



Clinical Teaching Semester II

COURSE SYLLABUS: Fall 2024

ELED 443: Creating Effective Learning Environments in Culturally Diverse Field-Based Settings

ELED 452: Student Teaching and Field Based Student Teaching

INSTRUCTOR INFORMATION

Instructors: Dr. Lindsay Morgan | **Email:** lindsay.morgan@tamuc.edu

Dr. Carol Revelle | **Email:** carol.revelle@tamuc.edu

Office Hours: By appointment as needed.

Preferred Form of Communication: email

Communication Response Time: 24-48 hours, M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s): No required textbooks for this course

[Field-Based Teacher Education Program Handbook](#)

Software Required:

- **Tk20:** You will be using Tk20, a comprehensive data management system to upload key artifacts related to teacher certification.
- **On-line TExES Resources:** T-Cert, 240 Tutoring or Certify Teacher – (invitations through email)
- **D2L** – university LMS system – navigate and check for announcements
- **Google Classroom** – used to demonstrate technology used by public school partners

Additional Readings and Web Resources:

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

Website: The Iris Center, Vanderbilt University <https://iris.peabody.vanderbilt.edu>

Website: High Leverage Practices <https://highleveragepractices.org/>

Website: PBIS strategies <https://www.pbis.org/>

Website: Conscious Discipline <https://consciousdiscipline.com/>

The syllabus/schedule are subject to change.

Website: Harry Wong Effective Teaching <https://www.effectiveteaching.com/>

Website: Teacher Vision <https://www.teachervision.com/teaching-strategies/classroom-management>

Website: Teach Like a Champion - <https://teachlikeachampion.com/books/teach-like-champion-2-0/transition-guide/new-revised-techniques/>

Youtube: https://www.youtube.com/playlist?list=PLc7qiAsR5B_Q1VVMiUrBZ6_axwsfGHNe7

Website: Kagan Online https://www.kaganonline.com/online_magazine/

Course Description

Seminar II Course Work: Internship seminar is taught in an integrated manner during seminar sessions by Center Faculty and includes these courses: ELED 443, 452.

Individual Course Descriptions:

ELED 443 - Creating Effective Learning Environments in Culturally Diverse Field-Based Settings

Hours: 3

A field-based course in which prospective teachers develop & improve the skill of creating inclusive classroom environments, curriculum, space and time, and supporting student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability to support cognitive and affective learning by creating a learning environment that promotes students' cultural competence and critical consciousness. Candidates work alongside experienced public school teachers in their elementary and/or middle school classrooms. Prerequisites: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for clinical teaching. (Tech Standards: 2.8s, 4.9s-4.11s, 5.3k, 5.3s, 6.1k, 6.2k, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s-6.21s, 7.1k, 7.2k, 7.11s, 7.14s; PPR Standards 1.1k-1.6k, 1.9k, 1.19k-1.29k, 1.1s-1.29s, 2.2k, 2.4k, 2.5k, 2.8k, 2.11k, 2.12k, 2.4s-2.16s, 3.1k-3.16k, 3.1s-3.20s, 4.3k-4.7k, 4.9k-4.18k, 4.1s-4.19s)

ELED 452 - Student Teaching in Field-Based Teacher Education Programs

Hours: 3-9

This is a course requiring observation, participation, and direct teaching for clinical teachers enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for clinical teaching. Prerequisites: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for clinical teaching". (Tech Standards: 2.8s, 4.9s-4.11s, 5.3k, 5.3s, 6.1k, 6.2k, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s-6.21s, 7.1k, 7.2k, 7.11s, 7.14s; PPR Standards 1.1k-1.6k, 1.9k, 1.19k-1.29k, 1.1s-1.29s, 2.2k, 2.4k, 2.5k, 2.8k, 2.11k, 2.12k, 2.4s-2.16s, 3.1k-3.16k, 3.1s-3.20s, 4.3k-4.7k, 4.9k-4.18k, 4.1s-4.19s)

All courses are taught in an integrated manner during seminar by Center Faculty and include ELED 443 and ELED 452.

The syllabus/schedule are subject to change.

Student Learning Outcomes

The Learner Will:

1. Demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
2. Work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
3. Exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
4. Interact with students in a respectful way at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
5. Use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
6. Consistently hold oneself to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct oneself ethically and with integrity.
- 7.

COURSE REQUIREMENTS

Required Seminar Courses: ELED 443, ELED 452

1. *Attendance*— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Actively participate and collaborate in seminar and field based settings.
3. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
4. Reflection of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
5. Three formal classroom lesson observations using the pop cycle that are approved and evaluated by the Field Supervisor.
6. Informal walkthrough observations evaluated by the field supervisor and cooperating teacher.
7. Participate in formal and informal Instructional Leadership Team (ILT) meetings. Performance evaluations at Mid-Term and Final ILT meetings.

