

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus

CLINICAL TEACHING SYLLBUS
Fall Semester 2014

EDUC 4894.01

Instructor: Jack Moller

COURSE DESCRIPTION

Clinical teaching is among the final requirements in HBU undergraduate and graduate teacher preparation programs. It must be done during one of the last two semesters prior to graduation. In addition to working in an assigned classroom or classrooms all semester from Monday through Friday for the entire school day, it requires attendance at EDUC 4400 or EDUC 5000 Clinical Teaching Seminar one afternoon each week.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Undergraduate Clinical Teaching:

Admission to clinical teaching is not automatic upon completion of required courses. It is contingent upon approval by the CPPE Director. The following requirements must be met:

1. Satisfaction of all requirements for admission to and retention in the Teacher Preparation Program.
2. Completion of EDUC 4301 or 4311 and EDRE 4330 (if it is required on the degree plan) in addition to those teaching field requirements listed on degree plan, including EDUC 4100.
3. Completion of at least 21 semester hours with a GPA of 2.75 or above in the teaching field.
4. A GPA of 2.75 or higher on all course work with no grade lower than a "C" and a "B" or better in EDUC 4301 or 4311.
5. Fitness for teaching as judged by performance in the classroom and in course-related field experience.
6. Completion of all course work for your teacher preparation track (Elementary, or Middle/High School/All Level) and all courses required for any additional certifications. This does not include clinical teaching courses or EDUC 4400 Student Teacher Seminar.
7. 10. Pass a background check for the district/school placed

Graduate Clinical Teaching

Admission to clinical teaching is not automatic upon completion of required courses. It is contingent upon application and acceptance based on having met the following criteria:

1. Admission to the Teacher Education Program (TEP) and satisfaction of all requirements for retention in the graduate TEP program.
2. A completed "Application for Clinical Teaching" form on file in the CPPE Office by the posted deadline. These can be accessed through this link: <http://hbu.edu/Choosing-HBU/Academics/Colleges-Schools/School-of-Education/Center-for-the-Preparation-ula-Professional-Edu.aspx>
3. A degree plan and application to graduate on file in the registrar's office
4. A grade of "B" or better in EDUC 6302 or 6312
5. Successful completion of all courses on the degree plan or permission of the Dean of the College of Education and Behavioral Sciences
7. Fitness for teaching as judged by performance in the classroom and in field experiences.
8. Successful completion of the HBU administered PPR and content area certification exam practice tests

9. Pass a background check for the district/school placed

DATE AND TIME OF CLASS MEETINGS:

The clinical teaching experience consists of at least 15 weeks of a full-time work in a PK-12 classroom or classroom. During the semester, the clinical teacher adheres to the instructional day requirements of the campus site Monday through Friday after the orientation and visitation days.

ROOM NUMBER: School campus assignment

INSTRUCTOR INFORMATION

Name/Title: L. Jack Moller

E-mail: jmoller@hbu.edu and ljmoller7@aol.com

Office Hours: By appointment only

LEARNING RESOURCES

Course Text(s):

Clinical Teacher Handbook and *Clinical Teacher Supplemental Forms Handbook*

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help model for and expect academic excellence from students in terms of content acquisition and development of communication skills. It will also help students connect faith, learning and professional practice, particularly as issues such as educational goals, curriculum, classroom management/discipline, character development and professional ethics are explored.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- * courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- * courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- * coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and

* an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Teach successfully in an EC-12 classroom
2. Successfully manage an EC-12 classroom
3. Apply for Texas teacher certification
4. Complete a professional portfolio
5. Act as an ethical, responsible classroom teacher

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES Pedagogy and Professional Responsibilities Domains are addressed in part or in full in this course:

Domain I. * The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II. * The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III. * The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Domain IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

The following topics will be applied:

- Ethical and legal issues for teachers
- Preparation and planning of successful lessons
- Classroom management strategies
- Instructional strategies
- Professional organizations for educators

- Successfully working with others (adults and children)

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

- Observation
- Discussion
- Conferences
- Evaluations and critiques
- Teaching and managing
- Reflecting on their experience

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements

1. Fifteen weeks of full-time work in a PK-12 classroom including a minimum of ten full days of full-time teaching
2. Three formal observations by both the cooperating teacher and the university supervisor
3. At least 6 informal observations by the cooperating teacher and the university supervisor
4. A midterm evaluation and conference by the cooperating teacher in collaboration with the university supervisor
5. A final evaluation and conference by the cooperating teacher in collaboration with the university supervisor
6. Attendance at the Houston Area Student Teacher Conference and Job Fair
7. Creation of an e-portfolio

Grading Standards

Students are evaluated on the basis of the following:

- Professionalism and Ethics
- Appropriate response to correction
- Developmentally appropriate instruction
- Consistent and improving evidence of appropriate instructional strategies including planning and evaluation
- Appropriate relationships (with students, teachers, administrators, parents, etc.)
- Classroom management and organization
- Classroom management and organization
- Regular and prompt attendance
- Active participation in supervisor discussions and conferences
- E-Portfolio containing the following:
 - Professional resume
 - Revised Educational Philosophy
 - Evidence of Successful Teaching
 - ✓ Sample Lesson Plans (3 to 5)
 - ✓ Sample of Student Work with Teacher Feedback
 - ✓ Sample Assessment Tool
 - ✓ Videotaped Lesson (if possible)
 - ✓ Lesson Evaluation(s) of Teaching from both Cooperating teacher and University Supervisor

- ✓ Reflections for artifacts
- ✓ Evidence of Technology Proficiency
- ✓ Copies of the Student Teacher Evaluation Report and the Clinical teaching Final Evaluation/Grade Sheet

Grades for Clinical Teaching are determined through the evaluation of the University Supervisor in 6 areas: (form in Student Teacher Handbook Form Supplement)

1. **Professional Development** (attendance, punctuality, dependability, etc.)
2. **Responsible Instruction** (lesson plans and presentations, grading, job procedures, etc.)
3. **Response to Correction** (attitude, action taken, steady improvement, lesson evaluation forms, etc.)
4. **Relationships** (with students, teachers, administrators, parents, etc.)
5. **Classroom Management and Organization** (management of student behavior, time, materials, etc.)
6. **Portfolio** (content requirements, presentation, technology proficiency, etc.)

Each area is rated on a scale of 1 to 3 with 1 being low and 3 being high. The total number of points from the 6 areas then determines the grade based on the following:

17 - 18 points = A ; 15 - 16.5 points = B; 13.5 - 14.5 points = C; Below 13.5 = F

Student Appraisal. Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Attendance. Attendance is of vital importance with the only acceptable excuse for absence being an emergency over which the student teacher has no control. In case of absence, the student teacher must notify the principal's office and teacher prior to the time school begins on the day of the absence. The university supervisor and Director of CPPE must also be notified. All days missed must be made-up at the end of the semester.

Email Policy*. All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Termination of Clinical Teaching Assignment

The clinical teaching program is a cooperative relationship between Houston Baptist University, cooperating school districts, Cooperating Teachers, and the clinical teacher. Each student teacher should be aware that his/her presence in the district and in a particular classroom is that of a guest. Occasionally, there are circumstances which warrant the termination of the clinical teaching experience of a student. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

Reasons for Termination:

1. Mutual consent and agreement for termination by the clinical teacher, cooperating school, and University Supervisor for reasons of illness, injury or other unforeseen problem.
2. Failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the clinical teacher to abide by the policies of the cooperating school.
4. Unprofessional conduct toward school personnel or students.
5. Failure to adhere or comply with Texas Professional Code of Ethics for Teachers

Procedures for Termination:

1. The clinical teacher shall be informed by the Cooperating Teacher and University Supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences and written documentation of any infractions of school policy or professionalism.
2. If the infraction is deemed severe enough, termination of the clinical teacher placement may occur at this point. Otherwise, formal written suggestions for improvement will be given to the clinical teacher by the University Supervisor.
3. After an appropriate time period, if the suggestions for improvement have not been implemented, action will be taken by the Director of Clinical Teaching and Field Experience in consultation with the Dean of the School of Education. The clinical teacher's placement may be altered, or the clinical teaching placement may be terminated and a failing grade assigned.
4. If termination occurs, the clinical teacher will be notified in a written letter stating the decision, the reasons for that decision, and whether or not an opportunity for application to clinical teach again at a later date will be permitted.

Appeal Procedure:

If the clinical teacher wishes to contest the decision to terminate the assignment, he/she must first appeal through the office of the Dean of the School of Education following appropriate appeals protocol. Further appeal can be made to the School Faculty Standards Committee.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Harriet P. Sturgeon, M.S.

Director, Center for the Preparation of Professional Educators

Instructor's Signature

Date

TENTATIVE SCHEDULE

All due dates for evaluations and assignments will be determined by the clinical teacher's university supervisor and mentor teacher based upon clinical teacher's campus assignment(s).

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Classroom Performance & Portfolio
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFmMxaBMvC	
I, II, III	3. Child Development	A variety of theories for child development.	
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	A variety of learning theories	
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		
I, II, IV	8. State Assessment of Students & STAAR:Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/stanetest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	Classroom Performance & Portfolio
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS;the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.: the PDAS Teacher Manual which is required to be given to all teachers.	

I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	
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Assignment Descriptions and Rubrics.

All rubrics and evaluation forms are located in the Clinical Teacher Handbook and Supplement Forms Handbook