

**Texas State University College of Education
Residency Clinical Teaching Syllabus
EDST 4470/4471
SPRING 2025**

TXST University Faculty Supervisor:

Day(s)/Time: M-F/Per District

Office Hours: *Contact Supervisor as needed through shared contact information.*

Faculty Contact Information:

Location: Assigned Campus

COURSE DESCRIPTIONS

EDST 4470: Teacher Residency I

This course will allow students to apply knowledge and skills learned during the Educator Preparation Program while engaging in clinical practice with experienced mentor teachers in school settings. Students will receive additional support, instruction, and supervision from program faculty throughout the semester experience. As part of the teacher residency program, enrollment requires advanced selection and placement through a competitive process as well as program specific prerequisite and corequisite requirements.

EDST 4471: Clinical Teaching in Residency II

This course will allow students to apply knowledge and skills learned during the Educator Preparation Program while engaging in clinical practice with experienced mentor teachers in school settings. Students will receive additional support, instruction, and supervision from program faculty throughout the semester experience. As part of the teacher residency program, enrollment requires advanced selection and placement through a competitive process as well as program specific prerequisite requirements.

THE PURPOSE OF RESIDENCY CLINICAL TEACHING

Clinical teaching is a six-semester-hour experience in a classroom of a public, and in some cases private or charter school. Resident clinical teachers are required to complete a clinical teaching experience for a **minimum of 14 weeks** with a full day being **100% of the school day**. During this semester, the resident teachers are “students” of teaching.” It is a time of much learning, improvement, and growth supported by the host teacher and the University student teacher supervisor.

Residency Clinical teaching- *A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as **Student Teaching**.*

CLINICAL TEACHING LEARNING OBJECTIVES

- Apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice in an authentic classroom setting.
- Apply knowledge of content and pedagogy, lesson plan development, research-based instructional strategies, assessment design, and classroom management during the clinical placement.
- Participate in at least 4 Observation Pop Cycles (2 in the fall and 2 in the spring; Pre-Conference, Observation, & Post Conference) to review and reflect on the lesson plan and instruction, identify areas of reinforcement and refinement, and receive feedback and suggestions from the student teacher supervisor.
- Participate in Informal Observations (15-minute walkthroughs; 3 in the fall and 3 in the spring).
- Engage in ongoing reflection on all aspects of the clinical teaching experience with the support of the student teacher supervisor and host teacher.
- Demonstrate professionalism and adherence to the ethical and legal requirements of the profession.
- Complete all required Standard Field Experiences and assignments for the EDST course and actively participate in required seminars.

Learning Outcomes	Performance Assessment	Texas Educator Standards
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		Addressed
<ul style="list-style-type: none"> Resident clinical teachers will...Maintain a safe, organized, accessible, and efficient classroom to supportive learning. Communicate and maintain clear expectations for student behavior. Lead a mutually respectful and collaborative class of actively engaged learners. 	<p>Observations & Evaluations using T-TESS Rubric Domain 3 (3.1 <i>Classroom Environment, Routines, and Procedures</i>, 3.3 <i>Classroom Culture</i>, 3.2 <i>Managing Behavior</i>)</p>	<p>1D, 4A, 4B, 4C, 4D, 1E, 1F, 3B, 5A, 5B, 5D</p>
<ul style="list-style-type: none"> Resident clinical teachers will...Design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Use formal and informal methods to measure student progress, then manage and analyze student data to inform instruction. Ensure high levels of learning, social-emotional development, and achievement for all students. Plan engaging, flexible lessons that encourage higher order thinking, persistence, and achievement. 	<p>Lesson Plans- Observations & Evaluations using T-TESS Rubric Domain 1 (1.1 <i>Standards and Alignment</i>, 1.2 <i>Data and Assessment</i>, 1.3 <i>Knowledge of Students</i>, 1.4 <i>Activities</i>. 2.1 <i>Achieving Expectations</i>)</p>	<p>1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 5A, 5B, 5C, 5D</p>
<ul style="list-style-type: none"> Resident clinical teachers will...Support all learners in their pursuit of high levels of academic and social-emotional success. Use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. Communicate clearly and accurately to support persistence, deeper learning, and effective effort through explanations, questioning, recognizing student misunderstandings, and 	<p>Observations & Evaluations using TESS Rubric Domain 1 & 2 (1.1 <i>Standards and Alignment</i>, 1.2 <i>Data and Assessment</i>, 1.3 <i>Knowledge of Students</i>, 1.4 <i>Activities</i>. 2.1 <i>Achieving Expectations</i>, 2.3 <i>Communication</i>, 2.4 <i>Differentiation</i>, 2.5 <i>Monitor and Adjust</i>)</p>	<p>1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4D, 5A, 5B, 5C, 5D</p>