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8. Must pass required Certification Exams applicable to your certification area to acquire teacher certification.
9. Must pass TExES Certification Exam to enter Clinical Teaching. **(All sections of the EC-6 CORE exam or 4-8 Content Area passed by the end of the Internship semester)**
10. Check degree evaluation in Degree Works for accuracy.
11. Demonstrate dispositions for teaching as outlined by TAMU-C.
12. Upload assignments/artifacts in TK20 by the deadline.

Instructional Methods

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held as scheduled and will use an integrated approach to connect learning and experiences.

The purpose of clinical teaching within the field-based program is two-fold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of teacher candidates is also twofold as it addresses performance in both field based and seminar settings.

The ***instructional leadership team*** is the primary decision-making team that is coordinated by the cooperating teacher(s) and field supervisor with input from the clinical teacher and principals. Most decisions about the activities and experiences of each clinical teacher will have been determined by the *ILT* through discussion and consensus. The ILTs are usually composed of at least one cooperating teacher, a clinical teacher, and field supervisor.

The clinical teacher's responsibilities should include:

- Understand the physical and cultural environment of the school, faculty, and staff, and students.
- Learn the students' names and their cultural diversity as soon as possible.
- Demonstrate the ability to respond appropriately to diverse group of learners.
- Understand the cooperating teacher's yearly curricular and instructional goals.
- Become familiar with the content objectives, and curriculum in order to utilize them for planning and instruction.
- Demonstrate a rich knowledge of content areas.
- Demonstrate effective interpersonal communication skills orally and in writing with professionals and students.
- Display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession.
- Observe the planning process which may include attending planning meetings.
- Assist the cooperating teacher in planning, developing, and preparing materials.
- Implement classroom instructional and discipline management plan.
- Supervise student performance and working with individual students.
- Observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction.

The syllabus/schedule are subject to change.

- Demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students.
- Use of effective assessment and evaluation strategies to promote student learning.
- Explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management.
- Exhibit a commitment to teaching, learning, and excellence in the profession.
- Assume other responsibilities based upon ILT recommendations.

Professionalism:

Student Learning Outcomes: 1-6 (see Student Learning Outcomes)

Assessment Method: Determined by the Instructional Leadership Team, Professionalism, self-assessment, and lesson evaluations.

- Attendance and being on time at **ALL** university seminars, assigned campus days, school/university meetings, and field-based staff development. You are **required** to contact your field supervisor and cooperating teacher if you will be missing your assigned campus day or seminar. Your grade could be impacted if you are absent or tardy (see performance evaluation for details).
- Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in, and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during seminar, on assignments, and in the field (see performance evaluation for details).

Lesson Plans and Evaluation:

Learning Outcomes: 1-6 (see Student Learning Outcomes)

Assessment Method: Documentation through lesson plans, evaluations, observations (Cooperating Teacher/Field Supervisor)

- Teacher Candidates will participate in three full POP Cycle performance assessments – pre-conference, observation, and post-conference. The POP Cycle observation will be evaluated from your field supervisor. Prior to the pre-conference, you will provide your field supervisor with the lesson plan at least 48 hours in advance. You will discuss the components of the lesson plan with your field supervisor at the pre-conference. At the post conference with your field supervisor you will share your reflections and receive feedback from your field supervisor.
- Teacher Candidates will create a pre-assessment, collect and analyze data prior to the lesson observation and plan for support and extension activities based on data. Teacher candidates will review post assessment data after the lesson implementation and plan for a re-teach or support for students that did not meet the objective.
- Informal walkthrough observations evaluated by the field supervisor and cooperating teacher.

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- Midterm Evaluation covering experiences from field and seminar as completed by the ILT. (see performance evaluation for details)
- Final Evaluation covering experiences in the field and seminar as completed by the ILT. (see performance evaluation for details)

Student Responsibilities

Teacher Candidates are expected to:

- ✓ Report to their assigned school for teaching responsibilities. During semester I, EC-6 and 4-8 Teacher Candidates will participate in clinical teaching for a total of three days per week. Teacher Candidates will be in the field for the contract hours for teachers in that district. Teacher Candidates are expected to follow the check-in procedures of the school.
- ✓ Participate in all activities in the school and the district, and to take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school as much as the Teacher Candidates are able.
- ✓ Follow the academic calendar of the assigned public-school district. Any changes or exceptions to this will be noted by the Center Coordinator.
- ✓ It is expected that Teacher Candidates will be present and on time to their assigned campus except in cases of serious illness or other extenuating circumstances. In those instances, the Teacher Candidate must contact the Cooperating Teacher and Field Supervisor no later than the morning of the necessary absence AND prior to the required arrival time at the campus.
- ✓ Notify your Field Supervisor anytime there is a change in plans due to early dismissal, assembly program, PTA meetings, unscheduled holidays, or any unforeseen event. Field Supervisors occasionally stop by unannounced and must always know where Teacher Candidates will be.

