s). Research the school(s) on the Internet, learning as much about the campus, and educational programs as possible. Make note of questions you may have (i.e. where to park, if/where you sign in and out each day). Call the school and schedule a brief visit with the principal and cooperating teacher.

Once on campus, tour the building. Become familiar with important locations: office, first placement classroom, adult restrooms, etc. As a guest on campus, you are unfamiliar with campus policies and procedures. Ask if you may have or borrow a copy of the teacher and student handbooks. Study them!

Visit with your cooperating teacher. Maintain contact with your cooperating teacher by exchanging important contact information: telephone numbers, email addresses, etc. at your first meeting. After the campus visit, contact your field supervisor and let him/her know you have made your initial contacts and school visits.
Clinical Teaching Policies

The Professional Educators’ Council has approved major policies guiding the Clinical Teaching experience(s) at SFASU. The policies as approved are shown below. A more detailed handbook of all practices and policies governing the Educator Preparation Program (EPP) can be found in the Educator Preparation Program Handbook on the PCOE website.

1. **Extenuating Circumstances.** Students who anticipate giving birth, having elective surgery, or other circumstances that require an extended period of absence are advised to enroll in student teaching at another time. Students with special circumstances related to student teaching should confer with the Associate Dean PRIOR to placement.

2. **Professionalism.** Student teachers adhere to ethical standards of the teaching profession as outlines in the Texas Administrative Code Educators’ Code of Ethics, to SFA policies for university students, and to the policies of the school where they are assigned.

3. **Corporal Punishment.** Student teachers will not administer corporal punishment. If school personnel determine corporal punishment is necessary, a district employee, NOT the student teacher, must administer it.

4. **Calendar.** A semester calendar is provided with specific dates and responsibilities. Student teachers follow the assigned public school calendar, not the SFA calendar.

5. **Field Supervisors.** Field supervisor is defined as a certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provides constructive feedback to improve his or her professional performance.

6. **Cooperating Teachers.** Cooperating teachers are selected by school district personnel to mentor student teachers using the following criteria:
   - At least three years successful teaching.
   - Possesses a desire to work with student teachers.
   - Teaching assignment content area is in student teacher’s certification area.

7. **Student Teacher Responsibilities.** Student teachers are expected to adhere to the roles and responsibilities described in this handbook.

8. **Evaluation and Grading.** Each evaluation is a cooperative task shared by the student teacher, the cooperating teacher, and the field supervisor.
   - Much of the cooperating teacher’s evaluation is informal, and thus, the student teacher should gain direction for action from brief, daily evaluations.
   - The field supervisor provides formal evaluation of each scheduled visit.
   - The field supervisor uses the SFA Field Experience/Clinical Teaching Evaluation
form to evaluate each observed lesson. A conference follows each observation where the field supervisor reinforces effective teaching and addresses deficiencies or problems, providing suggestions for enhancing planning, instruction, interaction, and assessment. The student, the cooperating teacher, and the field supervisor should sign this form. A copy should be given to the school principal or designee.

- During the field supervisor’s last visit in each assignment, the field supervisor, the cooperating teacher, and the student teacher make a final evaluation of the student teacher’s performance cooperatively. This and other documentation becomes a part of the student’s certification file maintained in the Office of Assessment and Accountability. See Appendix.
- The final grade given for student teaching will be pass (P) or fail (F). See syllabus for requirements.
- Student teaching can only be repeated once.
- Course Evaluations – at the end of each semester, candidates will receive an automated email explaining that end of semester course evaluations are available in MySFA. Students are encouraged to complete the evaluation just as is done for other professors/ courses throughout the SFA career. Other required Clinical Teaching surveys will be completed through a LiveText account as instructed in the online companion class taken with Clinical Teaching.

9. **Candidate Intervention and Program Continuation Procedures.** In the event the student teacher fails to meet expectations, the cooperating teacher and/or field supervisor have the authority and responsibility to discuss the student teacher’s behavior with him/her. The cooperating teacher and field supervisor will use informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, and meetings. Should informal attempts not result in improvement or a change in behavior then the field supervisor will follow the procedures outlined in the Candidate Intervention and Program Continuation Procedures document.
Attendance Policies

1. Student teachers follow the same calendar, holidays, and daily schedule as the district/school to which they are assigned and they observe the local school’s policy governing teachers’ daily arrival and departure times. They are required to be present each day of the Clinical Teaching assignment.

2. In some instances, a student teacher may be expected to stay beyond normal departure times if the cooperating teacher has a professional assignment that extends beyond the normal school day. **Approval for the release of a student teacher from attendance is the responsibility of the Associate Dean of Assessment and Accountability, NOT the cooperating teacher or the field supervisor.**

3. Absences are to be requested and reported as soon as possible to the cooperating teacher and field supervisor. Each absence requires proper documentation within the LiveText FEM Module. There is a time log kept, and the absence and hours missed must be noted within that log.

4. PRIOR TO an absence, the cooperating teacher AND field supervisor are to be notified. Please check with the cooperating and field supervisor to know their expectations. In extreme cases, the Associate Dean of Assessment and Accountability may be consulted. **Failure to attend the Clinical Teaching Orientation will result in an initial documented absence.**

5. Student teachers attend school every day.

6. Leaving the school campus during the school day without prior permission from both your Cooperating Teacher and Field Supervisor is **unacceptable.**

**Additional information about the attendance policy is outlined in the course syllabus.**
**Substitute Teaching**

1. With the approval of Senate Bill 1, each teacher preparation program is permitted to determine its own policy regarding student teachers serving as substitute teachers. SFASU’s policy, prepared in collaboration with the Center for Educational Partnerships, is outlined below:

2. Student teachers may serve as substitute teachers **only after successfully completing 6 weeks of student teaching.**

3. A student teacher is not considered to be serving as a substitute if the student teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for a part of the day, is in the building, or is engaged in an approved activity relating to student teaching OR if there is a paid substitute in the classroom. A student teacher is considered to be serving as a substitute when the cooperating teacher is absent from school and no paid personnel is in the classroom with the student teacher.

4. A student teacher may be used as a substitute only if he/she is willing to do so and if the cooperating teacher and field supervisor recommends him/her for substituting.

5. A certified classroom teacher must be in an adjacent room and agree to assist the student teacher if needed.

6. The principal of the school or the principal’s representative must be readily available in the building, must take responsibility for monitoring the student teacher when he/she is substituting, and must be available as a resource for discipline problems.

7. **Student teachers may substitute for a maximum of five days:** two days unpaid, and three days paid, as approved by the district. It is the student’s responsibility to fill out the appropriate paperwork in the school district’s Human Resources Department for the student teacher to receive pay.

8. If the district requires substitute teachers to attend district training, the student teacher IS NOT excused from his or her student teaching assignment to attend the training. When the student teacher agrees to attend district substitute teacher training, he or she MUST make up the missed day, regardless of the number of absences up to that time.

9. Student teachers who serve as substitutes will be paid at the same rate paid as other district substitutes and the substitute’s schedule must include a lunch period and a conference period.
10. Student teachers who substitute must abide by all district guidelines for substitute teachers.

11. The Office of Assessment and Accountability must approve any exceptions to this policy in advance.
Clinical Teaching Expectations

Successful student teachers are professional in their relationships with students, administrators, supervisors, other teachers, and the support staff. They abide by the Texas Educators’ Code of Ethics and exhibit the following behaviors as they assume their responsibilities:

• Conduct themselves in a way that reflects maturity, good judgment, diplomacy and a high ethical standard.
• Develop and nurture appropriate relationships with students.
• Maintain confidentiality regarding all information concerning students.
• Adhere to all local school policies while assigned to the school district.
• Exhibit appropriate professional appearance based on good grooming and appropriateness for the teaching assignment. All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher, students, and education.

Student teachers continue to develop their professional career. The SFA model for Clinical Teaching is one of observation, practice, and professionalism. Student teachers begin their experience with confidence built from their knowledge, sound general education, and area of specialization; their many hands-on experiences during laboratory assignments and internships; and a foundation of professional practice provided during SFA’s quality education courses and field experiences. These student teachers understand the Clinical Teaching experience represents a partnership among professionals committed to success in teaching and learning.

Student teachers shadow the teacher, assuming his/her professional duties over time. They follow school routines such as signing in and out each day in the designated location, typically the office. If the teacher has early morning duty, so does the student teacher. If the teacher has afternoon bus duty, so does the student teacher. When the teacher is expected to be in a meeting, and it is deemed appropriate, the student teacher must be in attendance.

On campus and off, the student teacher is to display a positive disposition toward children and colleagues. Professionalism should be visible in all actions of the student teacher, both on and off campus.

The student teacher works with the cooperating teacher to determine which lessons will be taught by the student teacher.
Beginning with observation the student teacher moves toward limited teaching, with gradual assumption of all teaching responsibilities. Eventually, he/she assumes full classroom responsibilities (See Student Teaching Process Chart).

The cooperating teacher determines the major objectives for lessons, and he/she monitors the student teacher’s development of the lessons. Each student teacher assumes full responsibility in planning lessons to achieve TEKS. Cooperating teachers retain a copy of all lesson plans. Planning is done in close cooperation with the cooperating teacher and may include the field supervisor. All lesson plans, assessments, guest speakers, field trips, and grades are approved by the cooperating teacher prior to implementation.
Checklist for Clinical Teaching

- Log in to LiveText to review placement information and setup account accordingly.
- Contact cooperating teacher approximately one week before entering the classroom.
- Set up a time to meet him/her and ask important questions prior to first day on campus.
- Inquire about parking and visitation policies.
- Volunteer to assist the teacher in any way possible.
- First day: check in at the office. Meet the principal.
- Meet other school personnel related to the assignment.
- Obtain information about the teacher’s assignments, daily schedule, lesson plans, materials/supplies, and special responsibilities.
- Learn students’ names as soon as possible.
- Study classroom management practices and analyze effective strategies.
- Become familiar with the teacher’s philosophy, policies, and assessment methods.
- Become familiar with all policies relating to your teaching assignment.
- Practice using equipment needed for the lessons you will teach.
- Make and have cooperating teacher approve lesson plans for each lesson taught.
- Over-plan for first few lessons.
- Take responsibility for the classroom environment, arrangement, order, etc.
- Return all resources and equipment used to the appropriate storage area.
- Share assigned teacher duties.
- Attend faculty meetings, assemblies, parents’ nights, advisory council meetings, teacher in-service, and any other activity in which your cooperating teacher attends.
- Participate in sponsorship of youth organizations and other professional groups for which your field supervisor has responsibility.
- Confer regularly with your cooperating teacher.
- Call your field supervisor when a problem arises.
- Welcome your field supervisor’s visits and confer with him/her to obtain assistance for your professional development.
- Participate in the final evaluation process.
- Be punctual.
- Always be where you are supposed to be.
- Communicate changes with cooperating teacher and field supervisor.
- Dress professionally.
- Use appropriate language.
- Be prepared for lessons and classes to be taught.
- Do not try to be friends with the students.
- Attend all meetings and events connected to your placement.
Clinical Teaching Experiences

During Clinical Teaching, it is important to get as many experiences as possible and to reflect upon how one would handle these experiences in the future during your first teaching assignment. The following is a list of experiences you may want to work into your schedule this semester. Try and do as many as is feasible. Ten would be a good target number to achieve. Once you have completed each experience, reflect upon it using the following format and return your reflection to your University Supervisor.

Experiences:

ARD (Admission, Review, and Dismissal) Committee Meeting
Campus Planning Meeting
Counselor’s Office Observation
Department/Team Meeting
Duty: Lunch, Cafeteria, Hall, Bus, etc.
ESL Class Observation
Faculty Meeting
504 Meeting
Gifted/Talented Class or Activity
LPAC (Language Proficiency Assessment Committee) Lunch with students
Media Center or Library Observation
Nurses Office Observation
Open House Parent Conference
Physical Education Class/Playground Observation
School Board Meeting
Teacher Assistance Team Meeting
Tutorials
Clinical Teaching
Frequently Asked Questions

Question: What does Clinical Teaching Involve?
Answer: During your Clinical Teaching semester you will report to your assigned public school with your assigned cooperating teacher as if you were the teacher of that classroom. Clinical Teaching courses do not meet on the UNT campus. If you are an undergraduate elementary student participating in a Professional Development School (PDS), then you will be required to attend seminars scheduled by your PDS Coordinator.

Question: What is the time commitment with Clinical Teaching?
Answer: Although Clinical Teaching is 6-9 credit hours, you should consider yourself a full-time student because you are expected to be on your assigned campus all day five days a week. While on a field campus in a school district, you are required to keep the contract hours for all employed teachers on that campus. You may need to stay after school to prepare lessons you will be teaching, attend meetings or attend school-sponsored functions.