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<p>providing opportunities for students to communicate with their host teacher and peers.</p> <ul style="list-style-type: none"> • Differentiate instruction, aligning methods and techniques to diverse student needs. • Collect, analyze, and use formal and informal student progress data and make needed lesson adjustments. 		
<ul style="list-style-type: none"> • Resident clinical teachers will...Meet university/campus/district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. • Reflect on teaching to inform their practice. • Participate in and utilize professional development opportunities. 	<p>Seminar Participation Observations & Evaluations using TESS Rubric Domain 4 (<i>4.1 Professional Demeanor and Ethics, 4.2 Goal Setting, 4.3 Professional Development</i>) Pre- and Post-Observation Conferences Post Observation Reflections</p>	<p>6A, 6B, 6C, 6D 5D, 3A,</p>

[Teacher Standards Link](#)

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 link for Classroom Teaching Certificate Standards.

THE CLINICAL TEACHING COURSE

HYBRID COURSE DESIGNATION

All clinical teaching courses are designated as hybrid courses. The course includes a clinical teaching component at a school placement site and an online teaching and learning component. Students are required to engage in learning and reflection in an online Canvas course facilitated by the student teacher supervisor.

MODE OF CLASS DELIVERY

The course designation as a hybrid course requires that teaching and learning occur in both a virtual/online and face-to-face mode. Course assignments will be completed online on Canvas and may include some virtual interaction through discussion boards or video meetings. Seminars and other required meetings (including pre- and post- observation conferences, evaluation conferences, coaching meetings, etc.) may occur face-to-face or in a virtual environment using an online platform such as Zoom.

Clinical Teaching also requires a field component. Per guidelines in the Essential Clinical Experience Handbook, resident clinical teachers follow the calendar and emergency response policies of the school where they are completing their experience. This means:

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- If the district remains **in session**, resident clinical teachers report to the school and adhere to all professional obligations/expectations which are required for the host teacher.
- If a district **cancels classes** or **moves to online-only instruction**, these days do NOT meet the current TEA requirement of “hours in placement” and will count as absences. These absences will be considered “emergency days” and will need to be made up. *NOTE: The Texas Administrative Code mandates a minimum number of hours for the clinical teaching experience for licensure* (see attendance requirements below). If the district classes close for an extended period that may not allow resident clinical teacher to meet the minimum number of hours in placement requirement, notify the student teacher supervisor immediately. The student teacher supervisor will contact the Office of Educator Preparation to determine next steps.
- Currently, all observations must take place on-site in a **face-to-face, live classroom setting**.
- Walk-throughs must take place on-site in a **face-to-face, live classroom setting**.

ATTENDANCE POLICY

The Texas Education Agency (TEA) requires clinical teaching placements to consist of a minimum of **490 hours**, which include planning periods but exclude lunch breaks. This requirement may be reduced to a minimum of **455 hours** if the clinical teacher has a **documented need for parental leave, military leave, illness, or bereavement**. However, if a clinical teacher’s absences exceed the allowable reduction (i.e., more hours than the 35-hour allowance), the additional hours **must be made up after the final day of clinical teaching but before the semester ends**. It is important to note that extra hours worked during the clinical teaching assignment **cannot be used to offset missed hours** beyond the allowed reduction. These make-up hours must be completed as part of the regular instructional day. Exceptions to this rule may be granted, but only if the **Office of Education Preparation Director** approves it due to extenuating circumstances.

All students are required to remain in their placement until the last designated day of clinical teaching, as outlined in the calendar. However, Residents will remain in their placement until the last school day for the district. Furthermore, if a student has not met the minimum required hours by the last day of clinical teaching period, their clinical teaching placement will need to be extended until the required hours are completed. If a student is unable to complete the minimum number of required hours, they will not receive credit for clinical teaching. Alternatively, an Incomplete grade may be issued until the requirement is met. Absences may negatively affect credit for the semester and could result in failure to meet graduation requirements.

