

Syllabus for EDSE 4608/4618
Clinical Teaching I and II in Mathematics, Science, and Computer Science:
Applying Core Curriculum Outcomes in a Real-World Setting
(Revised Fall 2018)

CORE CURRICULUM CAPSTONE

This capstone course is an important component of UNT's Core Curriculum, testing students' ability to apply core curriculum outcomes in a real-world setting. This course is related to the category of **Communication** and will focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. The act of teaching, which is the major focus of this course, is all about effective communication in a real-world, school setting. Within the clinical teaching experience, clinical teachers must effectively communicate with EC-12 students, other teachers, administrators, and parents as they plan lessons in cooperative teacher teams, deliver instruction to EC-12 students, provide knowledge of results and corrective feedback to EC-12 students, manage EC-12 student behavior, conduct parent-teacher conferences, observe/participate in meetings for referring EC-12 students for special services, etc. All of these communication exchanges require clarity, empathetic understanding of the effect of one's message on others, the successful conveyance/imparting of ideas to others, and skill in making persuasive arguments. Communication skills include effective development, interpretation, and expression of ideas through written, oral, and visual communication. Clinical teaching provides multiple opportunities for clinical teachers to exchange messages involving oral, aural, written, and visual literary skills. Clinical teachers write and deliver lesson and unit plans, create instructional materials with a variety of media, utilize/integrate educational technologies within instruction, keep/manage student records, monitor/manage student behavior, and conference with students, teachers, administrators, and parents. They have ample opportunity to demonstrate the ability to exchange messages appropriate to different subjects, occasions, and audiences.

As an integral part of the core curriculum, while engaging in this capstone course you will develop and demonstrate the core objectives of Critical Thinking, Communication Skills, Teamwork, and Personal Responsibility.

Critical Thinking Skills – including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. As reflective teacher practitioners, clinical teachers actively demonstrate command of critical thinking skills. Critical thinking skills are developed and applied as clinical teachers plan lessons, deliver instruction, and assess EC-12 student achievement. Through inquiry and critical reflection, clinical teachers continuously collect and analyze classroom data to draw conclusions and make instructional decisions that promote the achievement of EC-12 learners. The clinical teacher engages in high-level processing of information as s/he (a) selects appropriate content/methods/activities, (b) aligns instructional elements (i.e. objectives, activities, and assessments), (c) connects learning to diverse EC-12 students' real-life experiences and interests, (d) helps EC-12 students make connections between what they are learning in a given subject area and life, work, and other disciplines, and (e) orchestrates guided discussion and problem-solving strategies/activities appropriate to the cognitive/thinking skill levels of his/her EC-12 students. In turn, clinical teachers creatively engage and challenge the thinking of their EC-12 students by playing upon student interests and implementing innovative instructional activities that apply various questioning strategies, creative-thinking strategies, inquiry strategies, discovery learning strategies, problem-solving strategies, and decision-making models.

Communication Skills – including effective development, interpretation and expression of ideas through written, oral and visual communication. The clinical teaching capstone experience is centered on effective communication, which is the foundational component of the course. The clinical teacher must impart subject matter content to his/her EC-12 students with clarity and persuasiveness, noting the effect of his/her communications on EC-12 students' understanding of the content taught and on EC-12 students' learning/mastery of the intended instructional objectives. Clinical teachers actively demonstrate command of oral, aural, written, and visual literary skills as they exchange messages appropriate to their subject, occasion, and audience. Clinical teachers write and deliver lesson and unit plans, create instructional materials with a variety of media, utilize/integrate educational technologies within instruction, keep/manage student records, monitor/manage student behavior, provide knowledge of results and corrective feedback, and conference with students, teachers, administrators, and parents.

More specifically, effective communication skills are developed as clinical teachers plan, deliver, and assess lessons and units of instruction. Effective development, interpretation, and expression of ideas are critical to teaching content accurately and to connecting each lesson/unit to life, work, and other disciplines. Good communication is also vital in checking for student understanding and providing feedback that supports EC-12 student learning. The ability to accurately express ideas in a variety of forms (written, oral, and visual) serves to aid clinical teachers as they incorporate multiple modalities of teaching/learning into instruction, accommodate the diverse learning styles of EC-12 learners, and integrate new educational technologies into their instructional presentations and assignments. In guiding EC-12 learners toward the desired educational goals/objectives, student teachers keep their young charges on track by clearly specifying behavioral expectations and appropriately sequencing/pacing instruction.

