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Office Hours  Monday 10 a.m.-noon; Wednesday 3-5 p.m.; Thursday 1-3 p.m.; by appointment.

Prerequisites
Pre-service candidates must be eligible for probationary certification in the state of Texas. This is achieved by passing the state content exam, completion of at least six hours of teacher preparation coursework, and completion of 30-hours of classroom observations.

Course Description
This course is for students who are teacher-of-record in a public or private school setting who are completing a teaching internship in accordance with state requirements for teacher certification.

Course Objectives
Teacher candidates are considered teacher-of-record during which time they are given full responsibility for the day-to-day activities of planning and managing classroom instruction.

The student teacher will learn, via observation and supervised teaching, to:
1. Design instruction appropriate for all students reflecting an understanding of relevant content and is based on continuous and appropriate assessment.
2. Create a classroom environment of respect and rapport fostering a positive climate for learning, equity, and excellence.
3. Promote student learning by providing responsive instruction that uses effective communication techniques, instructional strategies that actively engage students in the learning process.
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)

TExES Competencies
After completion of the teacher education program at the University of St. Thomas, a teacher candidate will be able to demonstrate the following competencies:

Domain I: Designing instruction and assessment to promote student learning
- 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.
- The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and promote all students’ learning.
- The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
• The teacher understands learning processes and factors affecting student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II: Creating a positive, productive classroom environment
• The teacher knows how to establish a classroom climate to foster learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
• 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
• The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
• The teacher provides appropriate instruction to actively engage students in the learning process.
• The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
• 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
• The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
• 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.
• The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

These competencies are clarified with descriptors on the State Board for Educator Certification website (http://www.sbec.state.tx.us/stand_framewrk/TExES/Ppr_EC-12.pdf). These competencies will be assessed on the final evaluation and the TExES exam.

Professional Standards of Behavior
The School of Education is a professional development school that holds its students to the highest standards of the education profession.

Attendance: It is a state requirement that you complete one full year of teaching for certification. This includes all school/district in-service meetings, as well as fulfillment of faculty requirements considered necessary for your position. Teacher candidate will be observed a minimum of three times each semester by a university supervisor for supervision purposes in accordance with Texas state law.

Expectations:
You will be visited at least three times by a university supervisor. These visits will be scheduled in advance. Please ensure that you and supervisor have contact information in case of emergency. Prior to visit, please email supervisor with lesson plan for the observation. Include plans for the day before and after and/or unit plan so supervisor can prepare for the observation. The supervisor will be your support person from the university. If you are having difficulty, please make sure you contact this supervisor for suggestions and support as needed.

During the internship, the teacher candidate is responsible for the teaching of the state standards (TEKS) in the content area. The teacher candidate will complete a portfolio which will be reviewed near the end of each semester. Portfolio will include:

1. Lesson plans – lesson plans for observation visit as well as day before and day after (or weekly depending on situation). These lesson plans should include anything used for the teaching of the lesson, i.e. worksheets, presentation materials, samples of final products (optional).
2. Reflections – the teacher candidate will do reflections at least weekly throughout the internship.
3. University supervisor observations – the teacher candidate will have a university supervisor who will provide candidate with feedback.

**Academic Misconduct**
All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials without proper citation) or copying or borrowing heavily from another student's work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction.

**Use of UST Email Accounts**
All email communications regarding this course will be done through the students' University of St. Thomas email accounts.

**Student Accommodations**
The University of St. Thomas wishes to make all reasonable academic accommodations to assist its students in being successful. Students with a documented disability should contact Counseling and Disability Services in Crocker Center as soon as possible to request consideration by the Committee for Academic Accommodations. The office can be reached at (713) 525-6953 or 3162.

**Incompletes**
An incomplete may not be requested because you failed to keep up with your class work. They are reserved for extenuating circumstances that prevent you from completing one small portion of the course or assignment. In accordance with the student handbook, page 67:

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the class and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. Upon completion of the work within the next regular semester at the time prescribed by the faculty member (no later than the end of the following regular semester), the faculty member will award the student a letter grade, including the possibility of an “F”. An “I” grade that is not replaced by a letter grade or an “IE” grade will automatically become a grade of “F”.

**Social Justice Tenets**
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.