If at any time the absences are excessive and prevent the clinical teacher/resident from reaching the minimum requirement, the placement may be terminated, and the candidate may have to reapply for the opportunity to complete the clinical experience in a future semester.

Additional Attendance Requirements:

- Clinical teachers/residents are to follow the school district staff calendar and work hours.
- Clinical teachers/residents are to be **present** at the school daily for **the entire day** and to **follow the required district start and end times for the teachers** at their school while completing their clinical experience.
- The fine arts program will have additional expectations, requiring extended work hours and participation in extracurricular events and practices.
- **Lateness is inexcusable**. Candidates must notify the cooperating/host teacher and faculty field supervisor if they will arrive late to campus.
- A **Growth Plan** will be required for students who exhibit frequent or repeated lateness and/or absences that negatively impact their professional duties and responsibilities.
- Arriving early and staying late for meetings, team planning, and preparation for class is expected.

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- Students are expected to attend **non-instructional days**, even though these do not count toward the required clinical teaching hours. Such days include professional development sessions, parent-teacher conferences held on teacher workdays, band competitions, and other extracurricular activities.
- Attendance at all meetings/seminars with their faculty field supervisor is required.
- Attendance at Office of Educator Preparation meetings, including the Texas State Job Fair, unless otherwise directed by the faculty field supervisor.

As part of each student's professional responsibilities, resident clinical teachers must notify both the host teacher and student teacher supervisor, via their preferred mode of communication, of any absences as soon as possible. Failure to notify may impact the student's Professional Practices and Responsibilities Domain 4 evaluation ratings and may also necessitate the development of a Growth Plan.

Notification must include the following information:

- Date/Time of absence (number of hours missed)
- Student contact information (including cell phone)
- Reason for absence
- Lesson plans and materials for areas of responsibility (must be provided in advance of absence)

An absentee form must be submitted prior to an absence for personal reasons and the first day back from an emergency absence. The absentee form is available on the Clinical Teaching Canvas Course site.

Follow the district/campus health guidelines for self-assessment of illness symptoms before reporting to campus.

COMMUNICATION

Communication throughout clinical teaching is critical to successful completion of the clinical experience. All university communication takes place through TXST Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Your student teacher supervisor and host teacher may also incorporate phone calls and text messages as means of further communication. Be sure to respond to all communication in a timely manner. **You are also expected to check your district assigned email regularly.**

Additionally, communication and documentation take place in the Student Learning and Licensure system. Students are responsible for completing the required actions (acknowledgement, uploads, etc.) as specified by the student teacher supervisor.

PROFESSIONALISM: EDUCATOR CODE OF ETHICS, DRESS, AND BEHAVIOR

The resident clinical teacher is expected to demonstrate professionalism throughout their program, maintaining cooperative and collaborative relationships, complying with university, campus, and school district policies, and conducting themselves ethically and with integrity.

All resident clinical teachers are required to uphold all aspects of the Educatory Code of Ethics (outlined [here](#) in Texas Administrative Code). To maintain accountability with the Texas Education Agency, resident clinical teachers must document that they have read and understood the Code of Ethics in their electronic activity record.

Resident clinical teachers are expected to present a professional appearance that reflects the transition from college student to educator. The resident clinical teacher is expected to follow the written teacher/staff dress code of the host school and district. If a clinical teacher's appearance or behavior causes a disruption in the clinical teaching placement, the resident clinical teacher will be removed from the placement until the situation is

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corrected. Some disruptions may be serious enough to warrant removal for the remainder of the semester and/or an "F" or failure for clinical teaching

CRIMINAL BACKGROUND CHECKS

Criminal Background Checks are required by our partner districts for progression through the Educator Preparation Program. Based on information in your criminal history, students may be ineligible for issuance of a certification upon completion of the Educator Preparation Program. If you have a criminal history, you should request a Preliminary Criminal History Evaluation from the Texas Education Agency, schedule an appointment for free legal counseling services through Texas State University's Attorney for Students, and disclose this information to the Office of Educator Preparation.

Links: [Preliminary Criminal History Evaluation](#) [Texas State University's Attorney for Students](#)

PROFESSIONAL LIABILITY INSURANCE

Clinical teaching at Texas State University is not covered by professional liability insurance through Texas State University or the public school district. **Liability insurance is mandatory** and available through the branches of most professional educator associations. Proof of insurance (for example, a screenshot of your notice of membership or an email acknowledgement from the organization) must be uploaded to the electronic activity record.

