



Spring 2018 Student Teaching Course Syllabus

College of Education

Departments of Curriculum and Instruction and Language, Literacy, and Special Populations

EC-6/4-8: CIEE 4391 & CIEE 4392 or SPED 4305, BESL 4320

8-12: CISE 4396 & CISE 4397 EC-12: CISE 4396 & CIEE 4392 (Art, Music, Health, Kinesiology, Theater, Spanish)

Required courses for EC-6/4-8/6-12/7-12/8-12/EC-12 Certification.

EC-6 (with Special Education, Bilingual, ESL) Student Teaching Courses:

CIEE 4391-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for seven weeks. Must be taken with CIEE 4392, or BESL 4320, or SPED 4305 for a total of six semester credit hours (SCH) for the standard elementary certificate. Prerequisite: Admission to Student Teaching program. Credit-3 SCH.

CIEE 4392-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for seven weeks. Must be taken with CIEE 4391. Prerequisite: Admission to Student Teaching program. Credit-3 SCH.

Secondary(8-12 or 7-12 or 6-12) Student Teaching Courses-CISE 4396, 4397: Student Teaching in the Secondary Classroom. The student is assigned full-time student teaching responsibilities at the secondary level (Grades 8-12 or 7-12 or 6-12) for fourteen weeks. This time is divided among observation, participation, teaching and conference activities. The placements will be divided between 2 grade levels (and teaching fields if applicable). Prerequisite: Admission to Student Teaching program. Credit-6 SCH.

All-Level Student Teaching Courses- CISE 4396 and CIEE 4392: All Level Student Teaching in the Elementary/Secondary School. The student is assigned full-time teaching responsibilities in an elementary placement for seven weeks and a secondary placement for seven weeks for a total of 6 semester credit hours for the all-level certificate. Prerequisite: Admission to Student Teaching program. Credit-6 SCH.

Instructor: University Supervisors - edu_edprep@shsu.edu
Steele Center for Professional Practice and Educator Preparation Services
TEC 274, SHSU Box 2119 Huntsville, TX 77341
936-294-3384, 936-294-3682 (fax); edu_edprep@shsu.edu ; Office hours 8-5

Office hours: Contact supervisor as needed through shared contact information.

Class day/location: Class is held daily on public school campuses and occasionally at required meetings in the area. Contact your university supervisor for more information.

Course Description: These courses provide Sam Houston State University teacher candidates with a variety of hands-on experiences in appropriate public school classroom settings which will assist in the acquisition, application, and demonstration of the knowledge, skills, and dispositions necessary to become a successful teacher.

Textbooks: *Guidelines for Student Teaching* - Sam Houston State University and Sam Houston Innovative Partnerships with Schools (SHIPS) by laws.

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format: These field-based courses are delivered on public school campuses. Pre-service teachers in educator preparation programs offered through the Sam Houston Innovative Partnerships with Schools (SHIPS) earn 6 hours credit for 14 weeks of successful student teaching experiences.

Course Content and Requirements: Concepts are learned through the gradual induction into full teaching responsibility in a public school classroom with the support of a classroom mentor teacher, other campus personnel, a university supervisor, and the Steele Center for Professional Practice and Educator Preparation Services. While in an appropriate assigned public school setting(s) the candidate will be able to demonstrate the knowledge, skills, and dispositions specified in applicable state and institutional standards. The student teacher requirements are:

- Develop detailed lesson plans for each lesson taught.
- Develop instructional plans according to the building and/or district standards.
- Involve the learner at every opportunity.
- Incorporate the Texas Essential Knowledge and Skills (TEKS) into daily teaching.
- Add to expertise through observation and small group/individual assistance.
- Arrive at school consistently and on-time, prepared to teach all required classes.
- Follow the classroom mentor teacher's professional schedule and calendar.
- Develop, design, administer and evaluate student progress using variety of assessment strategies.
- Comply with district guidelines concerning classroom management standards.
- Abide by the Texas Code of Ethics and the SHSU Standards of Professional Conduct.

Evaluation: Student Teaching is a Credit/No-Credit course. Assessments that address objectives/learning outcomes and activities for the student teaching semester include SHSU Evaluation Forms A, B, C, D, which are aligned with state and institutional standards. Student teachers with content areas of 7-12 Social Studies, Math, Science EC-12, Foreign Language, or EC-12 Kinesiology will also be assessed with a Focused Content Evaluation (FCE). All student teachers should refer to the evaluation forms in the *Guidelines for Student Teaching*.

The Sam Houston Innovative Partnerships with Schools (SHIPS) Student Teacher evaluation forms "A," "B," "C," "D," and Focused Content Evaluation (if applicable) will be utilized for evaluation. The student teacher will be evaluated by the procedures and practices described in the *Guidelines for Student Teaching*. Successful performance while student teaching is determined collaboratively by the public school mentor teacher and the University supervisor.