Question: Can I take other classes while in Clinical Teaching?
Answer: You cannot take courses during the school day. It is permitted to take campus classes after the end of your assigned school day. It is typically permitted to take online coursework in conjunction with Clinical Teaching hours, as long as it does not interfere with your assigned Clinical Teaching hours. If you want to take an additional course during Clinical Teaching, you must appeal using the appropriate appeal form found on the Student Advising Website.

Question: When does the Student Teacher’s day begin and end?
Answer: As a student teacher, you should report to your campus when your cooperating teacher is required to report to their campus and you may not leave until your cooperating teacher’s teaching day is complete. It is suggested that student teachers should mirror their cooperating teacher’s arrival and departure time.

Question: Whose holiday schedules do I follow, the university or the school district?
Answer: Student teachers follow the Holiday schedule that the school district follows. The university sets your beginning and ending day of Clinical Teaching.

Question: Am I required to attend Staff Development Days?
Answer: Yes, you are required to attend all school district staff development days.
Question: What is the absence policy during Clinical Teaching?
Answer: Student Teachers are expected to be present every day of Clinical Teaching. In the case of a serious illness or emergency, the Student Teacher should notify his/her cooperating teacher and the university supervisor no later than 7:00 a.m., on the morning of the absence. Unless approved by the university supervisor, the Office of Assessment and Accountability and the host school administration, any absence from Clinical Teaching will need to be made up. You must log all absences within your FEM time log in LiveText. See page 23 for all attendance policies.

Question: Who do I contact about fingerprinting and the TExES exam?
Answer: Contact the TExES Advising Office at (940) 369-8601 for any questions regarding the TExES or fingerprinting.
Certification Information
EDUCATOR CERTIFICATION

At Stephen F. Austin State University, the preparation of teachers and other educational leaders is considered the task of the entire university. The Professional Educators’ Council (composed of faculty and administrators from each of the colleges with teaching fields) develops policy for the programs.

The Educator Preparation Program is standard-based, learner-centered, and delivered in a collaborative, field-based environment. Technology skills and responsiveness to diversity are integral parts of the programs. As with all teacher preparation in Texas, each program completer has an academic specialization and a common core curriculum as a basis for the professional education sequence. Assessment is benchmarked throughout the program. Recommendation for certification is made by SFA to the State Board for Educator Certification (SBEC) when the program, including successful TExES testing in teaching fields and pedagogy, is completed.

Students in the various programs have a sequence of field experiences that are delivered in collaboration with partners in the public schools. Multiple schools in the East Texas area serve as sites for early field experiences for undergraduate students. Multiple school districts in East Texas, the Houston area, and the Dallas metropolis offer sites for Clinical Teaching.

Teacher Certification in Texas

In order to become a certified teacher in Texas, an individual must:

- Demonstrate competency in the basic skills of reading, writing, and mathematics
- Earn a bachelor's degree
- Complete an approved educator certification program
- Undergo criminal background checks for field or clinical experiences on public school campuses
- Successfully complete student teaching in a TEA accredited school
- Pass state certification examinations in both content and pedagogy
- To take state mandated tests, you must 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
- Successfully complete state-mandated fingerprint background check
- Apply to the State Board for Educator Certification
- Be recommended by the certification program or entity
**Educator Credential Testing**

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

The College of Education's Office of Assessment and Accountability has responsibility for verifying eligibility and authorizing students to take the following educator credential examinations authorized by the State Board for Educator Certification (SBEC):

- TExES (Texas Examinations for Education Standards)
- TASC (Texas Assessment of Sign Communication)
- AAFCS (the tests for Human Sciences/Home Economics teaching fields)
## Certifications

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<td>Dance (8-12) (Will be replaced by Dance 6-12 beginning January 2017)</td>
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<td>Physical Education</td>
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### SUPPLEMENTAL

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<td>Teacher of Students with Visual Impairments EC-12</td>
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### MASTER TEACHER

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- Master Math Teacher 8-12
- Master Reading Teacher EC-12
- Master Science Teacher 4-8
- Master Science Teacher 8-12

### PROFESSIONAL CERTIFICATES

- Principal
- Reading Specialist
- School Counselor
- Superintendent
- Educational Diagnostician
This table lists all areas of certification offered at SFASU.

The Department of Secondary Education and Educational Leadership house the certificates under All-Level and Secondary Education. The Department of Elementary Education houses all certificates for Elementary Education or Middle Level Grades.
Certification Exams

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of the examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

Policies for all individuals seeking certification through SFASU:

• An individual is eligible to sit for a test upon completion of all coursework required for the test.
• An individual must have clearance from the appropriate department to take a test.
• An individual will be approved for only one test at a time.
• An individual who fails a test must retake the failed test and pass it before being cleared to take a different test.
• A student must pass the appropriate TExES test in his/her content area prior to student teaching.
• Effective September 1, SBEC will only allow 4 subsequent attempts on a certification exam after an initial failed attempt. This means that SFA can only clear candidates for 5 total attempts on any certification exam.
• Candidates are eligible to take additional TExES exams AFTER passing their TExES exams.
• (Content & PPR) for the Standard Certificate. An examples includes, but is not limited to, TExES154: ESL Supplemental.
• If an individual is successful on the additional exams, they can be added to the certificate after the Standard Certificate has been issued by the TEA 4 – 6 weeks after graduation.

You MUST pass the TExES examination in your specific content area & PPR prior to being eligible to apply for your Standard Certificate.
APPLYING FOR YOUR STANDARD CERTIFICATE

Certificate recommendations require the following:

- All program coursework completed
- All grades posted
- Degree conferred by the Registrar’s office on final transcript (may take up to 6-8 weeks AFTER graduation)
- Clinical teaching completed
- Certification tests passed (Content and PPR)
- An online application submitted to TEA https://pryor.tea.state.tx.us/ (see Step-by-Step Guide on the next page)
- Payment to TEA for the certificate

Earliest dates to apply for certificates each semester (Do NOT apply until your TExES testing is completed):

- December graduates may begin applying November 1
- May graduates may begin applying April 1
- August graduates may begin applying July 1

Additional Information:

- TEA will NOT mail you a hard copy of your certificate. You can view your certificate on the TEA website.
- SFA will only recommend you for certification in the content area that we prepared you for.

Recommendation cannot be made by SFA until degrees have been conferred by the Registrar’s office, which can take up to 6-8 weeks AFTER graduation.

Students will be notified by TEA that they have been recommended by SFA.

The Office of Assessment and Accountability would like to thank you in advance
for your patience and understanding

***IMPORTANT***
For employment seeking purposes prior to recommendation, email edcert@sfasu.edu and request a:

Statement of Eligibility Letter
Include your full name (including maiden name) and SFA ID in your email. In order to receive the letter, you must be enrolled in your clinical experience coursework, passed both your content and PPR exams, and applied for certification through TEA. Once these requirements have been met, I will respond with a signed letter on SFA letterhead that you can include in your professional portfolio until your standard certificate is posted.
Step by Step Instructions When Applying for Your Certificate

1. Once you log into your TEAL account, click Applications in the menu on the left side of the screen.

2. Click Standard Certificate Texas Program from the menu on the left side of the screen, then Apply for Certification in the center of the screen.
3. Read the Applicant’s Affidavit and select your answers for the three questions.

4. On the same screen, select Stephen F. Austin State University [University Based] from the dropdown menu.

****EVEN IF YOU HAVE A MASTER’S DEGREE, DO NOT SELECT MASTER TEACHER****
5. In the “Subject Applying For” box, type in your content area (ex: Core Subjects EC-6, Music EC-12, etc). Check the remaining boxes, then click Apply at the bottom of the screen.

6. Once you click Apply, this screen will appear. Verify that you have selected Stephen F. Austin State University (University Based) and click CONTINUE.
7. You will be required to complete the Candidate Exit Survey. Click Next to begin.

8. Once you complete the entire Candidate Exit Survey, this screen will appear. Please note that it also informs you that a certificate fee is required to process your application. Click Continue.
9. Click **PAY ONLINE NOW** in order to pay for your certificate. TEA will **not** process your certification until it has been paid.

10. Once you have submitted your payments and the SFA Certification Officer verifies that you have successfully completed all requirements, SFA will recommend you for certification. It will change from Applied to Recommended in the Status Box. After SFA has recommended you, it will take TEA two or three days to process and post your certificate. **TEA will not mail you a certificate; you can only view them online.**
Certification FAQ

1. I'm going to graduate this semester, what do I do?
   a. APPLY FOR CERTIFICATION (see Certificate Application Manual)

2. When can I start applying for certification?
   a. You should apply about a month before you graduate (ex: if you graduate in December, begin applying November 1)

3. I walked across the stage at graduation, doesn't that mean I'm automatically certified?
   a. No! You have to apply for your certification through TEA

4. I already applied for my certificate and graduated, but my certificate isn't posted. Why?
   a. You cannot be recommended for certification until your degree is conferred on your final transcript by the Office of the Registrar, which can take up to 6-8 weeks AFTER graduation AND both certification tests (content and PPR) have been passed.

5. I can see on my SFA that my final grades have already been posted. Isn't that good enough?
   a. No. The state legally requires you to have a Bachelor's degree conferred on your transcript, which can take up to 6-8 weeks after graduation, before you can be certified.

6. I applied but didn't get my certificate in the mail.
   a. That's because TEA no longer sends paper copies of your certificate. You can view your certificate online in your TEAL account and print it from there.

7. I got married recently and applied for my certification with my married name. Is this going to be a problem when it comes to being recommended?
   a. Possibly. When you apply with TEA, the name you give them populates on a list that the university receives. If your maiden name was Jane Doe at any point in your SFA education and you apply for your certificate as Jane Smith with your new married name, we have no way of knowing who you are since your records are under your maiden name. It would be best to apply for your certificate as Jane Doe Smith so we can locate your records and you can have your married name on your certificate.

8. I graduated, completed all of my coursework and passed both of my tests, but my degree hasn’t been conferred on my transcript, so I can’t be recommended for certification yet. I have a job offer and they need me to be certified. What do I do?
   a. You need to email edcert@sfasu.edu and request a Pending Letter (some schools call it a “Statement of Eligibility”). This will satisfy the hiring ISD until you are fully certified.
Mandatory
Mental Health Training
Online Mental Health Training

The Texas Education Agency has a mandate that all teacher candidates complete mental health training prior to gaining certification. Completion of the online mental health course is a mandatory requirement of clinical teaching and must be completed by the end of the second week of clinical teaching.

Please allow approximately one hour to complete the training. Below you will find explicit guidelines for accessing and completing online mental health training. When you are finished, be sure and print the certificate of completion and upload into your LiveText Field Experience Module (FEM).

1) Access the website here: https://texas.kognito.com/

2) You must set up an account. Follow the step-by-step instructions. There is no fee for the course.
3) Select the role of “K-12 personnel, teachers in training.”

By clicking "Next Step" you are agreeing to the Terms of Use

4) Once you are signed up, then you must log in to get started with the training.

5) You must choose a course. All EC-6 students choose “at-risk for Elementary School, all MLG 4-8 students choose “at risk for Middle School”, and all 9th-12th students choose “at-risk for High School”.

Choose a course.
6) You will likely have to disable pop-up blockers to watch the videos.

7) Once you have chosen your course, then select the “launch” button to get started.

8) A survey will pop-up and you must complete this survey before the training video will play.
9) Begin the training video.

10) Once the video is complete, you must complete the survey under the toolkit tab.

11) Once you have completed the survey, go back to the tool kit tab and select certificate.
12) Download your certificate and be sure to upload it to Live Text Field Experience Module (FEM).

This is a mandatory requirement for passing student teaching. No exceptions. If you are experiencing difficulty, contact your field supervisor.

The training completion certificate upload must be completed by the second week of the student teaching semester or a grade of F will be recorded for student teaching.
LiveText Field Experience Module (FEM)
LiveText / Field Experience Module (FEM)

The LiveText Field Experience Module (FEM) is utilized for entering and grading observations and evaluations throughout the Clinical Teaching semester. All student teachers are expected to meet deadlines set forth by their Field Supervisor and the James I. Perkins College of Education for submission of documentation.

All student teachers are required to have a LiveText account that includes the Field Experience Module (FEM) prior to the start of the Clinical Teaching semester.

For student teachers who have not previously purchased FEM, the student will log into their LiveText account and follow given instructions to purchase the add-on.

Throughout the Clinical Teaching experience, there are specific evaluations and tasks given within the FEM system. Specific details about this are provided during Clinical Teaching Orientation and by the field supervisor.

For questions regarding LiveText, email livetext@sfasu.edu.
Instructions for Using
LiveText / Field Experience Module (FEM)

1. Login to LiveText (https://www.livetext.com)
2. Click on the “Field Experience” tab in the top left corner of your screen. *Note: If you do not see the “Field Experience” tab - you will need to purchase it for $20 (email livetext@sfasu.edu for instructions).