Three organization that offer free membership to university student are:

- The Association of Texas Professional Educators (ATPE) <http://www.atpe.org>
- The Texas Classroom Teachers Association (TCTA) <http://tcta.org>
- The Texas State Teachers Association (TSTA) <https://www.tsta.org/join-tsta/>

CHANGES TO THIS SYLLABUS

I strive for responsive teaching in my courses– to adjust to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available to you.

COURSE ASSIGNMENTS/REQUIREMENTS

POP Cycles

Completion of POP Cycles involves several steps with deadlines. POP cycles include a pre-conference to discuss the lesson plan, a formal observation, and a post-teaching conference to discuss the teacher resident clinical teacher's reflection and growth. Each resident is expected to complete each step and provide the student teacher supervisor with the necessary deliverables (e.g., reflective lesson plan) by the due dates. Residents will schedule 2 POP Cycles (per semester) with the student teacher supervisor.

Walk-throughs

Three informal observations per semester will be conducted by your Student Teaching Supervisor. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Residency experience and well into your teaching career.

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- Walkthroughs will not be scheduled, but the Resident will be provided a two-week window of when they may expect a 15-minute observation by their Student Teaching Supervisor.
- Residents do not need to prepare for the visit. The Student Teaching Supervisor will capture whatever is happening at the time in the classroom and will give the Resident feedback and an opportunity to reflect.
- The Student Teaching Supervisor will complete the walkthrough form and upload it to make it accessible to the Resident. The Resident may be expected to meet with the Student Teaching Supervisor after each walkthrough to receive feedback, coaching, and support.

STANDARD EXPERIENCES

To maintain equity with assignments and workloads, Texas State University has established a set of common experiences for resident clinical teachers. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Resident clinical teachers will receive specific information about these standard experiences from the student teacher supervisor during the orientation meeting at the beginning of the semester. The major requirements are listed below.

Canvas Course Requirement	Resident clinical teachers will engage in learning and reflection in an online Canvas course facilitated by the student teacher supervisor. Course requirements will be added to Canvas in the form of assignments.
Seminars	Professional development seminars conducted by the student teacher supervisor are mandatory for all resident clinical teachers. Resident clinical teachers will meet with their student teacher supervisor and peers to debrief and extend Canvas course learning, discuss problems of practice, and prepare for clinical teaching and residency requirements and experiences. Seminars may occur fact-to-face or in a virtual setting. Seminar dates will be shared by the student teacher supervisor.
Pre-Semester Start-Up Assignments	Candidates are required to review both the clinical experience handbook and the syllabus to understand the program’s standards, policies, and procedures. Prior to starting their placement, candidates must view the T-TESS Rubric Modules to gain a foundational understanding of the evaluation framework and download a copy of the T-TESS Rubric. Additionally, candidates are expected to view the Co-Teaching Modules. Finally, candidates will need to sign an attestation in Canvas, confirming that they have read the handbook and syllabus, understand the OEP policies and procedures, and have completed the TXST Co-Teach Module and TXST T-TESS Rubric Modules.
Mandatory Requirements	Resident clinical teachers will complete and submit the following Mandatory Requirements in the Student Learning & Licensure system: <ul style="list-style-type: none"> ● Read the Code of Ethics before the first day in placement and complete the Code of Ethics Acknowledgment ● Obtain liability insurance and upload proof ● Sign waiver of liability (medical)
Classroom Visit	Resident clinical teachers are asked to visit their assigned classroom prior to the first day of the clinical experience. Each district requires clinical resident teachers to arrive when the host teachers return from summer break.
Observation of the Host teacher & Reflection	Resident clinical teachers are expected to observe the host teacher during the first week of the clinical experience and submit a written reflection. Resident clinical teachers will be provided with a structured observation form to target areas of focus and record evidence of practices observed.

