Course Syllabus: Clinical Teaching for Undergraduate Students

Gordon T. & Ellen West College of Education

EDUC 4173 Sec 104
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Contact Information

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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.

Required Technology

All students must have Internet access and the following technology applications: Google docs and Word Processing software

Student Handbook

Refer to: 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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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.

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

Observations 1-4, Mid-Point Evaluation, 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.

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.

Informal Observations

Your University Field Supervisor (UFS) will conduct 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.

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: January 21 – 23, 2026 Check date on [Academic Calendar](#).

- Deadline to file for May graduation: February 16, 2026 Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" April 29, 2026 Check date on [Academic Calendar](#).
- 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). 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 work day. 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.

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure 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.

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 a100% 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)

exists 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](#).

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."_

Grade Appeal Process

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

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

Course Schedule:

Dates	Activities/Assignments/Exams	Time
12/10/2025	CT Orientation	12pm– 5 pm
TBD By District	Placement 1 Begins	varies
1/14/2026	UFS Orientation	TBD
2/16/2026	MISL Training/PD/MISL Part 1 Due	8am - 3pm
3/1/2026	MISL Due	11:55 pm
3/6/2026	Placement 1 Ends	End of day
3/8/2026	MISL Scored	11:55 pm
3/16/2026	Placement 2 Begins	Beginning of day
3/27/2026	Professional Development Day	8am - 3pm
4/5/2026	Virtual Lesson Plan Due	11:55 pm
4/11/2026	PPR Practice Test (for those who have not passed)	9am-12pm
5/14/2026	Placement 2 Ends	N/A
5/15/2026	Mustang's Walk	TBA - Typically 3-5pm
5/16/2026	Commencement /Graduation	TBD

Teacher Education Program Requirements

Clinical experiences at the WCOEPS, 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 WCOEPS 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 in a wide variety of diverse settings (e.g. urban/rural, SES, special needs). 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 In TASC 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' differing strengths and needs and are committed to using this information to further each learner's development.

• Candidates believe that learners can 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 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' 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 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 advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a beginning, developing, 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 practice 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 specific groups of students. 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 as 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 and Professional Studies 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
● 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 in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995)
  ● 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.

Virtual Lesson Plan
Students will successfully create a lesson plan for virtual instruction, adapted from one of the lessons taught in clinical teaching. Using the ISTE-Based Instructional Curriculum, the Best Practices for Virtual Learning, and the TEKS-Based Instructional plan, clinical teachers will adapt face to face activities to virtual ones.

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; 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, and Unsatisfactory 1. An overall score of 30 (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 all 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 dispositions 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.