Teamwork – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Clinical teachers become an integral part of a teaching-learning community made up of EC-12 students, teachers, administrators, parents, the outside community, etc. All are working on the shared goal of promoting EC-12 student achievement. Serving as a guide or team leader, the clinical teacher helps his/her EC-12 students (a) see the value/importance of a lesson, (b) become fully engaged in lesson activities, (c) repeat appropriate behaviors and redirect inappropriate behaviors through proper reinforcement, and (d) overcome any reluctance to participate and/or exert effort. The clinical teacher and his/her EC-12 students constitute a classroom team of life-long learners, actively working together on common learning goals. In the role of team leader/coach, the clinical teacher considers different points of view and works effectively with his/her classroom team of EC-12 students to support a shared learning purpose or goal (i.e. the objective of each lesson). S/he also includes parents and community members as part of the classroom (and larger school) team.

Personal Responsibility – including the ability to connect choices, actions and consequences to ethical decision making. Clinical teachers actively develop and exercise personal responsibility as they take full charge of a highly diverse classroom of EC-12 students. Individually accountable for the learning of each student in his/her class, the clinical teacher connects choices, actions, and consequences to ethical decision-making as s/he makes choices about what to teach, how to teach, and for whom to teach. Similarly, s/he must fulfill personal responsibilities related

to the state code of ethics for teachers and to his/her own continued professional development as a teaching professional.

Stated more specifically, clinical teachers in the capstone clinical teaching course are placed in a highly important position of both personal and professional responsibility--as the acting teacher of a classroom of EC-12 students, who is fully accountable for the teaching-learning of his/her students. With respect to their accountability role/function, student teachers work to relate lessons to EC-12 student diversity, provide culturally responsive instruction, use materials that relate to EC-12 student diversity, and differentiate learning to accommodate EC-12 student needs. They also manage instructional time and materials to make certain that all required state objectives (i.e. Texas Essential Knowledge and Skills or TEKS) are addressed, and they keep current with respect to their own professional development and learning. In fulfilling their personal and professional responsibilities, clinical teachers are expected to abide by the Code of Ethics and Standard Practices for Texas Educators as specified by the State Board for Educator Certification. The enforceable standards include standards for professional ethical conduct (practices and performance), ethical conduct toward professional colleagues, and ethical conduct toward students. The university supervisor and cooperating/mentor teacher are responsible for monitoring the clinical teacher's ethical conduct and providing guidance/direction as needed.

Clinical Teaching Capstone Course Assessment of Core Curriculum Outcomes:

The capstone course assessment method consists of a performance assessment in which the clinical teacher generates, implements, and assesses the effectiveness of three lessons appropriate for his/her assigned EC-12 classroom of students. Each lesson is to be implemented within a one-hour instructional period and observed/evaluated by a university supervisor using the Texas-Teacher Evaluation Support System (T-TESS) instrument, which is organized around the **four core curriculum outcomes of critical thinking skills, communication skills, teamwork, and personal responsibility**. The lesson observations/evaluations occur three times during the semester, with the rubric for the final evaluation serving as an instrument for evaluating the preservice teacher candidate's performance over the entire clinical teaching semester. **During each of the four field observation periods, the University Supervisor rates the clinical teacher's performance across each of the four core curriculum outcomes and provides verbal and written feedback to the clinical teacher that focuses, each time, on a different core curriculum outcome. Conferences between the university supervisor, cooperating/mentor teacher, and clinical teacher serve as vehicles for clinical teachers to engage in self-reflections on their mastery of the four core curriculum outcomes.**

Student Prompt for the Performance Assessment: For three, one-hour instructional periods, plan, implement, and assess three lessons appropriate for your assigned classroom of EC-12 students. You will be observed/evaluated with respect to T-TESS criteria related to the following **Core Curriculum Outcomes: critical thinking skills** (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information); **communication skills** (to include effective development, interpretation and expression of ideas through written, oral and visual communication); **teamwork** (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; and **personal responsibility** (to include the ability to connect choices, actions and consequences to ethical

decision-making). **For each relevant criterion observed/evaluated on the final T-TESS rubric, the target performance level for mastery is a score of 2 (Developing) or above.**

Course Description:

Teaching under supervision. Prerequisite(s): TNTX 1100 , TNTX 1200 ; EDCI 3500 , EDCI 4000 , EDCI 4500 . Concurrent enrollment in EDCI 4628 ; and senior standing. Required for students seeking secondary certification. See the Teach North Texas program for details.