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Host teacher Interview and Class Background Study	Resident clinical teachers will complete the interview and background study assignment to gather pertinent information about the communication and planning preferences of the host teacher, learn about available resources, and discuss how an effective learning environment is maintained. Additionally, the resident clinical teacher will gather pertinent information regarding the class(es) they will be working with.
Instructional Responsibility <i>Co-Teaching</i>	Resident clinical teachers and host teachers will engage in purposeful ways of working together to plan, organize, deliver, and assess teaching and learning during the clinical experience based on the co-teaching model. The resident clinical teacher is provided opportunities for co-teaching and increased instructional responsibility over the course of the clinical experience as they develop teaching competencies. The student teacher supervisor will share information on the Progression of Instructional Responsibilities Timeline assignment which will be submitted to the student teacher supervisor.
Lesson Plans	As resident clinical teachers assume instructional responsibilities, they will be responsible for developing lesson plans. Lesson planning will be a shared responsibility between the teacher resident clinical teacher and the host teacher during the clinical experience, and the format may vary according to grade level, lesson, school, and district requirements, etc. In addition, teacher resident clinical teachers are expected to complete a more detailed required lesson plan format for each formal observation. The TXST Reflective Lesson Plan Form is required for all formal observations conducted by the student teacher supervisor and must be submitted to the supervisor at least 3 days prior to the pre-conference.
Observation (POP) Cycle (Performance Assessment)	Teacher resident clinical teachers will engage in a required number of Formal Observation Cycles . Observation (POP) Cycle includes: <ul style="list-style-type: none"> • Pre-Observation Conference • Formal Observation (to be video recorded) • Post-Observation Reflection and Coaching Conference
Required Post-Observation Self-Reflection	For each formal observation, resident clinical teachers will complete a required self-evaluation and reflection, which will become part of the Post-Observation Conference discussion. Through regular reflections submitted to the student teacher supervisor, the resident clinical teacher will assess their growth as a teacher and learner and reflect upon how to refine and expand teaching skills, classroom management techniques, and professional growth. Reflections will be required after each formal observation and must be uploaded to the electronic field experience binder as part of the observation acknowledgement. Review of the teaching video is a requirement for the reflection.
Informal Observations	Informal observations will be conducted by the student teaching supervisor that will allow for on-going feedback, coaching, and support. (<i>see informal observation section for more information and requirements</i>).
Professionalism Feedback	The host teacher will provide feedback to the student teaching supervisor regarding the resident clinical teacher's professional practice.
Midpoint Progress/Evaluation	The student teaching supervisor and the host teacher will collaborate to complete the Midpoint Assessment of Progress.
Resume	In preparation for the Mandatory Texas State Job Fair, resident clinical teachers are expected to develop a professional resume (for December graduates only).
Professional Practices and Final Reflection	The resident clinical teacher will complete a Professional Practices and Final reflection assignment to summarize their clinical experience, including a self-

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	evaluation of their learning and growth as an educator. The reflection will also detail the resident clinical teacher’s demonstration of professional practices and responsibilities. This assignment will assist the student teacher supervisor in measuring the resident clinical teacher’s demonstration of professional responsibility for the Final Evaluation.
Final Evaluation	The student teaching supervisor and the host teacher will collaborate to complete the Final Evaluation.

Resources and forms are available on the Residency Canvas Course site.

Formal observation windows, seminar windows, and other important dates are found on the Clinical Experience Calendar and the EDST Canvas Assignments and Seminar Weekly Schedule shared by supervisor. For more information on Canvas modules and assignments, see the Canvas Module and Assignment Breakdown.

REQUIRED RESOURCES

These resources are key to your success in student teaching.

