Course Description: The clinical teaching semester is the culmination of your preservice teacher education. The course included in this professional semester, C&I 4646, provides you with progressive experience in translating theory into practice. You will develop the ability to apply the knowledge and techniques that you have learned in education courses and in courses in your specialization.

The first two weeks will include orientation meetings and seminars. C&I 4646 will consist of one full semester placement. Seminars will be held concurrently with clinical teaching.

You will be expected to keep up to date with all course requirements. You will be expected to maintain a satisfactory level of oral and written English at all times.

Clinical teaching is the Capstone Course in the Teacher Certification Program at The University of Texas at San Antonio. As such, all TEA Standards related to Pedagogy and Professional Responsibility and Content Area are assumed to be understood and demonstrated during the clinical teaching semester. For a complete list of Standards, please refer to the Texas Education Agency website, specifically, http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Course Requirements

I. Classwork and Preparation (100 points)

A. 20 points-Professionalism: As a clinical teacher you are expected to:
   * demonstrate a positive attitude; dress and conduct yourself in a professional manner at all times
   * be punctual and consistent in attendance both at school and at university seminars
   * complete school and university assignments in a timely, accurate manner
   * develop a professional portfolio. The portfolio may be either electronic or paper.
   * develop a My Story Multi-Media autobiography to share with cooperating teacher(s)

B. 60 points-Lesson Plans:
   * Lesson plans must be prepared for all lessons taught during the actual clinical teaching experience.
   * Lesson plans must be approved and signed by the cooperating teacher no later than the Friday before the lessons are to be taught.
   * Lesson plans are to be turned in to the supervisor.
   * Key Assignment: One lesson plan, taught during clinical teaching, demonstrating your best work. The Key Assignment lesson plan is worth 25% of the Lesson Plan grade. Your Key Assignment lesson plan must be submitted in your Field Supervisor’s Blackboard Learn Site.

C. 20 points-Assignments:
   * Required readings
   * Required observations at assigned campus
   * Campus Survey
   * Special Population survey
   * Reflection of Field Experiences

II. Teaching Performance (300 points)

Each clinical teacher will be observed three times by the University Supervisor, unless more frequent observations are deemed necessary by the Supervisor or Cooperating Teacher. The CTESS form will be used as assessment. Each observation is worth a possible 100 points.
III. Professional Assessment (200 points)

The University Supervisor’s Summative Evaluation and the Cooperating Teacher’s Summative Evaluation, completed on the CTESS form, are each worth a possible 100 points. For dual placement students, each Cooperating Teacher’s Summative CTESS is worth a possible 50 points.

FINAL GRADE

Your final grade for C&I 4646 will reflect your teaching ability as determined by the quality of your preparation and evaluations of classroom observations of your teaching. The final clinical teaching grade is determined by your university supervisor. A grade of Incomplete may be assigned if any portion of the clinical teaching requirements is not fulfilled to the satisfaction of the university supervisor.

Grading Scale: 600 total points

Letter grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>600-540</td>
<td>A</td>
</tr>
<tr>
<td>539-480</td>
<td>B</td>
</tr>
<tr>
<td>479-420</td>
<td>C</td>
</tr>
<tr>
<td>419-360</td>
<td>D</td>
</tr>
<tr>
<td>359 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Resubmission of assignments or parts of assignments may be discussed with the university supervisor. Resubmission is permitted only at the discretion of the supervisor.

IV. Fall 2017 Clinical teaching Seminars by Supervisor--dates and topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23</td>
<td>Syllabus; Clinical Teacher &amp; Cooperating Teacher Handbook; Lesson Planning</td>
</tr>
<tr>
<td>August 25</td>
<td>Logistics of school placement; Professionalism; Assumption of Teaching Responsibilities</td>
</tr>
<tr>
<td>August 30</td>
<td>CTESS Observation Form</td>
</tr>
<tr>
<td>September 1</td>
<td>Classroom management</td>
</tr>
<tr>
<td>September/October</td>
<td>Continue classroom management; First Day of School</td>
</tr>
<tr>
<td>October/November</td>
<td>Parent Conferences</td>
</tr>
</tbody>
</table>

ILT Mission, Vision and Core Values:

**Mission Statement**

The mission of the Department of Interdisciplinary Learning and Teaching is to:

- Advance the intellectual and professional development of students and faculty through research, critical reflection and dialogue, civic responsibility, and transformative leadership;
- Promote equality and social justice by advocating for educational change and reform; and
- Nurture the personal and professional integrity of all learners.
Vision Statement: To be a model interdisciplinary education program that prepares professionals to work with diverse learners in a global setting.

Core Values: The Department of Interdisciplinary Learning and Teaching will create a context of equitable access that nurtures interdisciplinary learners who embody the following core values:

- **Intellectual:** Demonstrates content, cultural, and technological knowledge, as well as pedagogical-content knowledge;
- **Transformative:** Recognizes and engages in research-based, developmentally, culturally and linguistically responsive practices, that are life-changing for all learners;
- **Inquisitive:** Critically analyzes, produces, and disseminates research;
- **Critically conscious:** Understands the interrelationship among socio-cultural, historical, and political contexts of US education and engages in empowering practices;
- **Ethical:** Exhibits ethical behavior in all their interactions with all populations; and
- **Professional:** Articulates a philosophy and demonstrates a strong professional identity that respects a diverse global society.

UTSA POLICY STATEMENTS:

Disability: If you need accommodation related to a disability, please visit me during my office hours to discuss your needs. Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18 (Main Campus, 458-4157) or BV 1.302 (Downtown, 458-2838) in order to receive support services.

Scholastic Dishonesty: The University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offense, which includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for the class may initiate disciplinary proceedings against the student. In this class all UTSA procedures will be followed and the necessary paperwork will be filed with the Office of Student Life and the Division of Education. A penalty will be recommended by the course instructor to the Office of Student Life which may impose an additional university penalty.

