Clinical Teaching Semester I
ELED 440 Instructional Strategies
ELED 447 Data & Assessment
RDG 448 Supporting Literacy Development

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Janet Kimbriel
Office Phone:
University Email Address: janet.kimbriel@etamu.edu
Preferred Form of Communication: **email**
Communication Response Time: 24 hours Monday - Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content. Some assignments may involve creating short videos, which can be completed using free or built-in recording tools such as *ScreenPal* or similar software. Please note that ScreenPal is provided as an example; students may use any comparable video capture program that meets the assignment requirements.

Students will continue to access the TK20 binder.

The syllabus/schedule are subject to change.

Clinical I Field-Based Block Description

The Clinical I Teaching Field-Based Experience integrates three coordinated courses (ELED 440, ELED 447, and RDG 448) to bridge instructional theory and classroom practice. Candidates will engage in applied teaching, observation, and reflection in EC–6 classrooms under the guidance of university supervisors and cooperating teachers.

This field-based block emphasizes:
- TEKS-aligned instructional design
- literacy integration
- professional responsibilities
- effective assessment practices
- ethical and data-driven decision-making

Candidates will participate in POP Cycle observations, cooperating teacher evaluations, ILT conferences (Initial, Mid, and Final), and TEA Mental Health Training. Attendance at all seminars and field assignments is required.

ELED 440 Instructional Strategies

This course provides foundational knowledge and practical strategies for effective teaching in EC–6 classrooms. Emphasis is placed on instructional design, classroom organization, and the application of developmentally appropriate teaching models across core content areas. Topics include lesson and unit planning, classroom management, and communication practices that foster student engagement. Candidates explore how to create well-structured, inclusive learning experiences that meet the needs of diverse learners.

Student Learning Outcomes (SLOs)

By the end of this course, candidates will be able to:

1. Design and deliver instruction aligned with TEKS using developmentally appropriate models.
2. Implement classroom management and organizational strategies that promote positive learning environments.
3. Apply effective questioning, grouping, and engagement strategies to enhance student participation.
4. Communicate learning objectives and feedback clearly to support student growth.

[ELED 440: Performance-Based Assessment](#)

ELED 447 Data and Assessment

The syllabus/schedule are subject to change.

This field-based course examines professional ethics, collaboration, assessment literacy, and reflective practice within the teaching profession. Candidates learn to use data to guide instruction, communicate effectively with stakeholders, and navigate legal and ethical responsibilities in schools. Emphasis is placed on formative and summative assessment, data-driven decision making, and professional growth through structured reflection.

Student Learning Outcomes (SLOs)

By the end of this course, candidates will be able to:

1. Apply professional ethics and demonstrate understanding of teacher responsibilities under Texas law and TEA policy.
2. Use formative and summative assessments to monitor learning and guide instructional decisions.
3. Interpret and communicate student assessment data effectively.
4. Reflect on professional growth through ILT conferences and mentorship feedback.

ELED 447: Performance-Based Assessment

RDG 448 Supporting Literacy Development

This course focuses on supporting reading and writing development across content areas, with special attention to emergent bilingual learners. Candidates apply research-based strategies to build fluency, vocabulary, and comprehension, and explore ways to integrate literacy instruction into all subjects. The use of language assessments and student data to guide instructional decisions is emphasized.

Student Learning Outcomes (SLOs)

By the end of this course, candidates will be able to:

1. Apply reading and writing strategies to support comprehension and content understanding.
2. Use literacy assessment data to inform lesson design and targeted intervention.
3. Develop lessons integrating academic vocabulary and writing within core content areas.
4. Support emergent bilinguals and struggling readers through scaffolded instruction.

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Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed here.