- Required Reading- The Essential Clinical Experience Handbook provides details for your clinical teaching experience. The handbook is available on the [OEP website](#) under the [Clinical Experience Resources](#) tab.
- Texas Teacher Evaluation and Support System (T-TESS) Rubric and T-TESS videos are available on the links below, and they are also available on the EDST Clinical Teaching Canvas course under the YuJA tab. View all T-TESS videos **before your first meeting** with your faculty and cohort.
 - [Texas State T-TESS Module Overview Presentation](#)
 - [Texas State T-TESS Module Domain 1](#)
 - [Texas State T-TESS Module Domain 2](#)
 - [Texas State T-TESS Module Domain 3](#)
 - [Texas State T-TESS Module Domain 4](#)
- Canvas Clinical Experience Course- You will be added to your faculty field supervisor’s Canvas course. It is required that once added, you accept the invitation and log in to preview the course content. If you are not familiar with Canvas, see [ITAC Student Canvas Support Resources](#).
- Student Learning and Licensure System- Each resident will be assigned a field experience record in the Student Learning and Licensure system. Residents will access their electronic record to complete the mandatory requirements, view and acknowledge observations and evaluations, and complete the faculty field supervisor and host teacher evaluations. Students will log in to SL&L through the EDST Canvas course.
 - Visit [SL&L Student Support Page-ITAC](#) for instructions on using the Student Learning and Licensure system.
 - For Canvas or Student Learning and Licensure technical assistance, contact IT Assistance Center (ITAC) at 512-245-4822.
- For **Undergraduate** students enrolled in EDST: TXST launched **Booksmart**, a textbook program that will provide undergraduate students with quick and easy access to all their required course materials digitally. The fixed cost, including taxes, was included in your tuition and fees. **EDST does not require any purchase of digital resources/textbooks and there are no resources for EDST** in the BookSmart program. If this is the only course you are taking, or if you don’t want to use BookSmart for any reason, you can opt-out. **You must act if you want to [opt out!](#)** You will have until the census date to be able to [opt out](#). The census date for Full term is **January 31, 2025**. Please follow all the steps at the link below to Opt-out of this program. <https://www.registrar.txst.edu/resources/textbooks-materials/opt-out.html>
 For all questions regarding BOOKSMART at TXST: <https://www.auxiliaryservices.txst.edu/book-smart.html>

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SUCCESSFUL COMPLETION OF CLINICAL TEACHING

Resident clinical teachers who complete the clinical experience successfully will receive **Credit (CR)** for the course. To successfully complete the clinical teaching and receive Credit (CR) for the EDST course, the resident clinical teacher must meet the requirements below:

- Meet the minimum number of hours in placement requirement.
- Successfully complete their minimum 14-week placement.
- Meet OEP program requirements and complete all the assignments for the EDST Canvas Course.
- Obtain a rating of “2” or higher on each of the Final Evaluation components demonstrating proficiency in each of the educator standards for the assignment.
- If applicable, meet all the requirements of the Growth Plan.
- Meet residency performance gates.
- The student teacher supervisor **and** the host teacher recommend to OEP that the resident clinical teacher should be recommended for a standard certificate.
- Pass the PPR exam.

NOTE: Receiving credit for clinical teaching is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the resident clinical teacher must complete all required steps, including passing all certification exams and applying for standard certification through TEA (See Chapter 5 in the [Teacher Certification Handbook](#)).

GRADES

- Resident clinical teachers who complete the clinical experience successfully will receive **Credit (CR)** for the course. *Note: The initial grade assigned to an intern will be “Progress” or “PR”. This grade will be changed once it has been verified that the intern has successfully completed the requirements of the district school-year term.*
- There is no partial credit for completing the EDST clinical experience course.
- Resident clinical teachers who do not complete the EDST course successfully will receive an “**F**”-Failure. Resident clinical teachers must receive approval from OEP to repeat the clinical experience course in a future semester. If the resident clinical teacher obtains approval to repeat the course, a grade of “**PR**” may be assigned.
- Resident clinical teachers who do not complete some clinical experience components or requirements due to non-academic reasons beyond their control may be assigned a grade of “**Incomplete**” with approval from the Office of Educator Preparation Director.

HEALTH AND WELL-BEING

The College of Education is committed to the health and safety of all our resident clinical teachers.

- Visit the [Student Health Center](#) for information on health care services, vaccines, resources, and much more.
- Please watch your Texas State email for updates from the Texas State University Chief Medical Officer and the Student Health Center through the VPSA email account.
- Protecting against illness starts with practicing good health hygiene by covering coughs and sneezes, staying home when ill, washing hands or using hand sanitizer, and other safe measures.
- Review, understand, and adhere to your assigned school district’s health guidelines and procedures.