3. You will see a new page containing some of your placement information. *Note: Your placement information will be different, but the process is the same.
4. Click on “View Placement” on the far right of your screen.
5. You will see a series of boxes:
   - Box 1: Contains your placement details (Supervisor, Mentor, Site, etc.)
   - Box 2: Contains all assessments associated with your placement. You will need to complete the "EDU Final Candidate Dispositions" before completing your student teaching. Your mentor (cooperating) teacher will need to complete "EDU Candidate Dispositions by Mentor Teacher" and "EDU Program Evaluation by Cooperating Teacher". Your Supervisor will be assessing you against "EDU Professionalism Assessment Instrument", "EDU Field Experience/Clinical Evaluation", and an Addendum (depending on your program).
6. You will see a series of boxes: (continued)

- Box 3: Contains a time log where you will need to log all your absences/tardiness, SFA orientation, first day on campus/site, interactive conference with supervisor, observed visits, & last day on campus. These entries will need to be approved within FEM by your Field Supervisor.

Click on “+Add Hours” to enter the date and number of hours of the log entry. Under “Activity” enter the time frame it occurred (1:00-2:00). Under “Category” select which activity from the dropdown you are entering (absence, first day on campus, etc.).

- Box 4: Contains a “+ Add Attachments” option. This is where you will need to attach all of your lesson plans for the observed lessons and a certificate of completion for your “Mental Health Training”.

7. Click on “+ Add Attachments” in Box 4.
8. You will see a pop-up window stating “Add Attachment”. You have 2 options for attaching a file:
   - LiveText Documents: you would use this option if you created your lesson plans in LiveText.
   - Add Attachments: you would use this option if you are uploading your lesson plans from another source (your computer, usb, etc.)
9. For the purposes of this demonstration we are going to use the “Add Attachments” option. Click on “Add Attachments”.

10. Click on “+ Upload New File”.

11. Click on “Choose File”. Find the file(s) that you wish to upload and select “Choose”.

12. Once LiveText has successfully uploaded your file it will state “Completed” to the right of your file name.
13. Click “Close” in the bottom right corner of the pop-up window.

14. You will now see your attached item listed under “Attachments”.
LiveText – Stephen F. Austin State University – Contact Information

Joe Strahl
Room 212, McKibben Education Building
livetext@sfasu.edu
936-468-3825
Ethics and Dispositions
Texas Administrative Code Chapter 247
Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose. 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.

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.
ACEI’s Code of Ethical Conduct

(For EC-6 Teacher Candidates)

As educators of children, it is essential that you know and adhere by the ACEI’s Code of Ethical Conduct. You were introduced to this code during your coursework; now it is time for you live your professional code. Please take time to revisit ACEI’s position statement at http://acei.org.
James I. Perkins College of Education  
Professional Dispositions Statement for Educator Preparation

Professional dispositions are defined by the Council for Accreditation of Educator Preparation (CAEP) as “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6.). At SFA, we are committed to preparing educators whose professional dispositions reflect the core values of the Perkins College of Education, therefore professional educator candidates admitted to the educator preparation are expected to exhibit the following:

- **Academic excellence.** This is demonstrated by:
  
  o critical, reflective, and creative thinking
  o full and responsible engagement in coursework
  o strong communication skills

  The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

  ✓ I regularly attend my classes, and I am on time.
  ✓ I am prepared for class.
  ✓ I actively participate.
  ✓ I accept input from others and ask questions when I do not understand.
  ✓ I submit quality assignments on time.
  ✓ I exhibit strong communication skills.
  ✓ I seek to extend my learning beyond the classroom.
  ✓ I am willing to examine, question and develop my own ideas about presented information.

- **Potential for becoming a life-long learner.** This is demonstrated by:

  o establishing habits of mind representative of a professional educator

  The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

  ✓ I display curiosity and interest in my studies.
  ✓ I seek to learn more about being a professional educator.
  ✓ I engage in learning beyond the minimum requirements of the course.
  ✓ I use professional resources to enhance knowledge.
  ✓ I am committed to continuous learning after the completion of my degree.
  ✓ I am committed to continuous experiential learning and development related to my career.
• **Collaboration and shared decision-making.** This is demonstrated by:
  - working effectively with peers on group projects
  - engaging in constructive dialogue in classes
  - responding positively to feedback from instructors
  - using positive conflict resolution strategies

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- ✓ I seek out and consider other points of view.
- ✓ I am skilled at using direct and indirect communication with others.
- ✓ I am skilled at assessing direct and indirect communication with others.
- ✓ I receive feedback or criticism from others in a professional manner and use this information for improvement.
- ✓ I value and contribute to the group process.

• **Openness to new ideas, diversity, innovation, and change.** This is demonstrated by:
  - positivity to working with ALL people, in new and different situations
  - consideration of other ideas and points of view
  - embracing change

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- ✓ I treat everyone with respect.
- ✓ I seek to understand those who are not like me.
- ✓ I recognize my own biases.
- ✓ I consider new ideas in support of my growth as a professional educator.
- ✓ My actions indicate that I respect others’ different viewpoints and invite others to safely share their views.

• **Integrity, responsibility, diligence, and ethical behavior.** This is demonstrated by:
  - knowledge of and adherence to the Texas Educators’ Code of Ethics (TAC Title 19, Part 7, Chapter 242, Rule 247.2)
  - knowledge of and adherence to the SFA Student Academic Dishonesty Policy (4.1)

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- ✓ I understand what constitutes ethical and professional behavior.
- ✓ I recognize and approach situations with an understanding of ethical responsibility.
I behave ethically and professionally at all times.
I accept responsibility for my actions.
I maintain confidentiality.

- **Service that enriches the community.** This is demonstrated by:

  o seeking opportunities to serve children / youth / families / community
  o seeking opportunities to serve the campus
  o seeking opportunities to serve the profession

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I use my time and talents to serve in a way that enriches my professional growth and benefits others.
- I consciously make connections and create relationships with others in the community.
Illegal Clinical Teaching Practices

• Taking alcoholic beverages or firearms onto school campuses, either in personal belongings or in vehicles
• Making sexual advances to students, faculty, or staff, or asking a student for a date, even if the student is over the age of 18.
• Inappropriate touching of students in your classroom. Discuss school policy regarding this with your Cooperating teacher.
• Using school resources or materials for personal use (i.e. taking projector for home use, copying personal materials, taking school stationery for personal use, etc.)

Inappropriate Clinical Teaching Behaviors

• Making direct contact with media about school activities or events
• Inviting guest speakers without permission from cooperating teacher
• Planning field-trips before discussing with cooperating teacher
• Making arrangements for parent conferences without approval of cooperating teacher
• Criticizing school district, faculty, or students in the community
• Gossiping about students, teachers, or any other school affiliated person, the curriculum, or policies and procedures
• Using incorrect grammar
• Telling inappropriate ethnic jokes
• Following an inappropriate chain of command (i.e., complaining to the principal before talking with the teacher)
• Leaving campus without proper authority
• Leaving campus without permission of cooperating teacher
• Writing lesson plans or using the computer for personal reasons during class time is not permitted. You should be using that time to observe your cooperating teacher and/or to work with students.

Digital Professionalism

• Always use cell phones/text in compliance with local school policy.
• Do not take pictures of students.
• Facebook, Twitter, Instagram, Snapchat (All social networking sites) – posting or social networking during school hours is unacceptable; student teachers are not permitted to friend students or parents. It is NEVER okay to post pictures or remarks regarding students, parents or faculty on social networking sites.
• Emailing – emailing students and parents should be for professional or school-related issues ONLY if instructed and overseen by your Cooperating Teacher (it is never okay for personal reasons).
• Professional communication and demeanor is the hallmark of a good student teacher.
• Remember that you should not discuss your personal life or any aspect of your life that could call your behavior into question. This includes attention to any information you may have posted on the World Wide Web (i.e., Instagram, Facebook, Twitter, Snapchat etc.) or an email address that could be detrimental to your character.
2.4.e Policies, procedures and practices for managing candidate complaints

APPENDIX C
Stephen F. Austin
State University
College of Education – Office of
Teacher Education

Professional Dispositions, Intervention, and Program
Continuation Policy

The Perkins College of Education Educator Certification Program is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Professional Dispositions are assessed indirectly, based on candidates’ observable behavior in education settings (NCATE, 2010).

During coursework and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback about progress.

Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with the student.

2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel will interview the candidate and complete a Candidate Program Continuation Plan.

3. If the concern is not resolved, the candidate will be referred to the Professional Educators’ Program Continuation Review Panel. The Professional Educators’ Program Continuation Review Panel will interview the candidate and determine:
   a. If the candidate may continue in the program and meet conditions established by the panel, or
   b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.

4. Candidates may appeal the decision of the Professional Educators’ Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
   a. Copy of Candidate Program Continuation Plan
   b. Formal letter with supporting evidence as to why the candidate should not
be removed for the Educator Certification Program.

c. The dean will respond in a
timely manner.

d. Any further appeal will follow policy A-2: Academic Appeal and
begin at step 4.

For instances where the educational learning environment is threatened, the candidate may
be removed from the classroom pending prompt review by the Professional Educators’
Program Continuation Review Panel. (Policy D-34: Student Discipline)
All Stephen F. Austin State University candidates seeking educator certification are informed that the Teaching Preparation Handbook and individual departments set forth requirements for prospective educators and the expectations held for all educators. The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated:

**In the SFA Classroom:**
- Poor Punctuality
- Poor work quality
- Dominates class discussion / group activities
- Volatile / overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner
- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc...)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating / Plagiarism
- Lack of empathy / interest in teaching
- Other:

**At the Practicum / Student Teaching Site:**
- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- Poor adherence to hours required of mentor teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children / youth
- Requires excessive guidance
- Displays non-professional behavior
- Evidence of cheating
- Inappropriate social interaction with pupils / teachers
- Inappropriate physical contact with pupils / teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Volatile / overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- Does not participate in public school campus activities
- Refusal to accept constructive suggestions
- Does not work well with others
- Displays negative attitudes
- Does not take initiative in group projects / work
- Dominates group discussion / activities
- Does not complete individual assignment/work for group project
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written / oral language
- Hygiene issues
- Does not willingly help other candidates
- Failure to implement constructive suggestions
- Other:
# Candidate Program Continuation Form (Part B)

<table>
<thead>
<tr>
<th>Goals to be addressed</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
<th>Follow-up notes</th>
<th>Date completed</th>
</tr>
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<tbody>
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<td>1.</td>
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<td>3.</td>
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______  Candidate Demonstrated Satisfactory Improvement

______  Satisfactory Improvement by Candidate was not demonstrated;

   - Referred to Professional Educator’s Program Continuation Review Panel

PCOE Student Services and Advising Center
**Student Confidentiality**

- You are a guest in the teacher’s classroom. Listen and observe; question respectfully; never compare his/her students with others in the school; never get involved in gossip or negative conversations that might transpire.
- There are many parents and community members volunteering in the schools. Be sure that your conversations with others in the workroom, hallways, and lounge are professional. Avoid discussing personal things and confidential information.
- Always use good judgment about giving information to parents about a student. It is highly recommended that this be done only in the cooperating teacher’s presence and with the cooperating teacher’s permission.
- Confidentiality regarding children in your classroom, information about the parents of your students, or information shared with you by your cooperating teacher **MUST** be maintained.
- The Family Education and Privacy Act (FERPA) was enacted by Congress to protect the privacy of student educational records. This privacy right is a right vested in the student. When in doubt, it is always advisable to err on the side of caution and to not release student educational records without first fully notifying the student about the disclosure.

**Professional Appearance**

Student teachers must adhere to the following professional dress code requirements;

1. Clothes should be clean and professional.
2. Candidates should wear apparel that is modest.
3. Candidates should remove piercings, excluding ears, while at sites. Please note some school districts will not allow men to wear earrings at all.
4. Men should follow district policy regarding facial hair.
5. Tattoos should be covered while on site.
6. Candidates should wear clothing that is appropriate to their field and grade level.

<table>
<thead>
<tr>
<th><strong>Recommended Attire</strong></th>
<th><strong>Inappropriate Attire</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Slacks or khakis</td>
<td>Jeans (unless district approves)</td>
</tr>
<tr>
<td>Knee length dresses or skirts</td>
<td>Mini skirts</td>
</tr>
<tr>
<td>Collared shirts</td>
<td>T-shirts</td>
</tr>
<tr>
<td>Professional blouses</td>
<td>Revealing shirts, tank tops, spaghetti straps</td>
</tr>
<tr>
<td>Loafers or heels</td>
<td>Flip-flops, stilettos</td>
</tr>
</tbody>
</table>
At minimum you must follow the guidelines set by the district you are performing your Clinical Teaching hours in. Remember to dress as if it is a job interview every day.

