



## **Course Syllabus: Clinical Teaching for Undergraduate Students**

Gordon T. & Ellen West College of Education

EDUC 4173 Section 103

Fall 2026 | August 24 – December 10, 2026

### **Contact Information**

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| <i><u>Instructor:</u></i> Mrs. Angie Bullard<br><i><u>Office:</u></i> Bridwell 210<br><i><u>Office Phone:</u></i> 940-397-4136<br><i><u>E-mail:</u></i> <a href="mailto:angela.bullard@msutexas.edu">angela.bullard@msutexas.edu</a> | <i><u>Office hours:</u></i><br>Tuesday 10:00 – 11:00 am<br>Wednesday 10:00 am to 1:00 pm<br>Thursday 10:00 – 11:00 am<br>*Other times available by request |
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### **Instructor Response Policy**

The most reliable way to reach me is via email. I make every effort to respond within 24 hours. At most, you can expect a reply within 48 hours (or two business days). Messages sent over the weekend will be answered on the following Monday.

### **Course Description**

Teaching under supervision in a public school; meets full day for eighteen weeks, including orientation, professional development, and supervision by college instructor.

### **Textbook & Instructional Materials**

No required materials nor textbook.

### **Study Hours and Tutoring Assistance**

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Program](#)

### **Student Handbook**

Refer to the [Office of Student Rights and Responsibilities](#) to access the [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

## AI / Chat GPT

Artificial intelligence (AI) can be a valuable tool in academic writing, offering support with brainstorming, organization, and clarity; however, it must be used ethically, accurately, and responsibly. In a collegiate environment, all students are expected to demonstrate academic integrity and develop their own voice in writing. Since writing, analytical, and critical thinking skills are central to the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in these areas will prepare you for success in a competitive workplace.

While AI tools serve as helpful resources to guide learning and improve communication, they should never replace a student's own original work. Copying and pasting directly from AI tools or submitting AI-generated content as your own constitutes plagiarism and will not be tolerated.

In summary, you may type a question into ChatGPT, you may not exactly copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful. Ultimately, academic work should reflect your own thinking and writing.

## Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

## Required Assignments

| Assignments                      | Submission Location |
|----------------------------------|---------------------|
| Code of Ethics                   | TK20                |
| Formal Observations 1-4          | TK20                |
| Lesson Plans and Reflections 1-4 | TK20                |
| Informal Observations 1-3        | TK20                |
| MISL                             | TK20                |
| Orientation Attendance           | Sign-in Sheet       |
| Career Fair Attendance           | Sign-in Sheet       |
| MISL Training Attendance         | Sign-in Sheet       |
| Test Prep Attendance             | Google Form         |
| Virtual Lesson Plan              | TK20                |

## Code of Ethics

You will complete the Code of Ethics certificate following training at orientation. The signed signature sheet must be uploaded to TK20 within one week of the orientation date. Submission will be approved by your university supervisor.

## Formal Observations, Lesson Plans, and Reflections

Your University Field Supervisor (UFS) will conduct four observations during your clinical teaching, two in the first half and two in the second half. Prior to each observation, you will create a lesson plan that you will share with your supervisor. Your UFS will meet with you for a pre-conference to give you feedback over the lesson plan before it is taught. Following your observation, your UFS will give you an evaluation form that will be signed by you, the UFS, and your cooperating teacher. You will

also complete a reflection after you teach the lesson. All four lessons, reflections, and observation sheets will be uploaded to TK20.

### **Informal Observations**

Your University Field Supervisor (UFS) will conduct a minimum of three informal observations during your clinical teaching. Following your informal observation, your UFS will give you an evaluation form that will be signed by you, the UFS, and your cooperating teacher.

### **MISL (Midwestern Impact on Student Learning)**

The MISL will be completed in the first half of clinical teaching. After describing the students, school, classroom, and community, you will create unit objectives and assessments in addition to lessons within the unit. The MISL lessons will be developed with the help of your cooperating teacher and under the guidance of your university supervisor. Data from the pre-and post-assessments will be reported and analyzed to determine student learning. You will provide a reflection on the unit and your plans for future opportunities and professional development. You will upload the final MISL to TK20 for evaluation.

### **Virtual Lesson Plan**

The Virtual Lesson Plan can be modeled off of one of your MISL lessons. Using the template provided on our Google site, adapt a lesson to a virtual format and upload the lesson plan into TK20 for UFS approval.

### **Required Trainings/Workshops**

During clinical teaching, you will be required to attend various trainings and workshops, some in person and some virtually. The required trainings are New Clinical Teacher Orientation, MSU Education Career Fair, MISL Training, and Test Prep Workshop.

### **Written Work**

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

### **Late Work**

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than two weeks late will not be accepted. Arrangements must be made at least two days in advance for any exceptions to be given.