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Design and deliver TEKS-aligned lessons that integrate literacy, content, and language supports for diverse learners.	**Teacher Prep:** 1.A.i–iii, 1.B.i–ii, 1.F.i–iii · **TEKS:** §228.57(d)(1)(7),(8) · **Tech Apps:** §228.57(a); 7.15s · **ELPS:** (b)1–4, (c)4.A–K, (c)5.A–G · **PPR Std:** 1.30k, 1.31k, 3.12k–3.16k, 3.15s–3.20s · **STR Std:** (b)1,(c)3,(c)4 · **Comm.:** C,K	**EC–6/EC–3:** Dom II (005–006); PK–3 III.006.D; IV.009.B–D · **PPR Test:** III.010.C–E · **STR Test:** II.003.H–I · **NEW PPR:** Instruction & Implementation
2. Implement formative and summative assessments to monitor academic and linguistic progress and adjust instruction accordingly.	**Teacher Prep:** 1.B.iii, 1.F.i–iii, 5.A.i–ii · **TEKS:** §228.57(d)(1)(7),(8) · **Tech Apps:** §228.57(a); 7.15s · **PPR Std:** 3.12k–3.16k, 3.15s–3.19s · **STR Std:** (b)6,(c)3 · **ELPS:** (d)3–6 · **Comm.:** K	**EC–6:** Dom II (005–006); PK–3 IV.009.B–D · **PPR Test:** II.005.F–G, III.010.C–E · **STR Test:** II.003.H · **NEW PPR:** Assessment Practices
3. Demonstrate classroom management, engagement, and equitable environments supporting all learners.	**Teacher Prep:** 1.A.iii, 1.B.i–ii, 5.B.i–iii, 5.D.i–ii · **TEKS:** §228.57(d)(1)(7),(8) · **Tech Apps:** §228.57(a); 7.15s · **ELPS:** (b)1–4 · **PPR Std:** 2.15k–2.18k, 3.12k–3.19s · **Comm.:** C,K	**EC–6:** Dom II (006); PK–3 IV.009.C–D · **PPR Test:** II.005.G, III.010.D–E · **NEW PPR:** Learning Environment
4. Collaborate with cooperating teachers, mentors, and supervisors to analyze lessons and refine instruction based on assessment data.	**Teacher Prep:** 1.B.iii, 5.C.i–ii · **TAC:** §228.35(e)(2)(B) · **Tech Apps:** §228.57(a) · **PPR Std:** 3.15k–3.20s · **STR Std:** (b)6,(c)4 · **ELPS:** (c)4.A–K, (c)5.A–G · **Comm.:** K	**EC–6:** Dom III (007–009); PK–3 IV.009.D · **PPR Test:** II.005.D–G, III.010.C · **STR Test:** II.003.I · **NEW PPR:** Collaboration & Reflection
5. Demonstrate professionalism, ethics, and effective communication as part of the school community.	**Teacher Prep:** 5.A.i–ii, 5.B.i–iii, 6.A.i–iii · **TAC:** §228.41 · **Tech Apps:** §228.57(a); 7.15s · **PPR Std:** 3.14k, 3.15k, 3.17s–3.19s · **ELPS:** (c)5.A–G · **Comm.:** 6.A.i	**EC–6:** Dom IV (010–013); PK–3 VI.014.A–E · **PPR Test:** III.010.D–E · **NEW PPR:** Professional Roles & Ethics
6. Reflect on teaching performance and student outcomes to set goals for continuous improvement and professional growth.	**Teacher Prep:** 5.C.i–ii, 5.D.i–ii, 6.A.i–iii · **TAC:** §228.35(e)(2)(B); A–L (H &I) · **Tech Apps:** §228.57(a); 7.15s · **PPR Std:** 3.15s–3.20s · **ELPS:** (d)3–6 · **STR Std:** (c)4 · **Comm.:** 5.C.i	**EC–6/EC–3:** Dom IV (012); PK–3 VI.014.D–E · **PPR Test:** II.006.I–J, III.010.E · **NEW PPR:** Reflection & Growth / T-TESS Dom 4

Referenced Standards Key
- **Teacher Preparation:** 19 TAC §228.35; §228.41; 1.A.i–iii, 1.B.i–iii, 1.F.i–iii, 5.A–D, 6.A.i–iii
- **PPR Standards:** 19 TAC Ch. 235 Subch. C (1.30k–1.31k; 1.28s–1.29s; 3.12k–3.20s)
- **PPR Test Framework:** TExES #160 – II.005 (A–G); II.006 (H–J); III.010 (C–E)
- **STR Standards:** 19 TAC §235.15(b)(1),(6); (c)(3–4)
- **STR Test Framework:** II.003 (H–I)
- **ELPS:** 19 TAC §74.4(b)(1–4); (c)4.A–K; (c)5.A–G; (d)3–6
- **Technology Applications:** 19 TAC §228.57(a); 7.15s
- **TEKS Curriculum:** 19 TAC §228.57(d)(1)(7),(8)
- **Commissioner's Standards:** 19 TAC §149.1001 (C,K)

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should possess basic digital literacy skills, including the ability to:

- Access, download, and submit assignments through the university's learning management system (ex. D2L).

