



Clinical Teaching Semester II

ELED 443 Effective Learning Environment

ELED 452 Student Teaching FB

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Amber Woodard M.ED

Office Location: Ed South, Room 223

Office Hours: Thursday 9AM-1PM, Friday 9AM-1PM

Office Phone:

University Email Address: amber.woodard@etamu.edu

Preferred Form of Communication: **email**

Communication Response Time: within 24-48 hours

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 II Field-Based Block Description

The Clinical II Teaching Field-Based Block represents the capstone experience of the teacher preparation program at ETAMU. Candidates apply knowledge, skills, and dispositions developed throughout coursework in full-time, supervised classroom teaching placements.

Emphasis is placed on demonstrating instructional competence, classroom management, professional ethics, and reflective decision-making that align with the Texas Teacher Evaluation and Support System (T-TESS) and Commissioner's Teacher Standards.

Candidates will:

- Plan and implement lessons across core content areas;
- Manage learning environments independently;
- Analyze student data to inform instruction;
- Demonstrate professionalism in collaboration, communication, and reflection.

Throughout the semester, candidates participate in POP Cycle evaluations, ILT meetings (Initial, Mid, Final), cooperating teacher evaluations, and weekly seminars that connect classroom practice to professional growth.

ELED 443 Effective Learning Environment

Course Description

This field-based course prepares prospective teachers to address advanced professional issues in teaching. Focus areas include designing and maintaining supportive learning environments, managing time and space effectively, and using instructional strategies that promote student engagement, equity, and positive behavior. Candidates develop skills to foster both academic and social-emotional growth by creating respectful, inclusive, student-centered environments. Coursework is integrated with field-based experience in EC–6 and/or middle-grade classrooms.

Student Learning Outcomes (SLOs)

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

1. Design and maintain positive, well-organized classroom environments that support academic and behavioral success.
2. Implement strategies for building relationships and fostering student engagement.

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3. Apply effective communication and collaboration skills with students, families, and colleagues.
4. Reflect on ethical decision-making and professional conduct aligned with TEA and district expectations.

[ELED 443: Performance-Based Assessment](#)

ELED 452 Student Teaching FB

This course requires full-time observation, participation, and directed teaching in an approved EC–6 or middle school classroom under the supervision of a cooperating teacher and university supervisor. Candidates assume increasing instructional responsibility and apply research-based strategies to promote student learning and engagement. Emphasis is placed on reflective practice, data-informed instruction, and demonstration of professional growth in preparation for teacher certification.

Student Learning Outcomes (SLOs)

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

1. Plan and deliver sequential, TEKS-aligned lessons demonstrating instructional competency and differentiation.
2. Analyze assessment data to guide instructional decisions and measure student progress.
3. Apply classroom management, communication, and organizational skills to support learning and positive behavior.
4. Demonstrate professional ethics, reflection, and growth consistent with TEA and T-TESS expectations.

[ELED 452: Performance-Based Assessment](#)

Accreditation Standards Associated with this Class

Standards & Test Framework Competencies Addressed in ELED 443	
Commissioner's Teacher Standards	1.D.i, 1.D.ii, 1.D.iii, 2.A.i, 2.A.ii, 2.A.iii, 4.A.i, 4.A.ii, 4.A.iii
TExES 160 Crosswalk / Framework	I.001.M, I.001.O-P I.004.C-P II..006.B-E, II.006G III.007A-D IV.011.E-F
Pedagogy & Professional Responsibility Standards (Aligned with TExES 160)	1.1k-1.6k, 1.22k, 1.24k-1.28k, 1.1s-1.5s, 1.20s, 1.24s, 1.26s, 2.1k-2.12k, 2.19k-2.23k, 2.1s-2.21s, 3.1k-3.3k, 3.5k, 3.6k, 3.1s-3.3s, 3.8s, 3.10s, 4.3k-4.12k, 4.5s-4.15s
Classroom Teacher Standards (TAC 235)	(b) 1A, 1B, 1C, 1D, (b) 2A, 2B, 2C, 2D, 2E, (b) 3A, 3B, 3C, 3D, (b) 4A, 4B, 4C, (b) 5A, 5B, 5C, 5D, (b) 6A, 6B, 6C, 6D, 6E, 6F, 6G, (c) 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, (c) 2A, 2B, 2C, 2D, 2E, 2F, (c) 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, (c) 4A, 4B, 4C, 4D, 4E, (d) 1A, 1B, 1C, 1D, 1E, (e) 1A, 1B, 1C, 1D, (e) 2A, 2B, 2C, (f) 1A, 1B, 1C, 1D, 1E, (f) 2A, 2B, 2C, 2D, 2E, 2F, (f) 3A, 3B, 3C, 3D
Technology Applications for All Teachers	None
Texas Essential Knowledge & Skills (TEKS) Standards Alignment	None
English Language Proficiency Standards	None