Specifically, this course involves teaching mathematics or science under supervision in grades 8-12. This course is designed for Teach North Texas (TNT) teacher certification candidates. It provides them with the tools needed for a successful first year of teaching. Content includes supervised application of local, state, and national teaching standards. Requirements include classroom teaching under the leadership of the mentor or cooperating teacher for a minimum of 7 hours a day with the guidance of a university supervisor. In the concurrent seminar, candidates complete a TNT program portfolio.

Course Requirements/Activities:

1. Clinical teachers work with small groups and the class as a whole.
2. Clinical teachers attend seminars and individual conferences at the university supervisor's discretion.
3. Clinical teachers display professional conduct and adhere to the Texas Code of Ethics and adhere to all campus and district policies.
4. Clinical teachers adhere to all guidelines (e.g., attendance, documentation) set by the Clinical Teaching coordinator, mentor teacher, and/or university supervisor.
5. Clinical teachers provides complete lesson plans, unit plans, or other curriculum designs as requested by the Clinical Teaching coordinator, mentor teacher, and/or university supervisor.
6. Clinical teachers construct and provide results of assessments of student learning as directed by the Clinical Teaching coordinator, mentor teacher, and/or university supervisor.
7. Clinical teachers integrate appropriate technology.
8. Clinical teachers complete program portfolio under leadership of Clinical Teaching coordinator, mentor teacher, and/or university supervisor.

Content Outline:

The teaching model of the TNT program focuses on documentation and reflection on practice, rather than on delivery of information. The following is a POSSIBLE sequence of teaching activities for the semester. The Clinical Teaching coordinator, university supervisor and mentor teacher may use this as a flexible framework for setting expectations appropriate to the particular campus or classroom.

Week 1:

1. Clinical teacher observes mentor, daily routines, and classroom environment (ongoing).
2. Clinical teacher completes a semester plan that includes accepting responsibility for one class as soon as week 3.

Week 2:

1. Clinical teacher teaches one to two lessons using cooperating teacher's plans.
2. Clinical teacher works with individuals and small groups.
3. Clinical teacher assumes responsibility for some classroom routines, such as arrival and dismissal, restroom breaks, and transition times between classes.

Week 3:

1. Clinical teacher plans specific lessons with cooperating teacher for which s/he will be responsible.
2. Clinical teacher assumes more responsibilities for classroom planning and teaching.
3. Clinical teacher assists in tutoring and group work.

Week 4-7:

1. Clinical teacher increases planning and classroom responsibility to the point that s/he is managing the classroom.
2. Clinical teacher plans, implements, manages and evaluates independently assuming complete responsibility for the work of at least one class.
3. Clinical teacher participates in a three-way conference comprised of the clinical teacher, the cooperating teacher, and UNT supervisor.
4. Clinical teacher receives a written mid-semester evaluation from his/her cooperating teacher and university supervisor.

Week 8-14

1. Clinical teacher increases planning and classroom responsibility to the point that the classroom is primarily managed by him/her during the hours assigned.
2. Clinical teacher implements, manages and evaluates independently as much as possible during the final four weeks of the placement.
3. Clinical teacher participates in a three-way conference during the final week of the placement.
4. Clinical teacher receives a written evaluation from his/her cooperating teacher and university supervisor.

