Educating leaders of faith and character

School of Education
Student Teaching
EDUC6332/6333 Clinical Teaching

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Office Hours Monday and Thursday 1-3 p.m.; Wednesday 3-5 p.m.; or by appointment

Prerequisites  
Admission to Teacher Education; student teachers must have completed their course work in the teacher education program in order to student teach. Pre-service candidates must also have taken the appropriate content exam.

Textbooks  
None

Course Description  
Directed study, observation and actual teaching in a cooperating elementary/secondary school. This syllabus also covers students who are doing their directed study, observation and actual teaching in a cooperating elementary bilingual classroom with instruction given in English and the language of the target population, and cooperating elementary/special education classroom.

Course Objectives  
This course places students in schools under the mentorship of an experienced teacher to observe, plan and prepare all activities in a classroom. Teacher candidates are placed in a school for 12 weeks during which time they are given more and more responsibility for the day-to-day activities of planning and managing classroom instruction.

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

- Design instruction appropriate for all students reflecting an understanding of relevant content and is based on continuous and appropriate assessment.
- Create a classroom environment of respect and rapport fostering a positive climate for learning, equity, and excellence.
- Promote student learning by providing responsive instruction that uses effective communication techniques, instructional strategies that actively engage students in the learning process.
- 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_framework/TExES/Ppr_EC-12.pdf](http://www.sbec.state.tx.us/stand_framework/TExES/Ppr_EC-12.pdf)) These competencies will be assessed on the final evaluation and the TExES exam.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76</td>
</tr>
</tbody>
</table>

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. Duties and expectations are spelled out in the Student Teacher Handbook.

Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>TBD</td>
<td>20</td>
</tr>
<tr>
<td>Disposition Assessment</td>
<td>TBD</td>
<td>5</td>
</tr>
<tr>
<td>Mentor Observation</td>
<td>TBD</td>
<td>10</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>TBD</td>
<td>5</td>
</tr>
<tr>
<td>Professional Communication</td>
<td>TBD</td>
<td>10</td>
</tr>
<tr>
<td>Attendance</td>
<td>TBD</td>
<td>10</td>
</tr>
<tr>
<td>University Supervisor Observations</td>
<td>TBD</td>
<td>40</td>
</tr>
</tbody>
</table>

Portfolio (Evidence of Teaching and Learning): You should start building this portfolio from day one of student teaching. It should be ready for university supervisor to review at each visit. Page 24 of the student teaching handbook outlines the portfolio.

Attendance: It is a state requirement that you complete 12 full weeks of student teaching. Student teachers are required to attend all student teacher meetings throughout the semester as scheduled.

See the Student Teacher Handbook for all student teaching requirements and grading rubrics.

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.

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the
body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

In addition, copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Use of UST Email Accounts
All email communications regarding this course will be done through the students’ University of St. Thomas email accounts. Students should check their accounts regularly for communication from the instructor. Email messages will NOT be accepted through Blackboard®.

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 Crooker 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. After attaining the committee’s recommendations, please schedule an appointment to meet with the instructor to discuss appropriate accommodations for this course. This should be done as early in the semester as possible. Waiting until the end of the semester to inform the professor of required accommodations is too late.

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.

**Recommended Schedule/Student Teaching Timeline (Intended as a guide not a requirement)**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Observe and learn procedures of school culture (University Supervisors visits)</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Begin to plan, present 1 or 2 lessons and grade work</td>
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<tr>
<td>Week 3-4</td>
<td>Begin to plan, present ½ day teaching and grade work</td>
</tr>
<tr>
<td>Week 5-9</td>
<td>Work toward full teaching, planning, and grading. Candidate should take full charge of the classroom for 3-4 weeks under the guidance of the mentor.</td>
</tr>
<tr>
<td>Week 9-12</td>
<td>Begin to taper back slowly and transition class back to mentor teacher. Candidate should continue to observe other teachers and grade levels.</td>
</tr>
</tbody>
</table>

After receiving student teacher self-evaluation, mentor teacher and university supervisor to complete their final evaluations and hold final conference with student teacher during week 11 or 12.

The teaching-learning process has a structure quite similar to that followed in any good instructional setting. Student teachers vary in their abilities, personalities, preparation, and previous experiences. Since each teaching assignment can be very different, one perfect schedule is difficult to develop and maintain. Much depends upon the ability and readiness of the student teacher and the confidence in the student teacher expressed by the mentor teacher.