### **Important Dates**

- Last day for term schedule changes: August 24, 2026 [Academic Calendar](#).
- Deadline to file for December graduation: September 21, 2026
- Last Day to drop with a grade of "W:" November 23, 2026.
- Refer to: [Drops, Withdrawals & Void](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. If at any time you are unable to attend mandatory trainings during your clinical teaching, please contact Misti Spear ([misti.spear@msutexas.edu](mailto:misti.spear@msutexas.edu)). If you miss any days clinical teaching at your assigned campus, please notify your university supervisor.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance every day, and to stay for the entire teacher workday. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

## Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## Recording Classes

***\*Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

## Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

D2L will be used for posting the syllabus, course communication, course schedule, attendance, and gradebook. Students should check D2L at least three times per week in addition to attending classes.

#### Expectations for written work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments can be done in one of the following:
  - Microsoft Word and turned in as an attachment in Dropbox on D2L
  - PDF Document and turned in as an attachment in Dropbox on D2L
  - Google doc with the share link submitted to D2L (Make sure share settings are set to “anyone with the link can view or edit”)
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.

As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. Turnitin is used for the written assignments and D2L directly syncs with it (the student does not have to do anything). Each student will be able to see the plagiarism percentage and is welcome to make changes and resubmit **BEFORE** the due date.

Any Turnitin score of 30% or more is too high. The assignment will have to be corrected and resubmitted (if applicable) or the assignment grade will be reduced by one letter grade.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor’s drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations

to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **Emergency Aid Resources for Basic Needs**

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the [Office of Student Affairs](#): Clark Student Center #108, (940) 397-7500, [student.affairs@mstuexas.edu](mailto:student.affairs@mstuexas.edu).

### **College Policies**

#### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

#### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### *Alcohol and Drug Policy*

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### *Campus Carry*

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

#### *Active Shooter*

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

## Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

| Event                                                                                 | Time    | Day                                         | Decision                         |
|---------------------------------------------------------------------------------------|---------|---------------------------------------------|----------------------------------|
| Inclement weather occurs during regular work/class day                                | 3:30 PM | Day of inclement weather                    | Cancel classes/events after 5 PM |
| Overnight inclement weather expected                                                  | 8 PM    | Day before inclement weather                | Close campus or delay opening    |
| Delay called the day before but change to closure due to the extent of weather impact | 6:15 AM | Day of delay                                | Close campus                     |
| No cancellation or delay decision made the night before                               | 5:30 AM | Day after no decision made the night before | Close campus or delay opening    |

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

**Notification processes** - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

| Activity                       | Recommendation                                                                                                                                                                                                                                   |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Face-to-face or hybrid courses | Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus. |
| Online courses                 | Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.                                                                                                            |
| Graded assessments             | If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.                             |

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's [Office of Title IX](#). As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect

knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. Students may do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse, 940-397-4213, [laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

Students may also file an online report 24/7 on the [Sexual Misconduct Report Form](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the MSU Sexual Misconduct Resource Page.

### **Course Schedule:**

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

| <b>Due Date</b>    | <b>Activities/Assignments/Exams</b>                                  | <b>Time Due</b>          |
|--------------------|----------------------------------------------------------------------|--------------------------|
| Varies by District | Students begin placements.                                           | Clearly posted Due Dates |
| September 8, 2026  | First 15 Days Activity Due                                           | 11:55 pm                 |
| September 11, 2026 | MISL Part 1 Due<br>MISL Training and Professional Development at MSU | 8:00 am – 3:30 pm        |
| October 4, 2026    | MISL Due                                                             | 11:55 pm                 |
| October 9, 2026    | Professional Development at MSU                                      | 8:00 am – 3:30 pm        |
| October 11, 2026   | MISL Scored                                                          | 11:55 pm                 |
| November 8, 2026   | Virtual Lesson Plan Due                                              | 11:55 pm                 |
| December 10, 2026  | Placement Ends                                                       |                          |
| December 11, 2026  | Beyond the Tassel                                                    |                          |
| December 12, 2026  | Commencement                                                         |                          |

### **Teacher Education Program Requirements**

Clinical experiences at the WCOE, including both initial clinical experiences (e.g., classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities across varied educational settings. WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

### Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' varied strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe in every learner's ability to achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, contextually grounded, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
- Candidates respect learners' numerous strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of numerous types of learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of commitment to and accountability for student success.
- Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

### Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting students requiring specific academic support. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

### Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment.

Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

### Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

### Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

### MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teacher candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains: Learning Environments; Individual Development and Varied Backgrounds; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings:

- Exemplary 4
- Competent 3
- Needs Improvement 2
- Unsatisfactory 1

An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider the relevant contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or other observable learning outcomes resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.