

# EDUC 4691-110 METHODS OF EFFECTIVE TEACHING

Spring 2019

Texas A&M University-Central Texas

## **INSTRUCTOR AND CONTACT INFORMATION**

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**Office Hours: By appointment**

### **Mode of instruction and course access:**

This course is a field-based practicum course involving some face-to-face instruction. However, the majority of your learning will take place during clinical teaching placement. The Clinical Teaching Orientation is January 3, 2019 and the last class meeting will be May 3, 2019. This ending date may change based on the new SBEC rule.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

### **Student-instructor interaction:**

As this course is critical to your growth and development as a teacher, I am readily available to you. You can reach me at any time by email or by phone. If you would like to request a conference, please email me and I will get back to you with available times. If I am unavailable and you need to speak with someone about your placement or in an emergency, please call Educator Preparation Services at (254) 519-8737.

### **911 Cellular:**

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911

Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **Course Overview and Description:**

Explore supervised clinical teaching in the public schools at the appropriate level (1-18). A demonstration of proficiency in the application of effective teaching practices and classroom management strategies is required. Prerequisite(s): Admission to Clinical Teaching and the successful completion of designated content area of the Texas Examination of Educator Standards (TExES): Concurrent enrollment in EDUC 4335 and EDUC 4340, or permission of department chair.

### **Course Objective:**

The clinical teacher will demonstrate effective teaching practices at a proficient level in a field-based setting while developing into a professional educator. This course seeks to develop the clinical teacher to be proficient in multiple standards required for Texas Educators. The evaluation of Clinical Teachers will be based on the student learning outcomes identified in 4 Domains.

### **Required Reading and Textbooks:**

No textbooks are required for this course. All required resources can be in Canvas. Students will have to download and print the Texas Essential Knowledge and Skills (TEKS) for every Subject/Grade Level in which candidate is seeking certification and the English Language Proficiency Standards. These can be accessed at <https://tea.texas.gov/index2.aspx?id=6148>

### **Student Learning Outcomes:**

The State of Texas has developed the following standards for all Texas Teachers: Teacher Standards, Professional Roles & Responsibilities Standards, and Technology Standards. These standards were utilized to define what the clinical teacher will know or be able to do upon successful completion of this course. The student learning outcomes are categorized into four domains: Domain 1 Planning, Domain 2 Instruction, Domain 3 Learning Environment, and Domain 4 Professional Practices & Responsibilities.

#### **Domain 1 Planning.**

Dimension 1.1 Standards & Alignment. The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. The clinical teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Dimension 1.2 Data & Assessment. The clinical 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 clinical teacher ensures high levels of learning, social-emotional development and

achievement for all students.

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

### **Domain 2 Instruction.**

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

Dimension 2.2 Content Knowledge & Expertise. The clinical 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 clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Dimension 2.4 Differentiation. The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.

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

### **Domain 3 Learning Environment.**

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

Dimension 3.2 Managing Student Behavior. The clinical teacher establishes, communicates and maintains clear expectations for student behavior.

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

### **Domain 4 Professional Practices & Responsibilities.**

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

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

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

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

## **COMPETENCY STANDARDS**

### **Texas Teacher Standards:**

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on

each student's needs.

Standard 3: Content Knowledge and Expertise. teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

#### **Texas Pedagogy and Professional Responsibilities Standards:**

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

#### **Texas Technology Application Standards:**

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for

teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

### **InTASC Core Teaching Standards**

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**ISTE Standards**

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

**COURSE REQUIREMENTS**

**Grading Criteria Due Dates:**

Assignment	Standards	Due
Educator’s Code of Ethics and Standard Practices for Texas Educators	Teacher Standards: 6 PPR Standards: 4 Technology Standards: InTASC: 9 ISTE Standards: TAC: 228.30 (c)(1), 228.50, 247	01/14
Weekly Schedule (maintain current class schedule)	Teacher Standards: 4 PPR Standards: Technology Standards: InTASC: ISTE Standards: TAC: 228.35(e)(2)(A)	01/14
Classroom Management Plan	Teacher Standards: PPR Standards: Technology Standards: 4 InTASC: 1 ISTE Standards: 1, 2 and 5 TAC: 228.30(c)(5), 228.35(b)(2)(E)(F), 228.40(a)	01/21
Weekly Documentation Log	Teacher Standards: PPR Standards: Technology Standards: 2 and 4 InTASC:	Weekly (1) 01/14