Exceptions: Candidates teaching in physical education/coaches/dance/marching band may wear appropriate athletic wear when needed.
APPENDIX:

Suggested Schedules
Early Childhood-6th Grade
(EC-6)
**APPENDIX A**
Stephen F. Austin State University
James I. Perkins College of Education
Clinical Teaching Schedule Model for EC-6 Split Assignments

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Student Teacher</th>
<th>Field Supervisor</th>
</tr>
</thead>
</table>
| 1    | • Learn children’s and relevant school personnel names  
• Learn campus  
• Learn daily/weekly schedule  
• Observe teacher, noting how he/she moves children from one place to another  
• Follow children (PE/computer/lab/library/music/lunch etc.)  
  • Eat lunch with children  
  • Assist with morning and dismissal routines  
  • Assist children and cooperating teacher  
  • Request to execute read-alouds or basic instructional activities  
  • Shadow teacher (go everywhere he/she goes) | • Check in with student teacher (ST) to answer questions and address concerns  
• Encourage communication  
• Schedule first formal observation (If ST and cooperating teacher are ready)  
• Discuss optional video lesson. Remind ST to get paperwork signed prior to recording if doing the video  
• Visit with the cooperating teacher about ST’s progress |
| 2    | • Continue Week 1 activities  
• Observe teacher, noting how he/she transitions children from one activity to another  
• Assist with reading and writing workshops  
  • Guided readings, word wall, etc.  
  • Journals, editing, mini-lessons, etc.  
• Take children to and from places  
• Secure videotape permission if doing optional videotaping | • Continue with activities from Week 1  
• May have to schedule first formal observation this week |
| 3    | • Continue Week 2 activities  
• Begin teaching, reading, and writing  
  • Teach at least one reading lesson  
  • Teach at least one writing lesson  
• Begin teaching math and science  
• Work with a variety of small groups of children  
• Submit video documents to field supervisor if recording video (optional) | • Observe first formal lesson  
• Debrief with ST after the observation  
• Provide support  
• Maintain weekly communications  
• Offer feedback on lessons and lesson plans  
• Visit with cooperating teacher about ST’s progress |
<table>
<thead>
<tr>
<th>Week</th>
<th>Continue Week 3 activities</th>
<th>Schedule second formal observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintain routine responsibilities</td>
<td>Provide support</td>
</tr>
<tr>
<td></td>
<td>Take children to and from places</td>
<td>Maintain weekly communications</td>
</tr>
<tr>
<td></td>
<td>Eat lunch with children</td>
<td>Offer feedback on lessons and lesson plans</td>
</tr>
<tr>
<td></td>
<td>Assume full responsibility for small group instruction</td>
<td>Visit with cooperating teacher about ST's progress</td>
</tr>
<tr>
<td></td>
<td>Assume full responsibility for teaching math and science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video record yourself teaching and reviewing with Self-Assessment of a lesson form (optional)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Continue week 4 activities</th>
<th>Observe second formal lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin teaching social studies</td>
<td>Debrief with ST after the observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain weekly communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer feedback on lessons and lesson plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedule third formal observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit with cooperating teacher about ST’s progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Continue Week 4 and Week 5 activities</th>
<th>Observe third formal lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Of cooperating teacher and field supervisor are in agreement then assume full responsibility for children and classroom</td>
<td>Debrief with ST after the observation</td>
</tr>
<tr>
<td></td>
<td>Write weekly lesson plans (like teachers write to turn in to principals)</td>
<td>Provide support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain weekly communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer feedback on lessons and lesson plans</td>
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<tr>
<td></td>
<td></td>
<td>Visit with cooperating teacher about ST’s progress</td>
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<td></td>
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</tr>
<tr>
<td>7</td>
<td>Continue Week 6 activities</td>
<td>Provide support</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>Assume full responsibility for children and classroom</td>
<td>Maintain weekly communication</td>
</tr>
<tr>
<td></td>
<td>Write weekly lesson plans (like teachers write to turn into principals)</td>
<td>Offer feedback on lessons and lesson plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit with cooperating teacher about ST’s progress, complete the FINAL EVALUATION form for first placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist cooperating teacher in planning classroom visitations for Week 8</td>
</tr>
<tr>
<td>8</td>
<td>Observe one full day in each age/grade level in which you are not assigned</td>
<td>ST observes other classrooms all week</td>
</tr>
<tr>
<td></td>
<td>Observe teaching in other classrooms (i.e. special education, deaf education, bilingual education, music, computer lab, P.E.)</td>
<td>ST is to communicate with field supervisor on a daily basis about daily observations</td>
</tr>
<tr>
<td></td>
<td>Complete observation sheets for each observation and submit daily</td>
<td>Help transition ST to new placement</td>
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<tr>
<td></td>
<td></td>
<td><strong>Second Assignment</strong></td>
</tr>
<tr>
<td>9</td>
<td>Learn children’s names</td>
<td>Check in with ST to answer questions and address concerns about new placement</td>
</tr>
<tr>
<td></td>
<td>Learn daily/weekly schedule</td>
<td>Remind ST to get video paperwork signed if doing optional video recording</td>
</tr>
<tr>
<td></td>
<td>Learn and assist with daily routines</td>
<td>Visit with cooperating teacher about ST’s progress</td>
</tr>
<tr>
<td></td>
<td>Follow children (P.E., computer lab, library, music, lunch, etc.)</td>
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<tr>
<td></td>
<td>Eat lunch with children</td>
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<tr>
<td></td>
<td>Assist with morning and dismissal routines</td>
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</tr>
<tr>
<td></td>
<td>Assist children and cooperating teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observe teacher, noting how she moved children from one place to another</td>
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<tr>
<td></td>
<td>Shadow teacher (go everywhere he/she goes)</td>
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<tr>
<td></td>
<td>Begin working with small groups</td>
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<tr>
<td></td>
<td>Work with reading and writing workshops</td>
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<tr>
<td></td>
<td>o Guided reading, word wall, etc.</td>
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</tr>
<tr>
<td></td>
<td>o Journals, editing, mini-lessons, etc.</td>
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<tr>
<td>10</td>
<td>Continue Week 9 activities</td>
<td>Schedule fourth formal observation</td>
</tr>
<tr>
<td></td>
<td>Begin teaching math and science</td>
<td>Provide support</td>
</tr>
<tr>
<td></td>
<td>Begin teaching reading and writing</td>
<td>Maintain weekly communications</td>
</tr>
<tr>
<td></td>
<td>Teach at least two reading lessons</td>
<td>Offer feedback on lessons and lesson plans</td>
</tr>
<tr>
<td></td>
<td>Teach at least two writing lessons</td>
<td>Visit with cooperating teacher about ST’s progress</td>
</tr>
<tr>
<td>Week</td>
<td>Tasks</td>
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<tr>
<td>------</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>- Continue Week 10 activities  &lt;br&gt;- Assume full responsibility for teaching math and science  &lt;br&gt;- Provide support  &lt;br&gt;- Maintain weekly communications  &lt;br&gt;- Offer feedback on lessons and lesson plans  &lt;br&gt;- Visit cooperating teacher about ST’s progress</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>- Continue Week 11 activities  &lt;br&gt;- Begin teaching social studies  &lt;br&gt;- Observe fourth formal lesson  &lt;br&gt;- Debrief with ST after the observation  &lt;br&gt;- Provide support  &lt;br&gt;- Maintain weekly communications  &lt;br&gt;- Offer feedback on lessons and lesson plans  &lt;br&gt;- Visit with cooperating teacher about ST’s progress</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>- Continue Week 12 activities  &lt;br&gt;- Provide support  &lt;br&gt;- Maintain weekly communications  &lt;br&gt;- Offer feedback on lessons and lesson plans  &lt;br&gt;- Schedule fifth formal observation  &lt;br&gt;- Visit with cooperating teacher about ST’s progress</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>- Assume full responsibility for children and classroom  &lt;br&gt;- Submit lesson plans to cooperating teacher/principal  &lt;br&gt;- Observe fifth formal lessons  &lt;br&gt;- Debrief with ST after the observation  &lt;br&gt;- Provide support  &lt;br&gt;- Maintain weekly communications  &lt;br&gt;- Offer feedback on lessons and lesson plans  &lt;br&gt;- Visit with cooperating teacher about ST’s progress</td>
<td></td>
</tr>
</tbody>
</table>
| 15 | • Assume full responsibility for children and classroom  
  • Submit lesson plans to cooperating teacher/principal | • Provide support  
  • Maintain weekly communications  
  • Offer feedback on lessons and lesson plans  
  • Visit with cooperating teacher about ST’s progress, complete the FINAL EVALUATION form for the second placement |
| --- | --- | --- |
| ATTEND SFA JOB FAIR  
  -If missed, does not count as an absence  
  
  Though this doesn’t count as an absence within Clinical Teaching, it is still a mandatory requirement for completion of your program.  
  Do not miss attendance to this event! | • Complete travel request for SFA  
  • Compile documentation and submit appropriate paperwork to Office of Assessment & Accountability  
  • Enter data into LiveText |
## Topics and Strategies for Lessons

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| Active Learning           | • Cooperative Learning  
                          • Group Work  
                          • Discussions  
                          • Projects  
                          • Hands-on Activities  
                          • Manipulatives |
| Differentiated Instruction| • Learning Styles  
                          • Multiple Intelligences  
                          • By Interest  
                          • By Ability and Readiness |
| Models of Assessment      | • Authenticate Assessments  
                          • Performance Assessments  
                          • Portfolios  
                          • Projects  
                          • Rubrics  
                          • Evaluating existing assessments |
| Classroom Management      | • Praise  
                          • Redirection of students  
                          • Use of rules and consequences  
                          • Organization of activities |
| Diversity of Students     | • Modifications for students with special needs  
                          • Use of IEPs  
                          • Tolerance of all students  
                          • Incorporation of diverse examples and concepts |
| Reading                   | • Reading in the content area  
                          • Pre-reading and post-reading strategies (e.g. KWLs) |
| Curriculum                  | • Appropriate use of the TEKS  
|                           | • Well-written lesson plans   
|                           | • Appropriate materials for content and age level |
| Other Duties              | • Attending faculty meetings  
|                           | • Assisting cooperating teacher  
|                           | • Supporting school functions and events |
Middle Level Grades (MLG)
### Clinical Teaching and Field Supervisor Schedule Model for MLG 4-8 Assignments

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>Responsibilities of Student Teacher</th>
<th>Duties for Field Supervisors</th>
</tr>
</thead>
</table>
| **A** | **Blocks 1-3** | • Observations, call roll, learn names, learn school, handle administrative duties, work one on one with students  
• Continue as before, adding co-teaching lessons and begin individual lessons  
• Increase amount of individual lessons and planning solo units | • One observation of an individual lesson  
• Check in with student teachers to answer questions and address concerns  
• Provide support for transition to full time, full charge teaching |
| **B** | **Blocks 4-6** | • Begin full time, full charge teaching. Video Lesson (optional)  
• Continue as before | • One observation of an individual lesson  
• Debrief with student teacher after the observations  
• Continue to provide support  
• Maintain communication weekly  
• Offer feedback on lessons and lesson plans  
• Discuss video lesson (if applicable) |
| **C** | **Blocks 7-9** | • Continue as before | • One observation of an individual lesson  
• Debrief with student teacher after the observations  
• Continue to provide support  
• Maintain communication weekly  
• Offer feedback on lessons and lesson plans |
| **D** | **Blocks 10-12** | • Continue as before | • One observation of an individual lesson  
• Debrief with student teacher after the observations  
• Continue to provide support  
• Maintain communication weekly  
• Offer feedback on lessons and lesson plans |
| E  Weeks 13-15 | • Continue as before  
• Complete solo unit(s), begin more co-teach lessons  
• Continue to co-teach as transition to completion of student teaching. Visit other classrooms as permitted. Attend SFASU Job Fair. | • One observation of an individual lesson  
• Support transition to conclusion of student teaching  
• Complete final evaluation with student teacher and their cooperating teacher |
SECONDARY &
ALL-LEVEL
## APPENDIX C

Stephen F. Austin State University James I. Perkins College of Education

Field Supervisor Model for Secondary and All-Level Assignments

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>Duties for Field Supervisors</th>
</tr>
</thead>
</table>
| A     | • One observation of an individual lesson  
       | • Check in with student teachers to answer questions and address concerns  
       | • Provide support for transition to full time, full charge teaching |
| A     | Weeks 1-3                     |
| B     | • One observation of an individual lesson  
       | • Debrief with student teacher after the observations  
       | • Continue to provide support  
       | • Maintain communication weekly  
       | • Offer feedback on lessons and lesson plans |
| B     | Weeks 4-6                     |
| C     | • One observation of an individual lesson  
       | • Debrief with student teacher after the observations  
       | • Continue to provide support  
       | • Maintain communication weekly  
       | • Offer feedback on lessons and lesson plans |
| C     | Weeks 7-9                     |
| D     | • One observation of an individual lesson  
       | • Debrief with student teacher after the observations  
       | • Continue to provide support  
       | • Maintain communication weekly  
       | • Offer feedback on lessons and lesson plans |
| D     | Weeks 10-12                   |
| E  
| Weeks 13-15 | • One observation of an individual lesson  
|             | • Support transition to conclusion of Clinical Teaching |
APPENDIX C-1
Stephen F. Austin State University

Clinical Teaching Process: One Placement (Secondary)

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>WEEK</th>
<th>Responsibilities of Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>Observations, call roll, learn names, learn school, handle administrative duties, work one on one with students</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>Continue as before adding co-teaching lessons and being individual lessons</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>Increase amount of individual lessons and begin planning solo units</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>Being full time, full charge teaching</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>Continue as before</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>Continue as before</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>Continue as before</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>Continue as before</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
<td>Continue as before</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>Continue as before</td>
</tr>
<tr>
<td>E</td>
<td>11</td>
<td>Complete solo unit(s), begin more co-teaching lessons</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>Continue to co-teach as transition to completion of student teaching</td>
</tr>
</tbody>
</table>

Clinical Teaching Process: Two Placements (All-Level)

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>WEEK</th>
<th>Responsibilities of Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>Observations, call roll, learn names, learn school, handle administrative duties, work one on one with students</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>Continue as before adding co-teaching lessons and being individual lessons</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>Begin full time, full charge teaching</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>Continue as before</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>Complete solo unit(s), begin more co-teaching lessons</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>Continue to co-teach as transition to completion of student teaching</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>Observations, call roll, learn names, learn school, handle administrative duties, work one on one with students</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>Continue as before adding co-teaching lessons and being individual lessons</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
<td>Begin full time, full charge teaching</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>Continue as before</td>
</tr>
<tr>
<td>E</td>
<td>11</td>
<td>Complete solo unit(s), begin more co-teaching lessons</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>Continue to co-teach as transition to completion of student teaching</td>
</tr>
</tbody>
</table>
Texas Teacher Evaluation and Support System (T-TESS) FORMS
Reflect on your lesson and write in the evidence you have for each indicator. Record your responses on this form including a score for each indicator.

