TEXAS SOUTHERN UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS
FOR
CLINICAL PRACTICE

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And

Clinical Practice
EDCI 468, 464, 450, 491

DIRECTED STUDENT TEACHING
(Clinical Practice)

Course Syllabus

OVERVIEW

Clinical practice is the culminating experience in the educator preparation program at Texas Southern University. It is a very important phase that allows candidate teachers an opportunity to display the knowledge, skills, and attitudes about teaching and learning that they have accrued throughout the undergraduate experience.

Clinical practice is a valuable professional laboratory experience that represents the bridge between professional preparation and professional practice. Clinical experiences are designed to provide opportunities for candidates to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

As such, candidates in the practicum are expected to apply the techniques, strategies, and behaviors described in the standards for the certification they seek. This experience is an opportunity for candidates to design lessons utilizing TEKS, TAKS, and the State of Texas Assessments of Academic Readiness (STAAR), (resources may be found on the website http://www.tea.state.tx.us/student.assessment/staar) ; as well as, the standards and the competencies described in the areas of certification by the State Board of Educator Certification. A complete description of these standards and competencies may be obtained from the SBEC website (www.sbec.state.tx.us/SBECOnline). Often candidates observe that these learner centered teaching behaviors are not utilized in the classes they attend in their educator preparation courses, nor are they present in the classrooms they observe in their professional development courses. It is during this experience that candidate teachers are expected to become “teachers as researchers”. They have an opportunity to develop instructional designs that reflect both the content standards and competencies expected of their students in the state of Texas.
as described in the TEKS and as tested on the TAKS/STAARS as well as to display the knowledge and pedagogical behaviors of effective teachers as delineated by the standards and competencies assessed on the state certification tests.

Moreover, candidates have an opportunity to “field-test” the behaviors of effective instruction, cited in the research journals that are reported to have a positive impact on student achievement. Thus, this clinical practice experience is an opportunity to engage in the behaviors described in the research on effective teachers, teaching and student achievement. The success of the candidate practicum depends on the cooperative efforts of many people. It is expected that the candidate teacher, cooperating teacher, program director, and university supervisor will form a team with closely connected goals-all resulting in a positive and memorable clinical practice experience. It is the goal and expectation of Texas Southern University’s Educator Preparation Program that all participants will become reflective professional practitioners who are committed to facilitating successful student achievement.

The Candidate Teacher (Learning Outcomes) will:

• engage in collecting demographic data about the community from which students attending the school reside in order to become aware of the needs of the school's learning community.
• review the School Improvement Plan of the school to ascertain the objectives/strengths identified by school personnel/community for the academic year in order to incorporate these areas in their instructional designs.
• **prepare and complete the Teacher Work Sample within the guidelines described.**
• effectively plan, design, write, and implement daily lesson plans (instructional designs from first instructional design through last instructional design, placed in a notebook for documentation) to provide both practice and a resource for instruction when assigned as a teacher of record.
• participate in activities that involve parents, other teachers, administrators, and patrons of the school community in order to gather information to improve communications with all persons involved in educating children in preparation for the utilization when assigned as a teacher of record.
• demonstrate the ability to use technology in the planning and implementation of instruction practicing these skills to attain proficiency when assigned as the teacher of record.
• demonstrate the integration of technology and use of technology by students in instructional activities to improve students’ skills in utilizing technology to improve efficiency needed as a teacher of record.
• demonstrate and document the acquisition of teaching strategies and teaching behaviors that have been shown to correlate positively with student achievement to impact student achievement of the students assigned to the placement classrooms as documented in the Teacher Work Sample.

• consistently demonstrate involvement with the life of the school to which assigned as a necessity for becoming a professional educator.

• join the Association of Texas Professional Educators (ATPE), a professional organization to be chartered by Candidate Teachers in the fall of 2011 or any other university-sponsored professional organization to become aware of the importance of professional memberships in continuing education of the professional educator.

• become a student member of one of the following professional organizations:
  Association for Supervision and Curriculum Development (ASCD)
  Phi Delta Kappa
  K-8
  any professional organization that represents the Candidate Teacher’s area of study so that continuing education becomes a habit of the educator.

VISION OF THE COLLEGE OF EDUCATION

The vision of the College of Education (COE) is to become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.

MISSION OF THE COLLEGE OF EDUCATION

The mission of the COE is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations. The COE is committed to preparing candidates to become urban professionals who will be caring, competent, committed and culturally responsive.