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Pre-K Guidelines	None
Science of Teaching Reading Standards	None
TExES 293 Science of Teaching Reading Crosswalk / Framework	None
Core Subjects EC-6 Standards	None
TExES 391 Core Subjects EC-6 Crosswalk/Framework	None
Early Childhood:PK-3 Standards	None
TExES 292 Early Childhood: Prekindergarten-Grade 3 Crosswalk/Framework	None
TAC 228.57 Curriculum Requirements for Teacher Certification	§228.57(c)(1) – Code of Ethics §228.57(c)(4) – Educator Skills & Responsibilities §228.57(c)(5) – Classroom Management §228.57(c)(6) – Evaluation Framework §228.57(c)(7) – Appropriate Relationships & Boundaries §228.57(d)(4) – Ch. 235 Skills and Competencies
Program Required Performance Task(s) §228.41(2)(A-L)	None

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Standards & Test Framework Competencies Addressed in ELED 452	
Commissioner's Teacher Standards	3.A.i, 3.A.ii, 3.A.iii, 3.B.i, 3.B.ii, 3.B.iii, 3.C.i, 3.C.ii, 6.B.i, 6.B.ii, 6.C.i, 6.C.ii
TExES 160 Crosswalk / Framework	I.001.M, I.001.O-P, I.004.C-P II..006.B-E, II.006G IV.011.E-F IV.012.A-I
Pedagogy & Professional Responsibility Standards (Aligned with TExES 160)	1.1k-1.6k, 1.22k, 1.24k-1.28k, 1.1s-1.5s, 1.20s, 1.24s, 1.26s, 2.1k-2.12k, 2.1s-2.21s, 3.1k-3.3k, 3.5k-3.6k, 3.1s-3.3s, 3.8s, 3.10s, 4.3k-4.12k, 4.5s-4.15s
Classroom Teacher Standards (TAC 235)	(b) 1A, 1B, 1C, 1D, (b) 2A, 2B, 2C, 2D, 2E, (b) 3A, 3B, 3C, 3D, (b) 4A, 4B, 4C, (b) 5A, 5B, 5C, 5D, (b) 6A, 6B, 6C, 6D, 6E, 6F, 6G, (c) 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, (c) 2A, 2B, 2C, 2D, 2E, 2F, (c) 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, (c) 4A, 4B, 4C, 4D, 4E, (d) 1A, 1B, 1C, 1D, 1E, (d) 2A, 2B, 2C, 2D, 2E, 2F, (d) 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J, (d) 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, (e) 1A, 1B, 1C, 1D, (e) 2A, 2B, 2C, (f) 1A, 1B, 1C, 1D, 1E, (f) 2A, 2B, 2C, 2D, 2E, 2F, (f) 3A, 3B, 3C, 3D
Technology Applications for All Teachers	7.13s