Assignment	Standards	Due
	ISTE Standards: TAC: 228.35(e)(2)(A)	
Weekly Reflection	Teacher Standards: PPR Standards: Technology Standards: 2 and 4 InTASC: ISTE Standards: 1, 2, and 4 TAC: 228.35(b)(2)(I), 228.40(a)	Weekly (1) 01/28
4 Lesson Plans (TAMUCT Danielson Lesson Plan Format)	Teacher Standards: 1, 2, 3, 4, and 5 PPR Standards: Technology Standards: 1, 2, 4, 5, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.30(c)(4), 228.30(d)(4), 228.35(b)(2)(A)(B)(C), 228.40(a)	02/01 03/01 04/05 05/03
4 Formal Lesson Evaluations (45 minutes each) Pre-Conference Interactive Post-Conference Lesson Analysis	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 1, 2, 5, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.30(c)(6), 228.30(d)(4), 228.35(b)(2)(C)(D)(E)(F)(G), 228.35(g)(1), 228.40(a)	02/01 03/01 04/05 05/03
Weekly Conferencing Form	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 3 and 4 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.35(b)(2)(I), 228.40(a)	Weekly (1) 01/14
Professional Roles & Responsibilities Report (4)	Teacher Standards: 6 PPR Standards: 4 InTASC: 9 TAC: 228.35(b)(2)(H), 228.40(a), 228.50	02/01 03/01 04/05 05/03
Classroom Observations of Cooperating Teacher (2)	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1 and 4 TAC: 228.30(d)(4), 228.35(b)(2)(I), 228.35(e), 228.40(a)	03/01 05/03
Classroom Observation of Other Teacher (4)	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 7	03/01 05/03

Assignment	Standards	Due
	InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1 and 4 TAC: 228.35(b)(2)(I), 228.35(e), 228.40(a)	
Professional Opportunities	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 1, 5, 6, and 7 InTASC: 9, and 10 ISTE Standards: 1 TAC: 228.40(a)	05/03
Clinical Teacher Evaluation by Cooperating Teacher	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1 and 4 TAC: 228.35(f), 228.40(a)	03/01 05/03
Cooperating Teacher Evaluation by Clinical Teacher	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE: 1 and 4 TAC: 228.20 (b)	05/03
Field Supervisor Evaluation by Clinical Teacher	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 1, 2, 3, 4, 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.20 (b)	05/03
Teacher Education Program Evaluation	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 1, 2, 3, 4, 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.20 (b)	05/03

Note: All assignments must be completed by the required due date to receive full credit. Your syllabus outlines all assignment and assessment requirements with due dates. Changes of those dates are at the discretion of the professor. Late assignments will not be accepted. Remember, you are now a professional. The intent of your work during Clinical Teaching is given to you as a professional, not a student. It is expected that you act as a professional in everything you do to include quality work and meeting required deadlines.



**Grading Scale:**

Letter Grade	Description
Satisfactory	The Clinical Teacher completed all requirements on time and did not miss more than 3 days in the Clinical Teaching Practicum.
Unsatisfactory	The Clinical Teacher did not complete all Clinical Teaching requirements and missed more than 3 days in the Clinical Teaching Practicum.

**Posting of Grades:**

Final grades will be posted to Canvas by May 14.

**COURSE OUTLINE AND CALENDAR**

Clinical teachers are expected to follow the School District Calendar where they are placed for clinical teaching to include the school's scheduled beginning and ending times.

**Texas A&M Central Texas Clinical Teaching Calendar Spring 2019**

Clinical Teachers are expected to follow the school district calendar where they are placed. This includes the campus' daily scheduled beginning and ending times.