**Planning**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Alignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data and Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTION**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge Expertise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiation</td>
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</tbody>
</table>

**LEARNING ENVIRONMENT**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment, Routines and Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Student Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
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<td></td>
</tr>
<tr>
<td>Classroom Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Domain: Planning</strong></td>
<td>Dimension</td>
<td>Evidence</td>
</tr>
<tr>
<td>---------------------</td>
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<td>----------</td>
</tr>
<tr>
<td>Standards and Alignment 1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data and Assessments 1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students 1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities 1.4</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Domain: Instruction</strong></th>
<th>Dimension</th>
<th>Evidence</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Achieving Expectations 2.1</td>
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<td></td>
</tr>
<tr>
<td>Content Knowledge and Expertise 2.2</td>
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<tr>
<td>Communication 2.3</td>
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<tr>
<td>Differentiation 2.4</td>
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<tr>
<td>Monitor and Adjust 2.5</td>
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<table>
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<tr>
<th><strong>Domain: Learning Environment</strong></th>
<th>Dimension</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment, Routines and Procedures 3.1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Managing Student Behavior 3.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Culture 3.3</td>
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### Reinforcement Plan Form

<table>
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<tr>
<th><strong>Reinforcement Area (Dimension):</strong></th>
<th>Click here to enter text.</th>
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</thead>
<tbody>
<tr>
<td><strong>Self-Analysis Question:</strong></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Click here to enter text.</td>
</tr>
</tbody>
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### Refinement Plan Form

<table>
<thead>
<tr>
<th><strong>Refinement Area (Dimension):</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Analysis Question:</strong></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td><strong>Recommendations:</strong></td>
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Texas Teacher Evaluation and Support System (T-TESS)
Syllabi
Secondary Education: Social Studies
Student Teaching in a Secondary Learning Community – Social Studies
SED 442
Fall 2016 & Spring 2017

**Instructor:** SFA Field Supervisor and Campus Cooperating teacher
**Office:** TBA by Field Supervisor
**Office Phone:** TBA by Field Supervisor
**EPP Office:** 936-468-3964
**Other Contact Information:** TBA by Field Supervisor

**Course Time & Location:** Mon-Fri, assigned campus and campus hours
**Office Hours:** TBA by Field Supervisor

**Credits:** 9 hours

**Prerequisites:** Admission into the Educator Preparation Program (EPP), SED 370, 371, 372, 450, 450L, 460
**Co-requisite:** SED 443

I. Course Description:

Clinical Teaching is the culminating field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the classroom settings. It is a guided authentic learning experience in a public school learning community. There are four critical unit assessments in this course: the Candidate Dispositions Final Self-Assessment, Candidate Dispositions Assessment by the SFA Field Supervisor and the Cooperating teacher and the Clinical Evaluation, and the Program Evaluation by the Cooperating Teacher. All are collected in LiveText-FEM.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

**Vision Statement:**

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

**Mission Statement:**

The mission of the James I. Perkins College of Education is 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.

**Values:**

In the James I. Perkins College of Education, we value and are committed to:
**Academic excellence** through critical, reflective, and creative thinking

**Life-long learning**

**Collaboration** and shared decision making

**Openness** to new ideas, to culturally diverse people, and to innovation and change

**Integrity**, responsibility, diligence, and ethical behavior, and

**Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

SED 441, Clinical Teaching for Secondary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to produce quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the Clinical Teaching campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the Clinical Teaching opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. [http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf](http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf)

**Assignments:**

Mental Health Training:

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports.

Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

All student teachers shall be individually responsible for selecting online mental health training from the list of providers, completing the training, and printing and uploading the completion certificate in LiveText-FEM.

(Assessed through proof of completion certificate in LiveText-FEM.)
Daily interaction at placement campus for 15 weeks, including but not limited to:

- Assessment
- Planning
- Instruction
- Classroom guidance / management
- Planning and professional development meetings
- Professionalism

(Assessed through two informal assessed lessons per placement and one formal assessed lesson per placement in split assignments, or through 4 informal and one formal assessment in single assignments. These are collected in LiveText-FEM by the SFA Field Supervisor.)

As a culminating course for the secondary education program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of an educator. These are demonstrated through the following PLOs and standards:

**SED Undergraduate Program Learning Outcomes (PLOs):**

1. The student will develop, create, and adapt instruction and assessment for all students.

2. The student will effectively manage a diverse learner-centered classroom.

3. The student will implement and modify instruction based on the needs of diverse students by incorporating technology as appropriate.

4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.

5. The student will use strategies and methods for reading and literacy in various content areas.

**National Council for the Social Studies (NCSS) Themes of Standards:**

1. Social studies programs should include experiences that provide for the study of culture and cultural diversity.

2. Social studies programs should include experiences that provide for the study of the past and its legacy.

3. Social studies programs should include experiences that provide for the study of people, places, and environments.

4. Social studies programs should include experiences that provide for the study of individual development and identity.

5. Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

6. Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

7. Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

8. Social studies programs should include experiences that provide for the study of relationships among
science, technology, and society.

9. Social studies programs should include experiences that provide for the study of global connections and interdependence.

10. Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**InTASC Standards:**

Through the Clinical Teaching experience, teacher candidates are expected to enhance and demonstrate the performance, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

**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.

ISTE Standards:

Through the Clinical Teaching experience, teacher candidates are expected to enhance, model and apply the International Society for Technology in Education (ISTE) Standards as they design, implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide models for students, colleagues and the community (ISTE, 2015).

Standard 1: Facilitate and inspire student learning and creativity.
Standard 2: Design and develop digital age learning experiences and assessments.
Standard 3: Model digital age work and learning.
Standard 4: Promote and model digital citizenship and responsibility.
Standard 5: Engage in professional growth and leadership.

IV. Evaluation and Assessments (Grading):

Professionalism (100 pts): Each teacher candidate will begin the semester with 100 points for professionalism. Issues with professional behavior will result in the SFA field supervisor deducting professionalism points. Points may be deducted for language, dress, conduct and any unprofessional behavior.

*In single-placements (8-12 certifications):

Four Informal Evaluations (120 pts each): The SFA field supervisor will evaluate candidates teaching a lesson two times in each placement prior to the final formal evaluation in that placement.

One Final Field Experience/Clinical Evaluation (240 pts): The SFA field supervisor will conduct a final formal evaluation toward the end of each placement. In order to pass the course, teacher candidates must earn an average score of 2 on the formal evaluation regardless of the points accumulated.

*In split-placements (all-level certifications):
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**Mental Health Training (pass / fail):** Mental health training is required of all teacher candidates by the Texas Education Agency (TEA). Candidates must complete an online training and upload the certification of completion in LiveText - FEM to successfully complete SED 442.

**Final Dispositions by Candidate (pass / fail):** The Final Dispositions by Candidate is a pass/fail assignment. The intent of the assignment is for candidates to self-assess to determine educator dispositions upon completion of the educator preparation program. Completion of the assessment is required to pass SED 442.

**Attendance:** Student teachers must attend class at their assigned placement. Each student teacher has two excused absences. Excused absences include illness, family emergency and other emergencies. Excused absences do NOT include certification testing, vacations, and other non-emergency circumstances. If a student teacher must miss more than 2 days, the additional days must be made-up PRIOR TO the SFA graduation date. Late arrivals and early departures count toward absences. Each TWO late arrivals or early departures are equivalent to ONE absence. Student teachers experiencing issues with attendance will lose professionalism points for the assigned area on the Professionalism Assessment Instrument.

In order to pass the class, candidates must earn an average score of 2 on the Formal Field Experience/Clinical Evaluation and a minimum of 656 total points in single-placement assignments and a minimum of 848 points in split-placement assignments. SED 442 is a Pass/Fail course.

**Failure Clause:** Student teachers can immediately earn an F in this course due to the following reasons:

- The placement site asks for the student teacher to be removed
- More than 5 absences or 10 late arrivals/early departures
- Violation of any school policy
- Violation of any university policy
- Violation of the Texas Code of Ethics
- Violation of any state or federal law
- Failure to complete any course assignments
- Any other egregious acts of non-professional behavior

**V. Tentative Course Outline/Calendar:**

Refer to: [http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf](http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf)

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**
**Required:**
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

**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 Other Policy Information:**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert
Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

All information, forms, handbooks, and other resources related to Clinical Teaching can be found at http://coe.sfasu.edu/students/studentteacher
Secondary Education: Physical Education
Student Teaching in a Secondary Learning Community – Physical Education  
SED 442  
Fall 2016 & Spring 2017

Instructor: SFA Field Supervisor and Campus Cooperating teacher  
Office: TBA by Field Supervisor  
Office Phone: TBA by Field Supervisor  
EPP Office: 936-468-3964  
Other Contact Information: TBA by Field Supervisor

Course Time & Location: Mon-Fri, assigned campus and campus hours  
Office Hours: TBA by Field Supervisor  
Credits: 9 hours  
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Co-requisite: SED 443

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**Assignments:**

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4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.

5. The student will use strategies and methods for reading and literacy in various content areas.

**National Physical Education Standards:**

1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**InTASC Standards:**

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developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

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**IV. Evaluation and Assessments (Grading):**

**Professionalism (100 pts):** Each teacher candidate will begin the semester with 100 points for professionalism. Issues with professional behavior will result in the SFA field supervisor deducting professionalism points. Points may be deducted for language, dress, conduct and any unprofessional behavior.

*In single-placements (8-12 certifications):*

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VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
• using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment; and/or;
• helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
• submitting an assignment as one’s own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
• incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**IX. Other Relevant Course Information:**

All information, forms, handbooks, and other resources related to Clinical Teaching can be found at [http://coe.sfasu.edu/students/studentteacher](http://coe.sfasu.edu/students/studentteacher)
Secondary Education: Modern Languages
Student Teaching in a Secondary Learning Community –
Modern Languages
SED 442
Fall 2016 & Spring 2017

**Instructor:** SFA Field Supervisor and Campus Cooperating teacher

**Office:** TBA by Field Supervisor
Office Phone: TBA by Field Supervisor
EPP Office: 936-468-3964

**Other Contact Information:** TBA by Field Supervisor

**Course Time & Location:** Mon-Fri, assigned campus and campus hours

**Office Hours:** TBA by Field Supervisor

Credits: 9 hours

**Email:** TBA by Field Supervisor

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**Prerequisites:** Admission into the Educator Preparation Program (EPP), SED 370, 371, 372, 450, 450L, 460

**Co-requisite:** SED 443

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**I. Course Description:**

Clinical Teaching is the culminating field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the classroom settings. It is a guided authentic learning experience in a public school learning community. There are four critical unit assessments in this course: the Candidate Dispositions Final Self-Assessment, Candidate Dispositions Assessment by the SFA Field Supervisor and the Cooperating teacher and the Clinical Evaluation, and the Program Evaluation by the Cooperating Teacher. All are collected in LiveText-FEM.

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**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

**Vision Statement:**

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

**Mission Statement:**

The mission of the James I. Perkins College of Education is 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.