Formal and Informal Assessments of Learning:

1. Participation of teacher candidate in professional dialogues—timely and substantive
 - With cooperating teacher and other campus colleagues
 - With university supervisor (via e-mail, Blackboard, telephone, face-to-face, or any combination)
 - With university supervisor, cooperating teacher, and teacher candidate—i.e., three-way conferences conducted at mid-semester and at the end of the semester to discuss intern progress
 - With Clinical Teaching Coordinator and peers during weekly concurrent seminar on topics related to typical problems/issues encountered in the field
2. Satisfactory evaluation of the Clinical teacher's teaching
 - With observations--both formal and informal
 - With completion of a midterm and a final evaluation of the teacher candidate by the cooperating teacher and university supervisor
 - With at least three documented observations and one final evaluation, conducted by the university supervisor, using the T-TESS
 - With appropriate feedback and response (from cooperating teacher and/or university supervisor) to accompany each observation
3. Documentation of instruction (e.g., through lesson plans, reflections, e-mail messages) as required by the university supervisor
4. Satisfactory presentation of TNT Program Portfolio (evaluated with a portfolio rubric)

Some specific, suggested portfolio content includes such items as:

- Selected lesson plans to show knowledge of content & pedagogy
- Assessment instruments, procedures, and analysis of 8-12 student work
- Samples of 8-12 student work
- Reflections/self-evaluation, using Program Goals and Objectives as criteria for evaluation.

The university supervisor is responsible for supporting, guiding, observing, evaluating, and assigning the final grade, with input from the mentor or cooperating teacher.

Recommended Textbooks and Resources:

Arends, R. I. (2000). *Learning to teach* (5th edition). Boston: McGraw-Hill.

Manouchehri, A., & Lapp, D. (2003). Unveiling student understanding: The role of questioning in instruction. *Mathematics Teacher*, 96 (8), 562-566.

Penick, J. (1991). Where's the science? The dos and don'ts of laboratory science. *The Science Teacher*, May, 27-29

Rowe, M.B. (1986). Wait time: Slowing down may be a way of speeding up! *Journal of Teacher Education*, 37(1), 43-50.

Wiggins, G. (1998). *Educative assessment: designing assessments to inform and improve student performance*. San Francisco, Calif.: Jossey-Bass. ISBN/ISSN 0787908487.

Wong, H. & Wong, R. (1998). *First days of schools*. Mountain View, CA: Harry K. Wong Publications, Inc. ISBN 0-9629360-2-2.

Current TEKS and TAKS objectives.

Note: This syllabus is intended to serve as a guideline for the Clinical teacher, cooperating teacher, and university supervisor and is provided as the standard UNT clinical teaching syllabus. The University Supervisor may add requirements, provide an additional syllabus, or provide other guidelines as appropriate to the subject area taught, grade level of assignment, or campus goals and objectives.

T-TESS Texas-Teacher Evaluation Support System/Clinical Teaching Capstone Course Assessment of Core Curriculum Outcomes

DIRECTIONS: This instrument is used by the university supervisor to evaluate the teacher candidate's performance over the entire clinical teaching semester.

Mark the box to rate the clinical teacher's performance for each item using the following scale. In the items on this evaluation form, the term "teacher" refers to the clinical teacher.

Performance Indicator Ratings:

Accomplished
Proficient
Developing
Improvement Needed
Unsatisfactory

Criterion

Domain I: Planning

Dimension 1.1: Standards Alignment. The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Dimension 1.2: Data and Assessment. The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Dimension 1.3: Knowledge of Students. Through knowledge of students and proven practices the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Dimension 1.4: Activities. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Domain II: Instruction

Dimension 2.1: Achieving Expectations. The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Dimension 2.2: Content Knowledge and Expertise. The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Dimension 2.3: Communication. The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Dimension 2.4: Differentiation. The teacher differentiates instruction, methods and techniques to diverse students and needs.

Dimension 2.5: Monitor and Adjust. The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Domain III: Learning Environment

Dimension 3.1: Classroom Environment, Routines and Procedures. The teacher organizes a safe, accessible and efficient classroom.

Dimension 3.1: Managing Student Behaviors. The teacher establishes, communicates and maintains clear expectations for student behavior.

Dimension 3.3: Classroom Culture. The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Domain IV: Professional Practice and Responsibilities

Dimension 4.1: Professional Demeanor and Ethics. The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical legal and statutory responsibilities.

Dimension 4.2: Goal Setting. The teacher reflects on his/her practice.

Dimension 4.3: Professional Development. The teacher enhances the professional community.

Dimension 4.4: School Community. The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Overall Comments (Justify Comments Appropriately):

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

Attendance: See instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TEXES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates . Teacher certification candidates should take the TEXES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.