Date	Time	Location	Assignment/Assessment
Thursday January 3	12:00 – 4:00	Warrior Hall 417	EDUK 4691 Orientation in Clinical Teaching
Thursday January 3	4:30 – 6:30	Warrior Hall 417	Cooperating Teacher Training
Week 1 January 8-11	Campus Hours	Campus	Observe/Assist/Learn/Contribute
Mon. Jan. 14	10:00 p.m.	Canvas Assignment	Weekly Documentation Log #1 Weekly Conference Acknowledgement #1 Beginning of the Semester Acknowledgements in Canvas
Week 2 January 14-18	Campus Hours	Campus	Co-Plan and Co-Teach 2-3 Lessons; Independently Plan and Teach 1 subject/period
Mon. Jan. 21	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #2 Weekly Conference Acknowledgement #2 Classroom Management Plan assignment
Week 3 January 21-25	Campus Hours	Campus	Independently Plan and Teach 2 to 3 Subjects/Periods
Mon. Jan. 28	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #3 Weekly Conference Acknowledgement #3 Weekly Reflection #1
Week 4 January 28-Feb. 1	Campus Hours	Campus	Independently Plan and Teach 3 to 4 Subjects/Periods
Fri. Feb. 1	5:00 p.m.	Canvas/Cooperating Teacher Binder Link	<b>3<sup>rd</sup> Week Report Due (Cooperating Teacher)</b> <b>3<sup>rd</sup> Week Report Acknowledgement (Clinical Teacher)</b>
Fri. Feb. 1			<b>First Observation Round Complete</b>
Mon. Feb. 4	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #4 Weekly Conference Acknowledgement #4 Weekly Reflection #2
Week 5 February 4-8	Campus Hours	Campus	Full Teach
Mon. Feb. 11	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #5 Weekly Conference Acknowledgement #5 Weekly Reflection #3
Week 6 February 11-15	Campus Hours	Campus	Full Teach

Date	Time	Location	Assignment/Assessment
Mon. Feb. 18	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #6 Weekly Conference Acknowledgement #6 Weekly Reflection #4
Week 7 February 18-22	Campus Hours	Campus	Full Teach
<b>Friday, February 22</b>		For information, contact Heather Wheeler in Student Services	<b>Mock Interview (prior to the mock interview, sign up in HANDSHAKE)</b>
Mon. Feb. 25	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #7 Weekly Conference Acknowledgement #7 Weekly Reflection #5
Week 8 February 25-Mar. 1	Campus Hours	Campus	Release control back to Cooperating Teacher/Do observations of other teachers.
<b>Wednesday, February 27</b>		<b>TAMUCT Student Services</b>	<b>Education and Non-Profit Career Fair</b>
<b>Friday March 1</b>			<b>Second Observation Round Complete</b>
Mon. Mar. 4	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #8 Weekly Conference Acknowledgement #8 Weekly Reflection #6 <b>Acknowledgement of Field Supervisor Log #1</b>
Week 9 March 4-8	Campus Hours	Campus	<b>First Day of 2nd Placement (if applicable) Mon. Mar. 4</b> Observe/Assist/Learn/Contribute
Friday, March 8	5:00 p.m.		Reminder: First placement binder are for certification purposes.
Mon. Mar. 11	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #9 Weekly Conference Acknowledgement #9 Weekly Reflection #7
<b>Spring Break March 11-15</b>			
Mon. March 18	5:00 p.m.	Via email to your Instructor/Field Supervisor	Reflection Slide: 11x8.5 Landscape pdf. (example will be provided)
Week 10 March 18-22	Campus Hours	Campus	Co-Plan and Co-Teach 2-3 Lessons; Independently Teach 1 Subject/Period.
Mon. Mar. 25	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #10 Weekly Conference Acknowledgement #10 Weekly Reflection #8
Week 11 March 25-29	Campus Hours	Campus	Independently Plan and Teach 2 to 3 Subjects/Periods
Mon. April 1	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #11 Weekly Conference Acknowledgement #11 Weekly Reflection #9
<b>Friday, April 5</b>			<b>Third Observation Round Complete</b>
Week 12 April 1-5	Campus Hours	Campus	Independently Plan and Teach 3 to 4 Subject/Periods.
Friday April 5	5:00 p.m.	Canvas/Cooperating Teacher Binder Link	<b>3<sup>rd</sup> Week Report Due (Cooperating Teacher)</b> <b>3<sup>rd</sup> Week Report Acknowledgement (Clinical Teacher)</b>
Mon. April 8	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #12 Weekly Conference Acknowledgement #12 Weekly Reflection #10
Week 13 April 8-12	Campus Hours	Campus	Full Teach
Mon. April 15	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #13 Weekly Conference Acknowledgement #13 Weekly Reflection #11

