



Course Syllabus: Clinical Teaching for Undergraduate Students
Gordon T. & Ellen West College of Education
EDUC 4173
Spring 2024

Contact Information

Instructor: Mr. Ken Gray
Office hours: By Virtual Appointment Only
E-mail: Kenneth.gray@msutexas.edu

Instructor Response Policy

Emails and inquiries will be addressed within 24-48 hours during regular business hours. Emails received on Friday may be addressed by the following Monday, but efforts will be made to respond to urgent matters sooner. During university-recognized holidays, responses may be delayed. However, a notice will be provided in advance regarding expected delays during such periods.

Textbook & Instructional Materials

There is no required textbook for this course, as the material covered is diverse and draws upon a wide range of experiences in the K-12 public school classroom.

Course Description

Teaching under supervision in a public school; meets full day for one semester, including orientation, trainings and supervision by college instructor.

Important Course Information

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.

**All clinical teachers must adhere to the Educator's Code of Ethics at all times and rules and guidelines set by the school district partners.*

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. For those in two 7-week placements, your UFS will give you a mid-point evaluation form that must be uploaded to TK20 with your observations 1&2. (If you are in a 14-week placement, you will not upload a form.)

Midwestern Impact on Student Learning (MISL)

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 analyze 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.

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 Diversity; 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 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 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.

Virtual Instruction Lesson Plan

Students will successfully create a lesson plan for virtual instruction, adapted from one of the lessons taught in clinical teaching. 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. 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.

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.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

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.

[Office of Student Conduct](#)

Grading/Assessment

Course Grade- MISL Midwestern Impact with Student Learning: 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 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

*Clinical teachers must make a C or above to pass clinical teaching

Table 1: Grading Scale

Grade	Points
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

*Any candidate who does not meet the grade of C criteria will not be certified and must repeat clinical teaching if desiring to be certified.

Important Dates

Last day for term schedule changes: January 19, 2024

Deadline to file for graduation: February 12, 2024

Last Day to drop with a grade of "W:" April 24, 2024.

Refer to: [Drops, Withdrawals & Void](#)

Attendance

Candidates are required to attend their clinical teaching placement every day they are scheduled. All candidates must log a minimum of 70 full days of clinical teaching. Candidates must make up any days they are absent from their clinical teaching placement. Student attendance aligns with the school district's academic calendar and schedule. Follow the start and end dates, as well as any holidays or breaks observed by the school district. In the event of an unavoidable absence, you must notify both your cooperating mentor teacher at the placement school and your university field supervisor as soon as possible. If you anticipate a schedule conflict or foresee an absence due to a scheduled event (e.g., doctor's appointment), inform your university field supervisor well in advance. Attendance, punctuality, and active participation will be factors in the overall evaluation of your student teaching experience. Excessive or unexplained absences may impact your final evaluation and could result in additional requirements or consequences.

Instructor Class Policies

Professional Attire

The WCOE dress code for clinical experiences is based upon that of school district partners and is similar to the expectations of most Texas schools. Teacher candidates visiting public schools, for any MSU Texas related purpose should follow school district dress codes (professional methods courses, internships, practicum, tutoring, clinical teaching, etc.). Teacher candidates are expected to dress appropriately for their area of work so as to project a professional image. Daily personal grooming is expected for all teacher candidates. Jeans may be worn on "spirit days" or other special days as approved by the school administrator. Clarification related to acceptable and/or unacceptable dress during clinical experiences should be addressed to the WCOE school-based educator and/or department head, principal, or personnel director. For physical education methods and athletic classes teacher candidates shall dress for participation. Appropriate attire may include shorts, slacks, or sweats. Athletic-style P.E. shorts are not to be worn in the halls or any other place in the school building except where physical education or athletics classes are being conducted. Appropriate undergarments are part of being professionally attired. Teachers are expected to work closely with a diversity of students under a variety of conditions while maintaining respect and dignity. Excessive or unusual piercings are prohibited. Any piercings (studs, rings, etc.), should be left at home if they are visible and/or otherwise interrupt instruction. Tattoos must be covered during all clinical experiences. At no time shall teacher candidate clothing violate the student dress code in place. such as dress codes, attendance requirements particular to the program and or course, class etiquette expectations, etc.

Professional Behavior

Candidates 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 clinical experiences, unless otherwise approved by the instructor, candidates are prohibited from engaging in any form of distraction—including cell phones or other electronic devices. Electronic communications devices will be turned off any time the candidate is in the school building—in MSU Texas's classrooms 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 candidate may receive an instructor drop with an "F" for the course. Participation in classes at a PDS are a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, a candidate is asked to leave a Professional Development School, the candidate will be dropped from the course in accordance with the Instructor Drop policy of the academic catalog.

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 Clark Student Center, Room 168, (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 MSU TEXAS. 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 [Safety / Emergency Procedures](#). 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

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

Appendix A: Standards/Competencies

Course Objectives	Performance Assessment(s)	Standards Addressed
Establish a safe and supportive classroom environment by developing a climate of respect and rapport, fostering a culture for learning, supporting positive student behavior, and organizing the classroom to maximize student learning.	Observations and Evaluations Code of Ethics First 15 Days	Texas Educator Standard(s): 4A(i-iii), 4B(ii), 4C(i), 4D(i-iii), 1D(iii). 1E(i), 2A(i-iii)
Apply knowledge of content and pedagogy and knowledge of students to plan instruction.	Lesson plans and instruction	Texas Educator Standard(s): 3A(i), 2A(i), 2B(i-iii), 1A(iii), 3B(ii)
Design lessons that are aligned to state standards, build coherently toward objective, and meet the needs of diverse learners.	Lesson plans and instruction Observations and Evaluations	Texas Educator Standard(s): 1A(i,iii), 1B(i-iii), 1C(i-iii), 2B(i-ii), 2C(i-iii), 3B(ii), 3C
Deliver instruction clearly and accurately, communicate lesson expectations, and utilize varied instructional strategies to deepen student understanding and promote engagement.	Observations and Evaluations	Texas Educator Standard(s): 1A(ii), 1B(ii), 1C (iii), 1D(i-ii), 1E(i-iii), 3B (i)
Develop, collect, and analyze assessment data to monitor student progress, provide timely feedback, and adjust instruction to respond to student needs.	Lesson plans Observations and Evaluations Reflections Pre- and Post-Conferences MISL	Texas Educator Standard(s): 1F(i-iii), 5A(i-ii), 5C(i), 5D(i), 2C(iii)
Demonstrate professionalism, reflect on teaching to inform practice, participate in a professional community, engage in growth opportunities, and adhere to ethical and legal requirements.	Orientation and Trainings Observations and Evaluations Reflections Pre- and Post-Conferences Code of Ethics	Texas Educator Standard(s): 6A(i-iii), 6B(i-ii), 6D(i-iii)

All TEA Standards related to Pedagogy and Professional Responsibility (PPR) and Content Area are assumed to be understood and demonstrated during the Clinical Teaching semester. The State Board of Educator Certification creates standards for beginning educators. See Appendix A for Complete List of Standards.