Plagiarism: If you are not sure what constitutes plagiarism, please visit the UTSA site or [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html).

The Roadrunner Creed: As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

Criminal Background Checks: Criminal background checks will be conducted on all students enrolled in undergraduate courses at the 300 and 400 level and on all ASL courses. Since observation and interaction with minors is required for successful completion of degree programs in the College of Education and Human Development, students who do not have a clear criminal background check may not be allowed to continue in the programs of the College.

Fitness to Teach Policy: Students are expected to conduct themselves in accordance with the Fitness to Teach Policy. Students who violate the policies outlined in that document are subject to disciplinary penalties including the possibility of removal from the clinical teaching placement.

TExES Exam: Five Times Rule for Taking State Exams

All Teacher Certification and Professional Certification candidates may only take the same state exam for a total of five times. The five attempts include the first attempt to pass the exam and four retakes. All attempts to pass an exam taken before Sept. 1, 2015 will count as one attempt regardless of how many times the exam was taken prior to this date.
Core Subjects (211 & 291) Exams: UTSA encourages our Core Subjects candidates to be fully aware of the retest policy and that they do not use up all of their attempts by taking individual subtests (800-level tests). Even though the ETS system will allow candidates to sign up for the 800-level subtests after they take the whole Core Subjects test, they should NOT do so unless they are down to only one test left to pass. Candidates may skip through the sections of the test they have already passed by clicking next, next, next, and so on until they get to the sections that they still need to pass. Candidates do not need to answer a single question in the sections that they have already passed. Again, the only time a candidate should sign up for an individual subtest is when that is the last test the candidate needs to pass. Candidates who have inadvertently registered for individual subtests may call ETS at (800) 205-2626 to reschedule those exams into the appropriate Core Subjects exam.

*The SBEC will determine rules for a waiver and the rules are anticipated to be in effect May of 2016.

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible.

Key Assignment Directions:

Write one lesson plan, taught during clinical teaching, demonstrating your best work.

Grading Rubric for Lesson Plan:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exceeds Target (3 points)</th>
<th>Meets Target (2 points)</th>
<th>Falls below target (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Centered Instruction</td>
<td>Lesson Plan shows an exceptional degree of creativity in lesson activities and shows advanced knowledge of content. The lesson plan designs instruction that employs creative or unique methods in order to accomplish the lesson objective.</td>
<td>Lesson Plan is somewhat organized and designed for student learning. It includes most elements and shows sufficient knowledge of content. The lesson plan designs instruction that employs effective pedagogy that generally accomplishes the lesson objective.</td>
<td>Lesson Plan is poorly organized, does not follow the format, or is missing elements. The lesson plan shows insufficient knowledge of content or displays ineffective pedagogy. It does not accomplish the lesson objective.</td>
</tr>
<tr>
<td>Active, Successful Student Participation in the Learning Process</td>
<td>Lesson Plan uses creative focus activities to engage the learners at the beginning of the lesson. It uses distinctive multi-sensory instructional materials and technology in order to keep the learners actively engaged during the lesson and provides interesting, engaging closure that notes key points of the lesson.</td>
<td>Lesson Plan uses some motivational techniques to engage the learners at the beginning of the lesson. It uses some multi-sensory instructional materials and technology in order to keep the learners engaged during the lesson. It provides closure that notes some key points of the lesson.</td>
<td>Lesson Plan does not employ motivational techniques to engage the learners at the beginning of the lesson. It does not use multi-sensory instructional materials or technology to keep the learners actively engaged during the lesson. Closure is not provided.</td>
</tr>
<tr>
<td>Evaluation of and Feedback on Student Progress</td>
<td>Lesson Plan provides multiple opportunities for formal and informal assessment of student understanding and</td>
<td>Lesson Plan provides some opportunity for formal and informal assessment of student understanding and</td>
<td>Lesson Plan does not provide opportunities for formal or informal assessment of student understanding. It does not</td>
</tr>
</tbody>
</table>
demonstrates creative modification of instructional materials that provides a high level of differentiation.

demonstrates some modification of instructional materials to provide for differentiation.

demonstrates modification of instructional materials or differentiation.

**Conventions of Writing**

<table>
<thead>
<tr>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan contains no spelling or grammatical errors, demonstrates succinct, clear writing, and shows evidence of thoughtful attention to detail.</td>
</tr>
<tr>
<td>Lesson Plan contains as many as three spelling or grammatical errors and show scant evidence of proofreading.</td>
</tr>
<tr>
<td>Lesson Plan contains more than three spelling or grammatical errors and show no evidence of proofreading or attention to detail.</td>
</tr>
</tbody>
</table>

**Submission of Lesson Plan**

<table>
<thead>
<tr>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan is submitted in accordance with directions provided in the course syllabus.</td>
</tr>
<tr>
<td>Lesson Plan is not submitted in accordance with directions provided in the course syllabus.</td>
</tr>
</tbody>
</table>

**Key Assignment Scoring:**

15-14 Points = Exceeds Expectations

13-12 Points = Meets Expectations

11 Points and below = Needs Improvement

**Directions for Reflection of Field Experiences**

Write a one-two page reflection, following these directions:

At this point in your teacher preparation program, you have completed several required field experiences in different placements in the public schools. Based upon these field experiences, write a one-two page reflection about what you have learned from being in these classrooms. Consider how the following has shaped your current beliefs about teaching and learning:

1. Teaching opportunities you have had in the placements
2. Your interactions with the students
3. Your interactions with the teachers
4. Meeting the needs of English language learners, diverse learners, and students with special needs
5. Any observations about learning and development of students across age levels, grade levels and school districts.