**Values:**

In the James I. Perkins College of Education, we value and are committed to:
Academic excellence through critical, reflective, and creative thinking
Life-long learning
Collaboration and shared decision making
Openness to new ideas, to culturally diverse people, and to innovation and change
Integrity, responsibility, diligence, and ethical behavior, and
Service that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit http://coe.sfasu.edu/about-us/vision-mission-and-core-values

SED 441, Clinical Teaching for Secondary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to produce quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the Clinical Teaching campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the Clinical Teaching opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf

Assignments:

Mental Health Training:

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports. Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

All student teachers shall be individually responsible for selecting online mental health training from the list of providers, completing the training, and printing and uploading the completion certificate in LiveText-FEM.

(Assessed through proof of completion certificate in LiveText-FEM.)
Daily interaction at placement campus for 15 weeks, including but not limited to:
- Assessment
- Planning
- Instruction
- Classroom guidance / management
- Planning and professional development meetings
- Professionalism

(Assessed through two informal assessed lessons per placement and one formal assessed lesson per placement in split assignments, or through 4 informal and one formal assessment in single assignments. These are collected in LiveText-FEM by the SFA Field Supervisor.)

As a culminating course for the secondary education program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of an educator. These are demonstrated through the following PLOs and standards:

**SED Undergraduate Program Learning Outcomes (PLOs):**

1. The student will develop, create, and adapt instruction and assessment for all students.
2. The student will effectively manage a diverse learner-centered classroom.
3. The student will implement and modify instruction based on the needs of diverse students by incorporating technology as appropriate.
4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

**National Standards for Foreign Language Education:**

Communicate in Languages Other Than English
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Gain Knowledge and Understanding of Other Cultures
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connect with Other Disciplines and Acquire Information
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign
language
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Develop Insight into the Nature of Language and Culture
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Participate in Multilingual Communities at Home and Around the World
Standard 5.1: Students use the language both within and beyond the school setting.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

InTASC Standards:

Through the Clinical Teaching experience, teacher candidates are expected to enhance and demonstrate the performance, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

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.

ISTE Standards:

Through the Clinical Teaching experience, teacher candidates are expected to enhance, model and apply the International Society for Technology in Education (ISTE) Standards as they design, implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide models for students, colleagues and the community (ISTE, 2015).

Standard 1: Facilitate and inspire student learning and creativity.

Standard 2: Design and develop digital age learning experiences and assessments.

Standard 3: Model digital age work and learning.

Standard 4: Promote and model digital citizenship and responsibility.

Standard 5: Engage in professional growth and leadership.

IV. Evaluation and Assessments (Grading):

Professionalism (100 pts): Each teacher candidate will begin the semester with 100 points for professionalism. Issues with professional behavior will result in the SFA field supervisor deducting professionalism points. Points may be deducted for language, dress, conduct and any unprofessional behavior.

*In single-placements (8-12 certifications):

Four Informal Evaluations (120 pts each): The SFA field supervisor will evaluate candidates teaching a
lesson two times in each placement prior to the final formal evaluation in that placement.

**One Final Field Experience/Clinical Evaluation (240 pts):** The SFA field supervisor will conduct a final formal evaluation toward the end of each placement. In order to pass the course, teacher candidates must earn an average score of 2 on the formal evaluation regardless of the points accumulated.

*In split-placements (all-level certifications):*

**Four Informal Evaluations (120 pts each):** The SFA field supervisor will evaluate candidates teaching a lesson two times in each placement prior to the final formal evaluation in that placement.

**Two Final Field Experience/Clinical Evaluation (240 pts each):** The SFA field supervisor will conduct a final formal evaluation toward the end of each placement. In order to pass the course, teacher candidates must earn an average score of 2 on the formal evaluations regardless of the points accumulated.

**Mental Health Training (pass / fail):** Mental health training is required of all teacher candidates by the Texas Education Agency (TEA). Candidates must complete an online training and upload the certification of completion in LiveText - FEM to successfully complete SED 442.

**Final Dispositions by Candidate (pass / fail):** The Final Dispositions by Candidate is a pass/fail assignment. The intent of the assignment is for candidates to self-assess to determine educator dispositions upon completion of the educator preparation program. Completion of the assessment is required to pass SED 442.

**Attendance:** Student teachers must attend class at their assigned placement. Each student teacher has two excused absences. Excused absences include illness, family emergency and other emergencies. Excused absences do NOT include certification testing, vacations, and other non-emergency circumstances. If a student teacher must miss more than 2 days, the additional days must be made-up PRIOR TO the SFA graduation date. Late arrivals and early departures count toward absences. Each TWO late arrivals or early departures are equivalent to ONE absence. Student teachers experiencing issues with attendance will lose professionalism points for the assigned area on the Professionalism Assessment Instrument.

In order to pass the class, candidates must earn an average score of 2 on the Formal Field Experience/Clinical Evaluation and a minimum of 656 total points in single-placement assignments and a minimum of 848 points in split-placement assignments. SED 442 is a Pass/Fail course.

**Failure Clause:** Student teachers can immediately earn an F in this course due to the following reasons:

- The placement site asks for the student teacher to be removed
- More than 5 absences or 10 late arrivals/early departures
- Violation of any school policy
- Violation of any university policy
- Violation of the Texas Code of Ethics
- Violation of any state or federal law
- Failure to complete any course assignments
- Any other egregious acts of non-professional behavior
V. Tentative Course Outline/Calendar:

Refer to: http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf

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

Required:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

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 Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
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**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
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Undergo criminal background checks for field or clinical experiences on public school campuses. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

All information, forms, handbooks, and other resources related to Clinical Teaching can be found at http://coe.sfasu.edu/students/studentteacher
Secondary Education: Mathematics
Student Teaching in a Secondary Learning Community – Mathematics
SED 442
Fall 2016 & Spring 2017

Instructor: SFA Field Supervisor and Campus Cooperating teacher
Office: TBA by Field Supervisor
Office Phone: TBA by Field Supervisor
EPP Office: 936-468-3964
Other Contact Information: TBA by Field Supervisor

Course Time & Location: Mon-Fri, assigned campus and campus hours
Office Hours: TBA by Field Supervisor
Email: TBA by Field Supervisor
Credits: 9 hours

Prerequisites: Admission into the Educator Preparation Program (EPP), SED 370, 371, 372, 450, 450L, 460
Co-requisite: SED 443

I. Course Description:

Clinical Teaching is the culminating field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the classroom settings. It is a guided authentic learning experience in a public school learning community. There are four critical unit assessments in this course: the Candidate Dispositions Final Self-Assessment, Candidate Dispositions Assessment by the SFA Field Supervisor and the Cooperating teacher and the Clinical Evaluation, and the Program Evaluation by the Cooperating Teacher. All are collected in LiveText-FEM.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision Statement:

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Values:

In the James I. Perkins College of Education, we value and are committed to:
**Academic excellence** through critical, reflective, and creative thinking  
**Life-long learning**  
**Collaboration** and shared decision making  
**Openness** to new ideas, to culturally diverse people, and to innovation and change  
**Integrity**, responsibility, diligence, and ethical behavior, and  
**Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

SED 441, Clinical Teaching for Secondary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to produce quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the Clinical Teaching campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the Clinical Teaching opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. [http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf](http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf)

**Assignments:**

**Mental Health Training:**

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports. Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

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Daily interaction at placement campus for 15 weeks, including but not limited to:

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- Professionalism

(Assessed through two informal assessed lessons per placement and one formal assessed lesson per placement in split assignments, or through 4 informal and one formal assessment in single assignments. These are collected in LiveText-FEM by the SFA Field Supervisor.)

As a culminating course for the secondary education program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of an educator. These are demonstrated through the following PLOs and standards:

**SED Undergraduate Program Learning Outcomes (PLOs):**

1. The student will develop, create, and adapt instruction and assessment for all students.

2. The student will effectively manage a diverse learner-centered classroom.

3. The student will implement and modify instruction based on the needs of diverse students by incorporating technology as appropriate.

4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.

5. The student will use strategies and methods for reading and literacy in various content areas.

**Principles and Standards for School Mathematics:**

Educational decisions made by teachers, school administrators, and other professionals have important consequences for students and for society. The Principles for school mathematics provide guidance in making these decisions.

The six Principles address overarching themes:

- **Equity.** Excellence in mathematics education requires equity-high expectations and strong support for all students.
- **Curriculum.** A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the globes.
- **Teaching.** Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- **Learning.** Students must learn mathematics with understanding, actively building new knowledge from experience, and prior knowledge.
- **Assessment.** Assessment should support the learning of important mathematics and furnish useful
information to both teachers and students.

- Technology. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students’ learning.

The Standards for school mathematics describe the mathematical understanding, knowledge, and skills that students should acquire from prekindergarten through grade 12. Each Standard consists of two to four specific goals that apply across all the grades.

**InTASC Standards:**

Through the Clinical Teaching experience, teacher candidates are expected to enhance and demonstrate the performance, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

**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.

**ISTE Standards:**

Through the Clinical Teaching experience, teacher candidates are expected to enhance, model and apply the International Society for Technology in Education (ISTE) Standards as they design, implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide models for students, colleagues and the community (ISTE, 2015).

Standard 1: Facilitate and inspire student learning and creativity.

Standard 2: Design and develop digital age learning experiences and assessments.

Standard 3: Model digital age work and learning.

Standard 4: Promote and model digital citizenship and responsibility.

Standard 5: Engage in professional growth and leadership.

**IV. Evaluation and Assessments (Grading):**

**Professionalism (100 pts):** Each teacher candidate will begin the semester with 100 points for professionalism. Issues with professional behavior will result in the SFA field supervisor deducting professionalism points. Points may be deducted for language, dress, conduct and any unprofessional behavior.

*In single-placements (8-12 certifications):*

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Attendance: Student teachers must attend class at their assigned placement. Each student teacher has two excused absences. Excused absences include illness, family emergency and other emergencies. Excused absences do NOT include certification testing, vacations, and other non-emergency circumstances. If a student teacher must miss more than 2 days, the additional days must be made-up PRIOR TO the SFA graduation date. Late arrivals and early departures count toward absences. Each TWO late arrivals or early departures are equivalent to ONE absence. Student teachers experiencing issues with attendance will lose professionalism points for the assigned area on the Professionalism Assessment Instrument.

In order to pass the class, candidates must earn an average score of 2 on the Formal Field Experience/Clinical Evaluation and a minimum of 656 total points in single-placement assignments and a minimum of 848 points in split-placement assignments. SED 442 is a Pass/Fail course.

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The placement site asks for the student teacher to be removed
More than 5 absences or 10 late arrivals/early departures
Violation of any school policy
Violation of any university policy
Violation of the Texas Code of Ethics
Violation of any state or federal law
Failure to complete any course assignments
Any other egregious acts of non-professional behavior

V. Tentative Course Outline/Calendar:

Refer to: http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
Required:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

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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.

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Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
• using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment; and/or;
• helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
• submitting an assignment as one's own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
• incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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Undergo criminal background checks for field or clinical experiences on public school campuses. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

All information, forms, handbooks, and other resources related to Clinical Teaching can be found at http://coe.sfasu.edu/students/studentteacher
Secondary Education: Science
Student Teaching in a Secondary Learning Community – Life Science  
SED 442  
Fall 2016 & Spring 2017

Instructor: SFA Field Supervisor and Campus Cooperating teacher  
Office: TBA by Field Supervisor  
Office Phone: TBA by Field Supervisor  
EPP Office: 936-468-3964  
Other Contact Information: TBA by Field Supervisor

Course Time & Location: Mon-Fri, assigned campus and campus hours  
Office Hours: TBA by Field Supervisor  
Credits: 9 hours  
Email: TBA by Field Supervisor

Prerequisites: Admission into the Educator Preparation Program (EPP), SED 370, 371, 372, 450, 450L, 460  
Co-requisite: SED 443

I. Course Description:

Clinical Teaching is the concluding field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the classroom settings. It is a guided authentic learning experience in a public school learning community. There are four critical unit assessments in this course: the Candidate Dispositions Final Self-Assessment, Candidate Dispositions Assessment by the SFA Field Supervisor and the Cooperating teacher and the Clinical Evaluation, and the Program Evaluation by the Cooperating Teacher. All are collected in LiveText-FEM.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision Statement:

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement:

The mission of the James I. Perkins College of Education is 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.

Values:

In the James I. Perkins College of Education, we value and are committed to:
**Academic excellence** through critical, reflective, and creative thinking  
**Life-long learning**  
**Collaboration** and shared decision making  
**Openness** to new ideas, to culturally diverse people, and to innovation and change  
**Integrity**, responsibility, diligence, and ethical behavior, and  
**Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

SED 441, Clinical Teaching for Secondary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to produce quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the Clinical Teaching campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the Clinical Teaching opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. [http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf](http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf)

**Assignments:**

**Mental Health Training:**

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports.

Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

All student teachers shall be individually responsible for selecting online mental health training from the list of providers, completing the training, and printing and uploading the completion certificate in LiveText-FEM.