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Texas Essential Knowledge & Skills (TEKS) Standards Alignment	(1) Knows and understands the importance of the state content and performance standards as outlined in the TEKS (2) Uses the TEKS to Plan instruction by creating multiple lesson plans (3) Understands the intent of the TEKS for the candidate's specific content area (4) Understands the TEKS vertical alignment for the candidate's specific content area (5) Creating Assessments that reflect intent of the TEKS and evaluates the mastery of the TEKS (6) Plans instructional activities that progresses sequentially and supports stated instructional goals based on the TEKS (7) Uses data to evaluate the mastery of the TEKS to determine reteach opportunities (8) Knows the connection between statewide Texas assessment program, the TEKS, and instruction
English Language Proficiency Standards	None
Pre-K Guidelines	None
Science of Teaching Reading Standards	None
TEExES 293 Science of Teaching Reading Crosswalk / Framework	None
Core Subjects EC-6 Standards	English Language Arts & Reading 7.9s, 12.9s
TEExES 391 Core Subjects EC-6 Crosswalk/Framework	English Language Arts & Reading I.004.I
Early Childhood:PK-3 Standards	None

The syllabus/schedule are subject to change.

TEGES 292 Early Childhood: Prekindergarten-Grade 3 Crosswalk/Framework	None
TAC 228.57 Curriculum Requirements for Teacher Certification	§228.57(c)(1) – Code of Ethics §228.57(c)(4) – Educator Skills & Responsibilities §228.57(c)(6) – Evaluation Framework §228.57(c)(7) – Appropriate Relationships & Boundaries §228.57(d)(1) – TEKS/ELPS §228.57(d)(4) – Ch. 235 Skills and Competencies
Program Required Performance Task(s) §228.41(2)(A-L)	§228.41(2)(K) – POP Cycle

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

- Access, download, and submit assignments through the learning management system (ex. D2L).
- Communicate professionally via email and video conferencing platforms (ex. Zoom, Teams).
- Use Microsoft Word, PowerPoint, and Excel for lesson plans, reflection logs, and data analysis.
- Navigate online educational platforms such as TEA, T-TESS, and certification exam preparation resources.
- Manage digital artifacts including lesson plans, observation forms, and ILT documentation.

Familiarity with instructional technology tools (ex. Google Classroom, Seesaw, Flip, Nearpod) is recommended for lesson delivery and student engagement.

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Instructional Methods

Clinical II integrates field-based practice, direct supervision, and reflective analysis to prepare candidates for independent teaching. Instructional methods include:

- Directed Teaching: Full-time placement under supervision with increasing instructional responsibility.
- POP Cycle Observations: Structured evaluation and feedback from university supervisors.
- ILT Conferences: Collaborative goal-setting and professional reflection meetings.
- Seminar Sessions: Weekly professional development focused on certification readiness, classroom management, and instructional refinement.
- Reflective Practice: Self-assessment through lesson analysis, journals, and goal tracking.
- Cooperative Mentorship: Continuous support from cooperating teachers and site supervisors.

These methods provide scaffolded opportunities for preservice teachers to demonstrate professional competence and readiness for full-time teaching.

Student Responsibilities or Tips for Success in the Course

- Model Professionalism: Maintain punctuality, ethical behavior, and professional communication with all stakeholders.
- Engage Fully in Fieldwork: Treat your classroom placement as your professional workspace. Participate actively and take initiative.
- Be Reflective: Use POP Cycle feedback, ILT notes, and supervisor guidance to improve instructional decisions.
- Plan Thoroughly: Prepare lesson plans aligned with TEKS and submit them in advance for feedback.
- Collaborate: Work effectively with your cooperating teacher, team members, and supervisor to enhance student learning.

The syllabus/schedule are subject to change.

- Stay Organized: Maintain documentation of field hours, reflections, and required evaluations.
- Stay Informed: Monitor email, D2L, and seminar announcements for schedules, assignments, and updates.
- Complete All Requirements: Successfully finish TEA Mental Health Training, POP cycles, ILTs, cooperating teacher evaluations, and seminar assignments.
- Commitment, professionalism, and responsiveness to feedback are key indicators of success in Clinical II and readiness for the teaching profession.

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%

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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:

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>

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Interaction with Instructor Statement

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).

<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](http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx).

<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](http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03)

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Undergraduate Student Academic Dishonesty Form

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

Graduate Student Academic Dishonesty Form

<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/)

<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)

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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](#) 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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