- Communicate professionally via email and participate in online discussions or video meetings (ex. Zoom, Teams).

- Use Microsoft Word, PowerPoint, and Excel or equivalent tools for creating lesson plans and instructional materials.

- Navigate online educational resources such as TEA, TEKS, T-TESS, and certification preparation platforms.

- Collect and organize digital artifacts for field documentation (lesson plans, observation forms, reflections, and data).

Familiarity with digital presentation tools (ex. Canva, Google Slides, Nearpod) and assessment applications (ex. Kahoot, Quizizz, Google Forms) is recommended for instructional design and field integration.

Instructional Methods

This field-based block combines **direct instruction**, **guided practice**, and **authentic application** through classroom teaching experiences. Methods include:

- **Seminar Sessions:** Interactive discussions, modeling, and analysis of effective teaching and assessment practices.

- **Field-Based Observation and Practice:** Structured, supervised classroom experiences with cooperating teachers.

- **Performance-Based Assignments:** Development of lesson plans, assessment artifacts, and literacy integration projects.

- **Collaborative Learning:** Professional learning communities (PLCs), peer feedback, and reflective discussions.

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- **Coaching and Feedback:** Ongoing formative feedback from university supervisors and cooperating teachers during POP cycles.

- **Reflective Practice:** Journals, ILT conferences, and data analysis activities connecting theory to classroom application.

These instructional methods ensure candidates connect pedagogical content knowledge to real-world teaching performance and professional reflection.

Student Responsibilities or Tips for Success in the Course

.**Student Responsibilities or Tips for Success in the Course**

- **Engage Professionally:** Attend all scheduled seminars, field days, and ILT meetings; communicate promptly and respectfully with supervisors and cooperating teachers.

- **Be Prepared and Punctual:** Arrive on time and prepared for all field experiences and assignments, modeling professionalism expected of certified educators.

- **Stay Organized:** Keep digital copies of lesson plans, evaluations, and feedback; track field hours and required documentation accurately.

- **Be Reflective:** Use supervisor feedback, POP cycle notes, and ILT discussions to identify areas for growth and set professional goals.

- **Apply Feedback:** Incorporate suggestions from supervisors and cooperating teachers into lesson design and instructional delivery.

- **Collaborate:** Participate actively in team meetings, peer discussions, and cooperative planning.

- **Stay Informed:** Regularly check university email, D2L announcements, and seminar updates for assignments and field expectations.

- **Complete All Requirements:** Successfully finish TEA Mental Health Training, all POP cycle observations, ILTs, seminar assignments, and cooperating teacher evaluations.

Consistent professionalism, reflection, and communication are key indicators of success in Clinical I and readiness for Clinical II and full-time student teaching. Refer to the Teacher Candidate Handbook.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Total points corresponding to the final letter grades
A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.
Example:
Assignments   20%
Discussions   20%
Midterm Exam   30%
Final Exam   30%
TOTAL   100%

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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:

The syllabus/schedule are subject to change.

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

Zoom Video Conferencing Tool
https://inside.etamu.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@etamu.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 campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, 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

The syllabus/schedule are subject to change.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific 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.etamu.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

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx

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

Academic Integrity

Students at East Texas A&M University 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
Undergraduate Student Academic Dishonesty Form

http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

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[Graduate Student Academic Dishonesty Form](http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)

http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.etamu.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
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu

Website: Office of Student Disability Resources and Services

http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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

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document and/or consult your event organizer.

Web url:
http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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 **www.etamu.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.

==Center Coordinators will inform candidates of seminar schedules.==

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