(Assessed through proof of completion certificate in LiveText-FEM.)
Daily interaction at placement campus for 15 weeks, including but not limited to:
- Assessment
- Planning
- Instruction
- Classroom guidance / management
- Planning and professional development meetings
- Professionalism

(Assessed through two informal assessed lessons per placement and one formal assessed lesson per placement in split assignments, or through 4 informal and one formal assessment in single assignments. These are collected in LiveText-FEM by the SFA Field Supervisor.)

As a culminating course for the secondary education program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of an educator. These are demonstrated through the following PLOs and standards:

**SED Undergraduate Program Learning Outcomes (PLOs):**

1. The student will develop, create, and adapt instruction and assessment for all students.

2. The student will effectively manage a diverse learner-centered classroom.

3. The student will implement and modify instruction based on the needs of diverse students by incorporating technology as appropriate.

4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.

5. The student will use strategies and methods for reading and literacy in various content areas.

**National Science Teachers Association (NSTA) Preservice Science Standards:**

Standard 1: Content Knowledge-Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.
Preservice teachers will:
1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.
1b) Understand the central concepts of the supporting disciplines and the supporting roles of science-specific technology.
1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

Standard 2: Content Pedagogy-Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.
Preservice teachers will:
2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships, and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.
2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Standard 3: Learning environments—Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Preservice teachers will:
3a) Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities— including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.
3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.
3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.
3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety.

Standard 4: Safety—Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Preservice teachers will:
4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.
4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 5: Impact on Student Learning— Effective teachers of science provide evidence to show that P-
12 students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach. Preservice teachers will:
5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.
5b) Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills—Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community. Perservice teachers will:
6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.
6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

InTASC Standards:

Through the Clinical Teaching experience, teacher candidates are expected to enhance and demonstrate the performance, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

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.

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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.

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- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
  - incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

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All information, forms, handbooks, and other resources related to Clinical Teaching can be found at [http://coe.sfasu.edu/students/studentteacher](http://coe.sfasu.edu/students/studentteacher)
Secondary Education: English
Student Teaching in a Secondary Learning Community – English
SED 442
Fall 2016 & Spring 2017

Instructor: SFA Field Supervisor and Campus Cooperating teacher
Office: TBA by Field Supervisor
Office Phone: TBA by Field Supervisor
EPP Office: 936-468-3964
Other Contact Information: TBA by Field Supervisor

Course Time & Location: Mon-Fri, assigned campus and campus hours
Office Hours: TBA by Field Supervisor
Credits: 9 hours
Email: TBA by Field Supervisor

Prerequisites: Admission into the Educator Preparation Program (EPP), SED 370, 371, 372, 450, 450L, 460
Co-requisite: SED 443

I. Course Description:

Clinical Teaching is the culminating field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the classroom settings. It is a guided authentic learning experience in a public school learning community. There are four critical unit assessments in this course: the Candidate Dispositions Final Self-Assessment, Candidate Dispositions Assessment by the SFA Field Supervisor and the Cooperating teacher and the Clinical Evaluation, and the Program Evaluation by the Cooperating Teacher. All are collected in LiveText-FEM.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision Statement:

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement:

The mission of the James I. Perkins College of Education is 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.

Values:

In the James I. Perkins College of Education, we value and are committed to:
**Academic excellence** through critical, reflective, and creative thinking

**Life-long learning**

**Collaboration** and shared decision making

**Openness** to new ideas, to culturally diverse people, and to innovation and change

**Integrity**, responsibility, diligence, and ethical behavior, and

**Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

SED 441, Clinical Teaching for Secondary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to produce quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the Clinical Teaching campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the Clinical Teaching opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. [http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf](http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf)

**Assignments:**

**Mental Health Training:**

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports.

Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

All student teachers shall be individually responsible for selecting online mental health training from the list of providers, completing the training, and printing and uploading the completion certificate in LiveText-FEM.

(Assessed through proof of completion certificate in LiveText-FEM.)

Daily interaction at placement campus for 15 weeks, including but not limited to:
As a culminating course for the secondary education program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of an educator. These are demonstrated through the following PLOs and standards:

**SED Undergraduate Program Learning Outcomes (PLOs):**

1. The student will develop, create, and adapt instruction and assessment for all students.
2. The student will effectively manage a diverse learner-centered classroom.
3. The student will implement and modify instruction based on the needs of diverse students by incorporating technology as appropriate.
4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

**NCTE/IRA Standards for the English Language Arts:**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the Unites States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
3. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
4. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
5. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and
non-print texts.
6. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
7. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
8. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
Students who first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
9. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
10. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**InTASC Standards:**

Through the Clinical Teaching experience, teacher candidates are expected to enhance and demonstrate the performance, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

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.

ISTE Standards:

Through the Clinical Teaching experience, teacher candidates are expected to enhance, model and apply the International Society for Technology in Education (ISTE) Standards as they design, implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide models for students, colleagues and the community (ISTE, 2015).

Standard 1: Facilitate and inspire student learning and creativity.

Standard 2: Design and develop digital age learning experiences and assessments.

Standard 3: Model digital age work and learning.

Standard 4: Promote and model digital citizenship and responsibility.

Standard 5: Engage in professional growth and leadership.

IV. Evaluation and Assessments (Grading):

Professionalism (100 pts): Each teacher candidate will begin the semester with 100 points for professionalism. Issues with professional behavior will result in the SFA field supervisor deducting professionalism points. Points may be deducted for language, dress, conduct and any unprofessional behavior.

*In single-placements (8-12 certifications):
Four Informal Evaluations (120 pts each): The SFA field supervisor will evaluate candidates teaching a lesson two times in each placement prior to the final formal evaluation in that placement.

One Final Field Experience/Clinical Evaluation (240 pts): The SFA field supervisor will conduct a final formal evaluation toward the end of each placement. In order to pass the course, teacher candidates must earn an average score of 2 on the formal evaluation regardless of the points accumulated.

*In split-placements (all-level certifications):

Four Informal Evaluations (120 pts each): The SFA field supervisor will evaluate candidates teaching a lesson two times in each placement prior to the final formal evaluation in that placement.

Two Final Field Experience/Clinical Evaluation (240 pts each): The SFA field supervisor will conduct a final formal evaluation toward the end of each placement. In order to pass the course, teacher candidates must earn an average score of 2 on the formal evaluations regardless of the points accumulated.

Mental Health Training (pass / fail): Mental health training is required of all teacher candidates by the Texas Education Agency (TEA). Candidates must complete an online training and upload the certification of completion in LiveText - FEM to successfully complete SED 442.

Final Dispositions by Candidate (pass / fail): The Final Dispositions by Candidate is a pass/fail assignment. The intent of the assignment is for candidates to self-assess to determine educator dispositions upon completion of the educator preparation program. Completion of the assessment is required to pass SED 442.

Attendance: Student teachers must attend class at their assigned placement. Each student teacher has two excused absences. Excused absences include illness, family emergency and other emergencies. Excused absences do NOT include certification testing, vacations, and other non-emergency circumstances. If a student teacher must miss more than 2 days, the additional days must be made-up PRIOR TO the SFA graduation date. Late arrivals and early departures count toward absences. Each TWO late arrivals or early departures are equivalent to ONE absence. Student teachers experiencing issues with attendance will lose professionalism points for the assigned area on the Professionalism Assessment Instrument.

In order to pass the class, candidates must earn an average score of 2 on the Formal Field Experience/Clinical Evaluation and a minimum of 656 total points in single-placement assignments and a minimum of 848 points in split-placement assignments. SED 442 is a Pass/Fail course.

Failure Clause: Student teachers can immediately earn an F in this course due to the following reasons:

The placement site asks for the student teacher to be removed
More than 5 absences or 10 late arrivals/early departures
Violation of any school policy
Violation of any university policy
Violation of the Texas Code of Ethics
Violation of any state or federal law
Failure to complete any course assignments
Any other egregious acts of non-professional behavior

V. Tentative Course Outline/Calendar:

Refer to: [http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf](http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf)

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

**Required:**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

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 Other Policy Information:

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon
as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing
the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

Undergo criminal background checks for field or clinical experiences on public school campuses. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**IX. Other Relevant Course Information:**

All information, forms, handbooks, and other resources related to Clinical Teaching can be found at [http://coe.sfasu.edu/students/studentteacher](http://coe.sfasu.edu/students/studentteacher)
Early Childhood-6th Grade (EC-6) Syllabus
Student Teaching in the Elementary School – EC-6
ELE 441
Fall 2016 & Spring 2017

Instructor: SFA Field Supervisor and Campus Mentor Teacher
Office: TBA by Field Supervisor
Office Phone: TBA by Field Supervisor
EPP Office: 936-468-3964
Other Contact Information: TBA by Field Supervisor

Course Time & Location: Mon-Fri, assigned campus and campus hours
Office Hours: TBA by Field Supervisor
Credits: 6 hours
Email: TBA by Field Supervisor

Prerequisites: Admission into the Educator Preparation Program (EPP), ELE 301, 303, 450, RDG 415 with a C or better.

I. Course Description:

Clinical Practice is the culminating field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the secondary grades. It is a guided authentic learning experience in a public school learning community. There are six critical unit assessments in this course; all are collected in LiveText-FEM:

- Candidate Dispositions Final Self-Assessment
- Candidate Dispositions Assessment by the SFA Field Supervisor and the Mentor Teacher
- EC-6 Addendum
- Clinical Evaluation
- Program Evaluation by the Cooperating Teacher
- Program Completer Survey

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision Statement:

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement:

The mission of the James I. Perkins College of Education is 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.
Values:

In the James I. Perkins College of Education, we value and are committed to:

**Academic excellence** through critical, reflective, and creative thinking

**Life-long learning**

**Collaboration** and shared decision making

**Openness** to new ideas, to culturally diverse people, and to innovation and change **Integrity,** responsibility, diligence, and ethical behavior, and

**Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

ELE 441, Clinical Practice for Elementary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to producing quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the clinical practice campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the clinical practice opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. [http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf](http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf)

Assignments:

Mental Health Training:

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports.

Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

All student teachers shall be individually responsible for selecting online mental health training from the list of providers, complete the training, and print and upload the completion certificate in LiveText.

(Assessed through proof of completion certificate in LiveText.)
Daily interaction at placement campus for 15 weeks, including but not limited to:

- Assessment
- Planning
- Instruction
- Classroom guidance / management
- Planning and professional development meetings
- Professionalism

(Assessed through two informal assessed lessons per placement and one formal assessed lesson per placement, collected in LiveText by the SFA Field Supervisor.)

As a culminating course for the EC-6 program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of an EC-6 educator. These are demonstrated through the following PLOs and standards:

**EC-6 Undergraduate Program Learning Outcomes (PLOs):**

PLO 1 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 (ACEI 1).

PLO 2 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 (ACEI 2).

PLO 3 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 (ACEI 1).

PLO 4 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 (ACEI 4).

PLO 5 - 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 (ACEI 5).

**ACEI Standards:**

Standard 1. Development, Learning, and Motivation—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;

Standard 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language
and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

Standard 2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

Standard 2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

Standard 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

Standard 2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

Standard 2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

Standard 2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students;

Standard 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

Standard 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

Standard 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

Standard 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
Standard 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom;

Standard 4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student; Standard

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally;

Standard 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

CAEP Standards (Council for the Accreditation of Educator Preparation):

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions:

1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: the learner and learning and instructional practice.

Standard 2: Clinical Partnership and Practice

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

**InTASC Standards:**

Through the clinical practice experience, teacher candidates are expected to enhance and demonstrate the performances, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

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.

ISTE Standards:

Through the clinical practice experience, teacher candidates are expected to enhance, model and apply the International Society for Technology in Education (ISTE) Standards as they design, implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide models for students, colleagues and the community (ISTE, 2015).

Standard 1: Facilitate and inspire student learning and creativity.

Standard 2: Design and develop digital age learning experiences and assessments.

Standard 3: Model digital age work and learning.

Standard 4: Promote and model digital citizenship and responsibility.

Standard 5: Engage in professional growth and leadership.

IV. Evaluation and Assessments (Grading):

Professionalism (100 pts): Each teacher candidate will begin the semester with 100 points for professionalism. Issues with professional behavior will result in the SFA field supervisor deducting professionalism points. Points may be deducted for inappropriate behavior, language, dress, conduct and any unprofessional behavior.

Four Informal Evaluations (120 pts each): The SFA field supervisor will evaluate candidates teaching a lesson two times in each placement prior to the final formal evaluation in that placement.

Two Final Field Experience/Clinical Evaluation (240 pts each): The SFA field supervisor will conduct a final formal evaluation toward the end of each placement. In order to pass the course, teacher candidates must earn an average score of 2 on the formal evaluations regardless of the points accumulated.

Mental Health Training (pass / fail): Mental health training is required of all teacher candidates by the Texas Education Agency (TEA). Candidates must complete an online training and upload the
certification of completion in LiveText to successfully complete ELE 441.