Graphical Representation of the COE Conceptual Framework
The process by which urban professionals are prepared is referred to as ExPO – which stands for College of Education (COE) expectations, practices and outcomes. The overall expectation for candidates at Texas Southern University given its underlying vision, mission, and philosophy, is that the COE will facilitate the preparation of urban professionals (that is, administrators, counselors, and teachers). Faculty responds to this expectation with practices that result in candidate acquisition of knowledge, skills and dispositions at initial and advanced levels. The outcomes of these practices are urban professionals who manifest caring, competent, committed, culturally responsive qualities and characteristics as depicted in the graphic.

PHILOSOPHY OF THE COLLEGE OF EDUCATION

The unit’s philosophical purposes and goals are bound in the coherence of its beliefs. The faculty of the College of Education believes that (a) all students can learn, (b) faculty members are lifelong learners and (c) individuals must be respected and held to high expectations. Programs in the College of Education are organized around core beliefs that are both cognitive and affective. The faculty believes that both student and faculty productivity will be enhanced in high expectation climates where both groups experience unconditional high regard. Moreover, academic experiences are directly related to faculty-student interactions and students and faculty bring their experiences, perceptions, and global perspectives to any relationship. Students achieve in a culture of success. Institutional, state and national standards are used as guides for what is taught and how it is taught. These beliefs reflect our thinking about learners and learning.

COURSE DESCRIPTION

This course provides an opportunity for candidates to observe and teach in an elementary, and/or secondary, public school environment. Candidates have two placements:
- All Level: Secondary and Elementary Placements
  - 4-8: Middle School-7th and 8th (must have 4-8 Generalist certificate for grades below 7th)
  - EC-6: Elementary and Intermediate where possible
  - 8-12: One placement with more than one content preparation where possible

TEXTBOOK: Handbook of Clinical Practice 12th Edition

PROFICIENCIES FOR LEARNER-CENTERED SCHOOLS FOR TEXAS

Learner-Centered Knowledge
The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.

Learner-Centered Instruction
To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

Learner-Centered Communication
While acting as an advocate for all students and the school, the teacher
demonstrates effective professional and interpersonal communication skills.

**Equity in Excellence for all Learners**
The teacher responds appropriately to diverse groups of learners.

**Learner-Centered Professional Development**
The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the professions, and to maintain professional ethics and personal integrity.

**GENERAL COURSE REQUIREMENTS:**
See Handbook of Clinical Practice 11th edition p 32
See Candidate Teacher’s Seminars

**CRITERIA FOR EVALUATION:** A candidate teacher is expected to complete the requirements as described below:

1. **Sign-in and out daily at the school placement site.** Have cooperating teacher to sign across the sheet each week to validate the candidate teachers’ attendance.

2. **Completion of the Course Requirements including the Teacher Work Sample, and Candidate Teacher Observation Form to be completed online** (must complete a self-evaluation of each lesson observed by the University Supervisor)

3. **Completion and Presentation displaying results of Teacher Work Sample in an Electronic Portfolio inclusive of the Course requirements (to be used as documentation during the Exit Conference— to be assessed as follows:**

   - **Exemplary—consistently able to utilize the portfolio as an exhibit during the exit conference as a part of the responses to the questions;**
   - **Outstanding—able to utilize the portfolio as an exhibit during the exit conference as a part of the responses to the questions;**
   - **Satisfactory—has prepared portfolio, seldom refers to electronic portfolio, and has to be prompted to refer to the portfolio as exhibits documenting responses.**

4. **Attend and document attendance (Professional Development Log) at each scheduled University and District/School Professional Development Activity, at school meetings, parent conferences (Parental Involvement Contact Log), professional development provided by the school, school districts, and the Regional Student Teacher Conference (must be sure to sign-in on cards provided at the General Session)**

5. **Design Instructional Experiences (lesson plans using the Format for Instructional Design) daily and file them in a notebook** in chronological order from the first lesson in the first placement through the last lesson in the second placement.

6. **Each Instructional Design must include a Pre and Post Assessment with samples of students’ work illustrating impact of instructional experience on the academic achievement of students.**

7. **Complete a Teacher Work Sample (TWS).** The Teacher Work Sample (TWS) contains eight teaching processes (nine if the Family Involvement Plan is included) identified by research and best practices as fundamental to improving student learning. Each TWS contains specific segments that are required components, and you are responsible for preparing it as evidence of professional competence. The Electronic Portfolio is the repository for the TWS.
8. Demonstrate Growth in Instructional Design and Implementation documented by the completed Instructional Proficiencies Observation Form.