Other expectations: Student teachers are to abide with the attendance expectations stated in the *Guidelines for Student Teaching* and attend scheduled student teacher meetings and conferences, including those scheduled after the beginning of the semester. Student teachers will be required to complete evaluations of the Educator Preparation Program, their university supervisor, and their classroom mentor teachers at the conclusion of their student teaching experience.

**STUDENT TEACHERS ARE NOT TO REQUEST A
PLACEMENT CHANGE DURING THE STUDENT TEACHING
SEMESTER. ALL PLACEMENT CHANGES ARE TO BE
COORDINATED BETWEEN THE UNIVERSITY SUPERVISOR
AND EDUCATOR PREPARATION SERVICES.**

Academic Dishonesty: In accordance with the University's Academic Policy Statement 810213, the following statement applies to student teaching:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

Cell Phone/Electronic Communication: Student teachers should refer to University's Academic Policy Statement 100728 (www.shsu.edu/~vaf_www/aps/documents/100728.pdf) for general guidance regarding cell phones. Related expectations for student teachers can be found in the SHSU Standards of Professional Conduct for Students in Field Experiences and Student Teaching:

Teacher candidates are not to 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or 2) take pictures of P-12 students. Teacher candidates are to communicate with P-12 students only concerning academics or classroom learning. All teacher candidates should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with a disability that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.



NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled in 2022.

[NCATE Standards](#)

[CAEP Standards](#)

SHSU Dispositions and Diversity Proficiencies

	DDP	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

State Standards

Pedagogy and Professional Responsibilities Standards

State Board for Educator Certification – www.sbec.state.tx.us

Technology Application Standards

State Board for Educator Certification – www.sbec.state.tx.us

Code of Ethics and Standard Practices for Texas Educators

State Board for Educator Certification – www.sbec.state.tx.us

Institutional Standards

SHSU Dispositions Standards

SHSU Guidelines for Student Teaching

SHSU Institutional Standards

SHSU Guidelines for Student Teaching and www.shsu.edu/~edu_ofc

SHSU Standards of Professional Conduct for Students in Field Experience and Student Teaching

SHSU Guidelines for Student Teaching and www.shsu.edu/~edu_ofc

SHSU Student Teaching Matrix

Objectives/Learning Outcomes	Activities	Performance Assessment	<u>Standards:</u> Pedagogy and Professional Responsibility
The candidate will develop detailed lesson plans incorporating the Texas Essential Knowledge and Skills (TEKS) for each lesson taught.	Based upon contextual factors, the candidate will develop instruction aligned with state standards including differentiation of instruction.	Lesson Plans	2.15s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 4.16s Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.1s
The candidate will implement detailed lesson plans involving all learners at every opportunity.	The candidate will develop and implement instruction that engages all learners to increase an understanding of subject matter and move to higher levels of thinking by using appropriate teaching strategies including technology.	Lesson Plans T-TESS Evaluations	2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.13s
The candidate will develop and implement appropriate and varied assessments strategies to monitor student progress before, during and after instruction.	Using contextual factors, the candidate prepares and implements assessments appropriate throughout the instructional process	T-TESS Evaluations	2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16 Tech Standards: 3.16s, 5.13s
The candidate will modify instruction to meet the needs of all learners.	In both preparing and implementing Lesson Plans and Teaching Units, the candidate will ensure that the chosen instructional strategies meet the needs of all learners, based on the contextual factors.	Lesson Plan T-TESS Evaluations	2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.13s

Objectives/Learning Outcomes	Activities	Performance Assessment	<u>Standards:</u> Pedagogy and Professional Responsibility
The candidate fulfills professional roles and responsibilities, adheres to legal and ethical requirements of the profession and demonstrates the dispositions necessary to be an outstanding educator.	The candidate will demonstrate punctuality and a professional approach to situations both instructionally and in interactions with students, colleagues, administrators, and parents.	T-TESS Evaluations Dispositions Assignment	2.14s, 2.15s, 2.17s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.8s, 3.9s, 3.10s, 4.16s, 4.17s Tech Standards: 1.1s, 3.11s, 3.12s, 3.16s, 3.17s
The candidate creates and maintains a productive and positive learning environment that consistently implements rules and procedures for the effective management of a diverse student population and maximizes learner for all.	Management of the Classroom and individual students through out the school day.	Lesson Plans T-TESS Evaluations	2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 2.1s, 3.11, 3.12s, 3.16s, 3.17s, 5.13s
The candidate establishes strong, positive relationships among students, families, colleagues, schools and the community through effective professional and interpersonal skills.	In interaction, planning, and implementation of instruction, the candidate plans for, implements, and demonstrates a positive environment for learning, working with colleagues, and communicating with parents.	Lesson Plans T-TESS Observations Dispositions	2.14s, 2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 4.7s, 4.9s, 4.11s, 4.15s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 3.11, 3.12s, 3.16, 3.17s, 5.13s

Course evaluation: Student teachers will have an opportunity at the appropriate time during the semester to complete evaluations on the program, the supervisor, and the classroom mentor teachers.

Reminder:

The student teaching semester consists of two student teacher courses and one or two companion courses. See your advisor.