Date	Time	Location	Assignment/Assessment
Week 14 April 15-19	Campus Hours	Campus	Full Teach
Mon. April 22	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #14 Weekly Conference Acknowledgement #14 Weekly Reflection #12
Week 15 April 22-26	Campus Hours	Campus	Full Teach
Mon. April 29	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #15 Weekly Conference Acknowledgement #15 Weekly Reflection #13
Week 16 April 29-May 3	Campus Hours	Campus	Release control back to Cooperating Teacher/Do observations of other teachers.
<b>Friday, May 3</b>	5:00 p.m.	Canvas Assignment	Surveys and Course Evaluations (Canvas): *TEP Completion of Clinical Teaching *TEP Feedback for the Cooperating Teacher *TEP Field Supervisor Assessment by Clinical Teacher Professional Opportunities by Clinical Teacher (Canvas) <b>Acknowledgement of Field Supervisor Log 2 (Canvas)</b> <b>Fourth Observation Round Complete</b>
Friday, May 3	5:00 p.m.	Canvas Assignment	Weekly Documentation Log #16
Friday, May 10	5:00 p.m.		Reminder: Second placement binder are for certification purposes.

### Observation Windows Spring 2019

**First Observation: January 17-January 29**  
**Second Observation: February 11-February 22**  
**Third Observation: March 25-April 4**  
**Fourth Observation: April 15-April 26**

### Important University Dates:

#### SPRING 2019

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January 2, 2019      Priority Deadline for Spring Admissions applications

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January 10, 2019      Convocation

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January 11, 2019      Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)

January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day ( <i>University Closed</i> )
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications

March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class ( <i>University Open</i> )
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class ( <i>University Open</i> )
March 14, 2019	Spring Break – No Class ( <i>University Open</i> )
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class ( <i>University Open</i> )
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record

April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance

of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#),

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](#),

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) web page

[<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](#) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.



If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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## **OPTIONAL POLICY STATEMENTS:**

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

## **INSTRUCTOR POLICIES**

### **Attendance.**

The clinical teacher follows the same regulations regarding attendance that apply to the cooperating teacher. Regular attendance is required of all clinical teachers placed in public schools. If you must be absent, you are required to notify the following: (1) your cooperating teacher; (2) your field supervisor (3) your school, and (4) the Director of Educator Preparation Services by email: [educatorprep@tamuct.edu](mailto:educatorprep@tamuct.edu). Three excused absences may be considered, but must be approved by the Director of Educator Preparation Services. Extensions of the clinical teaching practicum may be required for absences and excessive absences may require a second clinical teaching semester or termination from the program.

### **Holidays/Staff Development.**

Clinical teachers will observe the holidays scheduled by the School District to which they are

assigned regardless of the holidays observed by Texas A&M University-Central Texas. Clinical teachers are expected to be at school on staff development days and to participate in any professional development when appropriate.

**Bad Weather Days.**

Clinical teachers will observe bad weather delays or cancellations of their placement, regardless of Texas A&M University-Central Texas weather delays or cancellations. If you are unable to attend due to weather in your area, you must notify the following: (1) your cooperating teacher; (2) your field supervisor (3) your school, and (4) the Director of Educator Preparation Services by email: [educatorprep@tamuct.edu](mailto:educatorprep@tamuct.edu).

**Seminars.**

Clinical teachers are required to attend ALL clinical teaching seminars. Failure to attend may result in a grade of unsatisfactory in this course. Any absences must be approved by your professor. Additional coursework may be required for missed seminars.

**Cell Phones.**

Cell phones must be silenced during class. The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class. Except in:

1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes.

**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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