9. **Video tape first and last lesson presented and document by completing the Instructional Proficiencies Observation Form.**

10. Attend the Culminating Activity

Grades will be assigned based on completed requirements. Each of the requirements described above must be completed with a rating of S-satisfactory or NI-needs improvement, incomplete in any area is not acceptable.

   - **A**-satisfactory in all requirements described above
   - **B**-needs improvement in any of the requirements described above

Candidate teachers not performing at the A or B level will be advised to discontinue the course with a grade of I-incomplete. The candidate agrees to complete the practicum the following semester.

See Handbook of Clinical Practice 12th edition p.19

**Scholastic Dishonesty**

Students must maintain a high standard of honesty in their academic work. They should avoid all forms of academic dishonesty, especially the following:

   a. **Plagiarism.** The appropriation of passages, either word for word (or in substance) from the writing of another and the incorporation of these as one's own written work offered for credit.

   b. **Collusion.** Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless such collaboration is specially approved in advance by the instructor.

   c. **Cheating on an Examination or Quiz.** Giving or receiving, offering or soliciting information, or using prepared material in an examination or testing situation. On examinations and quizzes students are expected (a) to remain in the examination room until the examination is finished, (b) to refrain from talking, and (c) to refrain from bringing notes and books into the examination room.

   d. **Impersonation.** Allowing another person to attend classes, take examinations or to do graded assignments for an enrolled student under his or her name is strictly forbidden.

**Academic Dishonesty/Copyrights, Plagiarism**

Taking the literary property of another, passing it off as one’s own without appropriate attribution and reaping from its use any benefit from an academic institution constitutes plagiarism. Committing plagiarism is a serious violation of any law school’s code of academic conduct. If a violation is proven, the committee or other body that oversees the code may impose severe sanctions—ones that could affect a grade or credit for the course or even require suspension or expulsion from school. In addition, the school may require the administration to report the incident to the bar of any jurisdiction to which the sanctioned student applies.

**Copyright Infringements**

Unauthorized duplication of copyrighted information or data and software packages is a direct infringement of the federal copyright law (see Federal section), Title 17 Copyrights § 117.

**Sexual Harassment**

It is the policy of Texas Southern University that all employees have the right to work in an environment free of discrimination and sexual harassment. As such, the University has a no-tolerance policy on sexual harassment. This means that any employee who sexually harasses a fellow employee or a student is subject to discipline, up to and including termination of his or her employment. The complete policy from the University General Council may be obtained at the following:

[http://www.tsu.edu/about/administration/general/POLICIES/TSU_Sexual_Harassment_Policy.asp](http://www.tsu.edu/about/administration/general/POLICIES/TSU_Sexual_Harassment_Policy.asp)

**Americans with Disabilities Act (ADA) Policy**
Texas Southern University maintains an operating policy and associated procedures to ensure the understanding of the University's responsibilities regarding the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Provost/Senior Vice President for Academic Affairs and Student Services, along with the Associate Provost for Student Services, review the policy on an annual basis and forward recommendations for revisions on to the appropriate offices on the Campus, including the Human Resources Office.

The Americans with Disabilities Act (ADA) of 1990 mandates equal opportunities for persons with disabilities in all public facilities, programs, activities, services, and benefits derived from them. Section 504 of the Rehabilitation Act of 1973—as amended—mandates equal opportunity for qualified persons with disabilities in all programs, activities, and services of recipients of federal financial assistance. Both ADA and Section 504 are civil rights statutes which prohibit discrimination on the basis of disability, and they obligate colleges and universities to make certain adjustments and accommodations so as to offer to persons with disabilities the opportunity to participate fully in all institutional programs and activities. Section 504 states "a handicapped person is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working."

For federally assisted programs or activities operated by post-secondary education recipients, the specific obligations with regard to handicapped students include, but are not limited to, the following:

- All programs and activities must be offered in the most integrated setting appropriate.
- Academic requirements must be modified, on a case by case basis, to afford qualified handicapped students and applicants an equal educational opportunity.
- A recipient may not impose upon handicapped student’s rules that have the effect of limiting their participation in the recipient's education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings.
- Students with impaired sensory, manual, or speaking skills must be provided auxiliary aids such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments.

Texas Southern University provides all educational and other university-sponsored programs and activities to persons with disabilities in the most integrated setting appropriate. Students, employees, applicants, and other individuals with disabilities served by the University are not segregated, separated, or treated differently. The University does not require persons with disabilities to take advantage of all adjustments, accommodations, or special services.

A violator of any of the above offenses will incur severe disciplinary action ranging from suspension to expulsion from the University. Specific guidelines will be administered by each dean.


MISCELLANEOUS

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