

**ASU College of Education**  
**Course Syllabus**  
**ED 4972, ED 4973, ED 4974, ED 4975 or EDG 5660**  
**Clinical Teaching**

**Course:** ED 4972, ED 4973, ED 4974, ED 4975 or EDG 5660  
**Credit:** 9 Semester Credit Hours (Undergraduate), 6 Semester Credit Hours (Graduate)  
Course is graded pass (P) or fail (F)  
**Text:** Field Experience Handbook  
**Technology:** TaskStream Account  
**Scheduled:** Fall and Spring Semesters  
Required for students who are seeking teacher certification

**Course Description**

**Catalog Description**

Observation of and participation in supervised teaching in appropriate public school settings.

**Overview**

This course is designed to increase the candidate's knowledge of the instructional processes in an appropriate classroom through a 14-week field-based placement in which the candidate assumes responsibility for instruction and planning.

**Relation to Knowledge Base**

**Relation to College Set of Beliefs**

Clinical teachers will reflect upon their practice and, in turn, help children reflect upon their learning. A desired outcome is that clinical teachers grow as professionals who realize effective teaching is a developmental, reflective process that rests upon diagnosis and interpretation in specific classrooms.

Course experiences and instruction are guided by the College's fundamental concepts of schools, learning, and teaching:

1. Education is the aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behavior of positive value in the society in which he/she lives.
2. Schools are social agents that transmit culture; teach skills; promote learning; develop multicultural and global perspectives; and foster the social, physical, emotional, and intellectual growth of students.
3. Learning is an active process, involving the use of existing concepts and constructs, to develop new meaning as new information and new experiences are encountered.
4. Teaching is a reflective, developmental, and continuous process that requires judgment, action, and the capacity to analyze and revise instructional decisions on the basis of insights and judgments rooted in understandings of teaching, learning, learners, content, and context.
5. Teachers are responsible for facilitating learning for all students; and for nurturing, building, and supporting human connections that facilitate positive and productive learning environments.

### **Relation to College Division and Program Set of Beliefs**

The Division of Curriculum and Instruction offers a well-planned course sequence with experiences that include theory, methods, and current knowledge for professional competence in teaching and learning. This particular course informs clinical teachers about research-based strategies and skills to assist their diagnosis and evaluation of students during the student teaching semester. It places clinical teachers at the center of the problem solving process to discover how learning takes place from children's perspectives.

### **Incorporates College's Theme of Reflective Analysis**

Participants will critically analyze teaching practices and reflect with their cooperating teachers and university supervisors on their professional development.

### **Program Goals**

The goal of the student teaching course is to help prepare creative, reflective, and innovative professional educators with high moral and ethical standards who view themselves as agents of change, who are committed to the welfare of children, and who have the understanding, attitudes, and skills necessary for effective teaching.

### **Course Objectives**

The student teacher will learn, via observation and supervised teaching, to:

1. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. Promote student learning by providing responsive instructions that shows effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

(from the State Board for Educator Certification Pedagogy and Professional Responsibilities Standards)

### **Domains and Competencies**

After completion of the teacher education program at Angelo State University, a beginning teacher will be able to demonstrate the following competencies:

#### **Domain I: Designing instruction and assessment to promote student learning**

**Competency 001:** The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 002:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**Competency 003:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Domain II: Creating a positive, productive classroom environment**

**Competency 005:** The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006:** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**Domain III: Implementing effective, responsive instruction and assessment**

**Competency 007:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008:** The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009:** The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 010:** The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

**Domain IV: Fulfilling professional roles and responsibilities**

**Competency 011:** The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**Competency 012:** The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**Competency 013:** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Learning Goals**

Institutional Learning Goals reflect the mission of the University through a focus on five specific areas of student learning. Individual departments, programs, and services will provide opportunities, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

**1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS**

*Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.*

Students will:

- Apply different methods of inquiry from various perspectives and disciplines to gather information;
- Comprehend and apply various research methods to evaluate information critically;
- Analyze complex issues and construct logical conclusions;
- Use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.

## **2. CORE SKILLS**

*Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.*

Students will:

- Comprehend and critically interpret information in written and oral forms;
- Communicate information and ideas effectively;
- Understand and apply mathematical reasoning to solve quantitative problems and evaluate quantitative information and arguments;
- Understand and apply scientific reasoning in the natural sciences;
- Use technological resources to access and communicate relevant information.

## **3. SPECIALIZED KNOWLEDGE**

*Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.*

Students will:

- Demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
- Acquire research skills and specialized vocabulary for critical discourse;
- Demonstrate competencies and achievements appropriate to their fields of study;
- Apply classroom learning in a combination of reflective practice and experiential education.

## **4. SOCIAL RESPONSIBILITY**

*Students will understand their responsibility as citizens in a complex, changing society.*

Students will:

- Employ professional and personal judgments based on ethical considerations and societal values;
- Understand civic responsibility and leadership;
- Demonstrate an understanding of the purpose and value of community service in advancing society.

## **5. CULTURAL IDENTITY**

*Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.*

Students will:

- Demonstrate respect for differences among cultures;
- Practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds;

## **Requirements**

Clinical teachers are required to:

1. Follow the policies of the school as it relates to a regular contractual teacher; i.e. you are expected to be in school when teachers are required to start; to attend faculty and staff meetings where appropriate; to follow the cooperating teacher's professional schedule and calendar; and to follow the expectations as outlined in the field experience handbook.
2. Demonstrate professional responsibility.  
In the event of an absence or an emergency, it is the clinical teachers' responsibility to contact their cooperating teacher and ASU supervisor as soon as possible. The ASU supervisor will determine whether an absence is excused. All absences must be made up.

3. Develop detailed lesson plans for each lesson taught, incorporating the Texas Essential Knowledge and Skills (TEKS) into the lesson and actively involving the learner.
4. Develop instructional plans according to the building and/or district standards.
5. Develop, design, administer, and evaluate student progress using a variety of assessment strategies.
6. Comply with district guidelines concerning classroom management standards and to be consistent in management techniques.
7. Have formal observations (a minimum of four) by the university supervisor.
8. Create an electronic portfolio using TaskStream.

## **Evaluation**

Clinical teachers will be evaluated by the University Supervisor and the Cooperating Teacher in many different areas, such as: planning, teaching, assessment, attitude, enthusiasm, classroom management, relationships with others, and willingness to participate in areas outside the classroom. The evaluation of clinical teachers is based on the InTASC Model Core Teaching Standards & the Texas Teacher Standards – the same elements that Texas teachers are evaluated with T-TESS.

Clinical teachers will create an online portfolio in TaskStream. It is a reflective and selective collection of lesson plans, journal, and artifacts. Four “Effects on Student Learning” Conferences will be held to evaluate your performance. Clinical teachers will be assessed using three performance levels- Improvement Needed, Developing, & Proficient. Candidates who receive an “I” in any area will be given an opportunity to correct the area of weakness or withdraw from clinical teaching.

The cooperating teacher may use weekly evaluations to convey performance and progress, but the university supervisor decides the performance level during observations and for the final grade. For secondary clinical teachers, assessments by ASU departments will be given at the end of the semester to identify performance according to content standards. The final clinical teaching grade will be either Pass or Fail.

## **ASU OP 10.15 Providing Accommodations for Students with Disabilities**

<http://www.angelo.edu/opmanual/#s10>

Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

## **Academic Honesty**

Candidates are to be familiar with the ASU Student Handbook and the University Honor Code, which includes the “Student Academic Honor Code Statement.”

[www.angelo.edu/cstudent/documents/pdf/Student\\_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf).

Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.