Active Participation: Successful class participation is expected, including, but not limited to, the following: appropriately responding to class discussion questions and individual comments; on-time submission of all required course assignments; verbal and written contributions to assigned session discussion topics; active participation in group activities; sharing of ideas, theories, and concepts related to the teaching profession, and other session or content related topics.

Attendance: Procedure Statement

At Texas A&M University-Commerce, students (1) and faculty (2) are expected to be present for **all** face-to-face and interactive video classes in which they are enrolled. Students are responsible for providing faculty members with reason(s) for their absences and are responsible for requesting makeup information for any missed work and/or quizzes, projects, or assessments. For detailed information regarding the TAMUC Attendance Policy, reference the *TAMUC Attendance* section of this syllabus.

Excessive absences that interfere with the successful completion of clinical teaching may require you to be placed on a growth plan and/or dismissed from the program. Decisions regarding extenuating circumstances will be made in coordination between the TC, Cooperating Teacher, Field-Supervisor and Center Coordinator on a case-by-case basis.

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GRADING

Grading will reflect a combination of seminar and field work. ***Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.***

The following holistic scoring will be utilized:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidence of extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation, and completion of assignments by due date

B (80 – 89%) = Developing. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation, and completion of assignments by due date

C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D (less than 70%) = Not recommended for teacher certification

Grading (Determined by criteria shared below)

- **Performance Evaluation**
- **ILT meetings**

Final assessed grade will then be translated into courses for internship / Clinical Teaching Semester II:

ELED 443: Creating Effective Learning Environments in Culturally Diverse Field-Based Settings

ELED 452: Student Teaching and Field Based Student Teaching

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

ARTIFICIAL INTELLIGENCE USE

AI is allowed **with attribution**: Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, **students must cite any AI-generated material that informed their work** (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course **material**, please contact your instructor ([Dr. Morgan](#)).

The syllabus/schedule are subject to change.

Technical Support

If you are having **technical difficulty** with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I enjoy getting to know my students. Please contact me with any questions you may have. I strive to provide quick feedback on assignments, etc. Please allow 24-48 hour response time during the business week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

The syllabus/schedule are subject to change.

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

The syllabus/schedule are subject to change.

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit <https://www.tamuc.edu/counseling-center/>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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Course Outline

Topics / dates below are subject to change (weather, etc.). Seminar attendance is mandatory.

Week	Seminar Date	Time	Session Type	Resident Candidate Topics
ORIENT.	August 17th	9:00 a.m.- 3:00 p.m.	F2F Main Campus	Introduction to Residency / Lesson Planning Review (Scaffolding) / Lesson Plan Quality (AI tool) / POP Cycle Review / Semester Road Mapping and Goal Setting / Cohort Team Building (Materials: Handbooks, Required Forms, etc.)
1	August 26th	5:00 p.m. - 6:00 p.m.	Virtual (Zoom)	Effective Instructional Strategies Review / Check-In
2	September 2nd	X	X	Labor Day - No Seminar
3	September 9th	X	X	No Seminar (Saturday seminar hours)
4	September 16th	X	X	No Seminar (Saturday seminar hours)
5	September 21st	9:00 a.m. - 11:00 a.m.	F2F Main Campus	Special Programs and Assessment Review
		11:00 a.m. - 12:00 p.m.	F2F Main Campus	Texas Code of Ethics / Professionalism / Professional Communication
		1:00 p.m. - 3:00 p.m.	F2F Main Campus	Marketability / Mock Interviews / Portfolio Review
6	September 30th	X	X	No Seminar (Saturday seminar hours)
7	October 7th	X	X	No Seminar (Saturday seminar hours)
8	October 14th	X	X	ILT's / No Seminar
9	October 21st	X	X	No Seminar (Saturday seminar hours)
10	October 28th	X	X	No Seminar (Saturday seminar hours)
11	November 2nd	9:00 a.m. - 10:30 a.m.	F2F Main Campus	Classroom Resources, OER, and Instructional Technology Review
		10:30 a.m. - 12:00 p.m.	F2F Main Campus	Social Emotional Learning / Creating Safe Classroom Environments
		1:00 p.m. - 3:00 p.m.	F2F Main Campus	Grit & Growth Mindset
12	November 11th	X	X	No Seminar (Saturday seminar hours)
13	November 18th	X	X	ILT's / No Seminar
14	November 25th	X	X	No Seminar - Thanksgiving
15	December 2nd	5:00 p.m. - 6:00 p.m.	Virtual (Zoom)	Closing out TK20 / Final Certification Reminders and Road Map
16	December 7th	10:00 a.m.	F2F Main Campus	Graduation Celebrations - Recognizing our GRADS!

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