**Final Dispositions by Candidate (pass / fail):** The Final Dispositions by Candidate is a pass/fail assignment. The intent of the assignment is for candidates to self-assess to determine educator dispositions upon completion of the educator preparation program. Completion of the assessment is required to pass ELE 441.

**Attendance:** Student teachers must attend class at their assigned placement. Each student teacher has two excused absences. Excused absences include illness, family emergency and other emergencies. Excused absences do NOT include certification testing, vacations, and other non-emergency circumstances. If a student teacher must miss more than 2 days, the additional days must be made-up PRIOR TO the SFA graduation date. Late arrivals and early departures count toward absences. Each TWO late arrivals or early departures are equivalent to ONE absence. Student teachers experiencing issues with attendance will lose professionalism points for the assigned area on the Professionalism Assessment Instrument.

**In order to pass the class,** candidates must earn an average score of 2 on the Formal Field Experience/Clinical Evaluation and a minimum of 850 total points. ELE 441 is a Pass/Fail course.

**Failure Clause:** Student teachers can immediately earn an F in this course due to the following reasons:

- The placement site asks for the student teacher to be removed
- More than 5 absences or 10 late arrivals/early departures
- Violation of any school policy
- Violation of any university policy
- Violation of the Texas Code of Ethics
- Violation of any state or federal law
- Failure to complete any course assignments
- Any other egregious acts of non-professional behavior

**V. Tentative Course Outline/Calendar:**

Refer to: [http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf](http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf)

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

**Required:**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

**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 Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitiyservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of
plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses.
Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

All information, forms, handbooks, and other resources related to clinical practice can be found at http://coe.sfasu.edu/students/studentteacher
Middle Level Grades (MLG) Syllabus
Student Teaching in the Elementary School - MLG
ELE 441
Fall 2016 & Spring 2017

Instructor: SFA Field Supervisor and Campus Mentor Teacher
Office: TBA by Field Supervisor
Office Phone: TBA by Field Supervisor
EPP Office: 936-468-3964
Other Contact Information: TBA by Field Supervisor

Course Time & Location: Mon-Fri, assigned campus and campus hours
Office Hours: TBA by Field Supervisor
Credits: 6 hours
Email: TBA by Field Supervisor

Prerequisites: Admission into the Educator Preparation Program (EPP), MLG 401, 402, 403 with a C or better.

I. Course Description:

Clinical Practice is the culminating field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the secondary grades. It is a guided authentic learning experience in a public school learning community. There are six critical unit assessments in this course; all are collected in LiveText-FEM:

• Candidate Dispositions Final Self-Assessment
• Candidate Dispositions Assessment by the SFA Field Supervisor and the Mentor Teacher
• EC-6 Addendum
• Clinical Evaluation
• Program Evaluation by the Cooperating Teacher
• Program Completer Survey

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision Statement:

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement:

The mission of the James I. Perkins College of Education is 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.
Values:

In the James I. Perkins College of Education, we value and are committed to:

**Academic excellence** through critical, reflective, and creative thinking
**Life-long learning**
**Collaboration** and shared decision making
**Openness** to new ideas, to culturally diverse people, and to innovation and change **Integrity**, responsibility, diligence, and ethical behavior, and

**Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

ELE 441, Clinical Practice for Elementary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to producing quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the clinical practice campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the clinical practice opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. [http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf](http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf)

Assignments:

Mental Health Training:

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports.

Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

All student teachers shall be individually responsible for selecting online mental health training from the list of providers, complete the training, and print and upload the completion certificate in LiveText-FEM.

(Assessed through proof of completion certificate in LiveText-FEM.)
Daily interaction at placement campus for 15 weeks, including but not limited to:

- Assessment
- Planning
- Instruction
- Classroom guidance / management
- Planning and professional development meetings
- Professionalism

(Assessed through four informal assessed lessons and one formal assessed lesson, collected in LiveText-FEM by the SFA Field Supervisor.)

As a culminating course for the MLG program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of a middle level grades educator. These are demonstrated through the following PLOs and standards:

**MLG Undergraduate Program Learning Outcomes (PLOs):**

**PLO 1:** The teacher candidates will understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning

Element A: Knowledge of Young Adolescent Development

Element B: Implications of Young Adolescent Development for Middle Level Curriculum, Instruction and Schooling

**PLO 2.** The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

Element A: Subject Matter Content

Element B: Interdisciplinary Nature of Knowledge and

Element C: Middle Level Student Standards

**PLO 3:** The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Element A: Middle Level Philosophical Foundations

Element B: Middle Level Organization and Best Practices

**PLO 4:** The teacher candidates will understand, use, and reflect on the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a
variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Element A: Content Pedagogy

Element B: Middle Level Instructional Strategies

Element C: Middle Level Assessment and Data-formed Instruction

Element D: Young Adolescent Motivation

**PLO 5:** The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals.

Element A: Professional Roles of Middle Level Teachers

Element B: Advocacy for Young Adolescents and Developmentally Responsible Schooling Practices

Element C: Working with Family Members and Community Involvement

Element D: Dispositions and Professional Behaviors

**AMLE Standards:**

**Standard 1: Young Adolescent Development:**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

**Standard 2: Middle Level Curriculum**

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.
**Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

**CAEP Standards (Council for the Accreditation of Educator Preparation):**

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions:**

1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: the learner and learning and instructional practice.

**Standard 2: Clinical Partnership and Practice**

**Partnerships for Clinical Preparation**

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

**Clinical Educators**

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

**Clinical Experiences**

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based
assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

**InTASC Standards:**

Through the clinical practice experience, teacher candidates are expected to enhance and demonstrate the performances, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

**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.

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- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another
source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
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Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
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Special Education Syllabus
Student Teaching in Special Education
SPE 443
Fall 2016 & Spring 2017

Instructor: SFA Field Supervisor and Campus Mentor Teacher
Office: TBA by Field Supervisor
Office Phone: TBA by Field Supervisor
EPP Office: 936-468-3964
Other Contact Information: TBA by Field Supervisor

Course Time & Location: Mon-Fri, assigned campus and campus hours
Office Hours: TBA by Field Supervisor
Credits: 6 hours
Email: TBA by Field Supervisor

Prerequisites: Admission into educator certification, SED 370, 371, 372, 450, 450L

I. Course Description:

Clinical Practice is the culminating field experience where teacher candidates have the opportunity to demonstrate their knowledge, skills, and dispositions related to educating students in the secondary grades. It is a guided authentic learning experience in a public school learning community. There are six critical unit assessments in this course; all are collected in LiveText-FEM:

- Candidate Dispositions Final Self-Assessment
- Candidate Dispositions Assessment by the SFA Field Supervisor and the Mentor Teacher
- EC-6 Addendum
- Clinical Evaluation
- Program Evaluation by the Cooperating Teacher
- Program Completer Survey

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision Statement:

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement:

The mission of the James I. Perkins College of Education is 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.

Values:
In the James I. Perkins College of Education, we value and are committed to:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

SPE 443, Clinical Practice for Elementary Education, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: academic excellence (through learning content and exhibiting critical, reflective, and creative thinking in assignments), life-long learning (as the course encourages candidates to producing quality work related to current, research-based content), collaboration (through discussions and emails), openness (to new ideas, theories, and philosophies), integrity (through demonstration of ethical and professional dispositions), and service (through the service to the clinical practice campus).

Student teachers express their commitment to the personal and professional qualities included in the College of Education Conceptual Framework through the clinical practice opportunity to grow as a professional. As guests in the public school systems, teacher candidates exhibit their knowledge of child growth and development, commitment to elementary and middle level students while contributing to the learning community.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

The student teaching semester must be a minimum of 15 weeks (typically one semester) of observation and teaching. For specific requirements, consult the Student Teaching Handbook for the current academic year. [http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf](http://coe.sfasu.edu/documents/StudentTeachingHandbookFINAL.pdf)

**Assignments:**

**Mental Health Training:**

Senate Bill 460, effective September 1, 2015, requires Texas school teachers to learn about detecting and educating students with mental or emotional disorders and providing positive behavioral interventions and supports. Under SB 460, teacher candidates will study characteristics of mental and emotional disorders among children, as well as effective strategies for teaching, intervening with students, de-escalation techniques and PBIS (Positive Behaviors Interventions and Support).

All student teachers shall be individually responsible for selecting online mental health training from the list of providers, complete the training, and print and upload the completion certificate in LiveText-FEM.

(Assessed through proof of completion certificate in LiveText-FEM.)
Daily interaction at placement campus for 15 weeks, including but not limited to:

- Assessment
- Planning
- Instruction
- Classroom guidance / management
- Planning and professional development meetings
- Professionalism

(Assessed through four informal assessed lessons and one formal assessed lesson, collected in LiveText-FEM by the SFA Field Supervisor.)

As a culminating course for the MLG program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions expected of an middle level grades educator. These are demonstrated through the following PLOs and standards:

**Secondary Education Program Learning Outcomes (PLOs):**

1. The student will develop, create, and adapt instruction and assessment for all students.

2. The student will effectively manage a diverse learner-centered classroom.

3. The student will implement and modify instruction based on the needs of diverse students by incorporating technology as appropriate.

4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.

5. The student will use strategies and methods for reading and literacy in various content areas.

**CEC Standards:**

**CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences**

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**CEC Initial Preparation Standard 2 Learning Environments**

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**CEC Initial Preparation Standard 3 Curricular Content Knowledge**

3.0 Beginning special education professionals use knowledge of general and specialized curricula to
individualize learning for individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

CEC Initial Preparation Standard 7 Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with Initial Preparation Standards with Elaborations Page 10 of 11 exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

CAEP Standards (Council for the Accreditation of Educator Preparation):

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions:

1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: the learner and learning and instructional practice.

Standard 2: Clinical Partnership and Practice

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple
indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

InTASC Standards:

Through the clinical practice experience, teacher candidates are expected to enhance and demonstrate the performances, essential knowledge and dispositions outlined in the InTASC Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State Officers (CCSSO).

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.

**ISTE Standards:**

Through the clinical practice experience, teacher candidates are expected to enhance, model and apply the International Society for Technology in Education (ISTE) Standards as they design, implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide models for students, colleagues and the community (ISTE, 2015).

Standard 1: Facilitate and inspire student learning and creativity.

Standard 2: Design and develop digital age learning experiences and assessments.

Standard 3: Model digital age work and learning.

Standard 4: Promote and model digital citizenship and responsibility.

Standard 5: Engage in professional growth and leadership.

**IV. Evaluation and Assessments (Grading):**

**Professionalism (100 pts):** Each teacher candidate will begin the semester with 100 points for professionalism. Issues with professional behavior will result in the SFA field supervisor deducting professionalism points. Points may be deducted for inappropriate behavior, language, dress, conduct and any unprofessional behavior.

**Four Informal Evaluations (120 pts each):** The SFA field supervisor will evaluate candidates teaching a lesson four times and give substantive feedback prior to the final formal evaluation.
One Final Field Experience/Clinical Evaluation (240 pts): The SFA field supervisor will conduct a final formal evaluation toward the end of each placement. In order to pass the course, teacher candidates must earn an average score of 2 on the formal evaluations regardless of the points accumulated.

Mental Health Training (pass / fail): Mental health training is required of all teacher candidates by the Texas Education Agency (TEA). Candidates must complete an online training and upload the certification of completion in LiveText-FEM to successfully complete SPE 443.

Final Dispositions by Candidate (pass / fail): The Final Dispositions by Candidate is a pass/fail assignment. The intent of the assignment is for candidates to self-assess to determine educator dispositions upon completion of the educator preparation program. Completion of the assessment is required to pass SPE 443.

Attendance: Student teachers must attend class at their assigned placement. Each student teacher has two excused absences. Excused absences include illness, family emergency and other emergencies. Excused absences do NOT include certification testing, vacations, and other non-emergency circumstances. If a student teacher must miss more than 2 days, the additional days must be made-up PRIOR TO the SFA graduation date. Late arrivals and early departures count toward absences. Each TWO late arrivals or early departures are equivalent to ONE absence. Student teachers experiencing issues with attendance will lose professionalism points for the assigned area on the Professionalism Assessment Instrument.

In order to pass the class, candidates must earn an average score of 2 on the Formal Field Experience/Clinical Evaluation and a minimum of 600 total points. SPE 443 is a Pass/Fail course.

Failure Clause: Student teachers can immediately earn an F in this course due to the following reasons:

The placement site asks for the student teacher to be removed
More than 5 absences or 10 late arrivals/early departures
Violation of any school policy
Violation of any university policy
Violation of the Texas Code of Ethics
Violation of any state or federal law
Failure to complete any course assignments
Any other egregious acts of non-professional behavior

V. Tentative Course Outline/Calendar:

Refer to: http://coe.sfasu.edu/documents/ImportantDatesforStudentTeachingFall2015.pdf

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

Required:

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.LiveText.com for a fee of $20.00.
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 Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

All information, forms, handbooks, and other resources related to clinical practice can be found at http://coe.sfasu.edu/students/studentteacher