TEXAS STATE STUDENT SUPPORT

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- The Dean of Students Office manages [Here to Help](#) to assist students experiencing crises or emergencies or displaying concerning behaviors. Submissions are received directly by the Dean of Students Office's [CARE Center](#). This process takes an individualized and holistic approach to assessing submissions and determining an appropriate course of action or referral based on the information provided in the submission.
- The [Counseling Center](#) provides counseling, telemental health, and educational workshops and videos for students. For students, the [Student Health Center](#) provides evaluation and medical management of common mental health issues.
- Texas State has partnered with TimelyCare to deliver a new virtual health and well-being service. This resource will expand access to counseling for students. TimelyCare is provided in addition to on-campus mental health services, and at **no additional cost** to the student. Learn more by visiting [TXST TimelyCare](#). Mental health services and support provided by our TXST [Counseling Center](#) and [Student Health Center](#) remain the same. Any enrolled student can access TimelyCare services.
- The College of Education has also compiled a list of additional resources for students. This information is available at: <https://www.education.txst.edu/students/campus-resources.html>.
- [LinkedIn Learning](#) is available to all faculty, staff, and students and includes resources on well-being, career development, time management, and other skills and knowledge.
- [Texas State University Career Services](#) offers resources and support for resume preparation and review, interview preparation, access to the TXST Career Closet, and much more.

TEXAS STATE UNIVERSITY POLICIES & INFORMATION

- **Office of Disabilities Statement** – If a student with a disability requires an accommodation(s) to participate in this course, the student must contact the Office of Educator Preparation as soon as possible. The student must provide documentation from the [Office of Disability Services](#) (512-245-3451). Failure to contact the Office of Educator Preparation in a timely manner may delay implementation of accommodations.
- **Statement of Civility in the Classroom and Instructional Settings** - Civility in instructional settings is fundamental to an effective educational process and is everyone's responsibility. The university's shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor's directive, disrupting classroom activities, or disregarding university policies. For more information regarding conduct in the classroom, please review policies at [AA/PPS 02.03.02](#), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](#), number II, Responsibilities of Students, Section 2.02: Conduct Prohibited. The Office of Educator Preparation supports the university's commitment to civility. Students and faculty are full partners in fostering a classroom environment that is conducive to learning. Our actions should promote respect for both one another and the traditions of collegiate learning. Faculty field supervisors will be the judge of behaviors that threaten the civility of the learning environment, and, when appropriate or necessary, they will bring such behavior to the attention of the class or individuals in the class.
- **Academic Integrity and Student Code of Conduct** – Texas State University-San Marcos expects students to engage in all academic pursuits in a manner that is beyond reproach. Students found in violation of the [Honor Code](#) and the [Code of Student Conduct](#) are subject to disciplinary action. The Honor Code and the Student Code of Conduct can be found here:

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- Honor Code policy ([UPPS 07.10.01](#))
- **Sexual Misconduct Reporting** (SB 212) -Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and The Texas State University System Rules and Regulations. Please access the webpage of the [Office of Equal Opportunity and Title IX](#) for more information.
- **Emergency Management-** *(For emergency management information regarding San Marcos/Round Rock campus)* In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](#). This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](#) system.
- **Certifying Attendance** – The University Certifying Attendance policy can be found at <https://policies.txstate.edu/division-policies/academic-affairs/02-03-01.html>. This policy outlines the documentation of student’s attendance in their registered courses and is used to verify to the federal government that a Title IV aid recipient began attendance in courses aiding in the documentation of student financial aid availability.
- **Protections for Pregnant and Parenting Students-** Texas State University has implemented [UPPS 07.11.07 – Protections for Pregnant and Parenting Students](#) that outlines the protections and accommodations available for this student population. Students seeking pregnancy-related accommodations or a leave of absence related to pregnancy/parenting may complete the [online request form](#) to meet with staff regarding their request.

RESIDENCY- THE SEMESTER AT A GLANCE	
Week of January 6-10	Supervisors contact assigned Residents, Host teachers, & Campus Principals. Residents contact Host teachers (districts may require this prior to this date).
January 13th	FIRST DAY OF RESIDENCY (Districts may require that you start prior to this date.)
April 28th TBD May 12th	LAST OF CLASSES AT TXST. LAST DAY OF PLACEMENT (as determined by district). Make-Up DAYS deadline to meet minimum hours in placement requirement <i>(if needed)</i>
ORIENTATION AND SEMINAR SCHEDULE FIRST SEMESTER RESIDENTS	
Week of January 6-10	Teaching Seminar #1 Orientation- <i>Clinical Experience Policies and Procedures, Co-Teaching and Progression of Instructional Responsibilities, T-TESS Rubric Overview, POP Cycle, T-TESS Domain 4: Professional Practices and Responsibilities- Professional Demeanor and Ethics</i>
Week of 1/13 or 1/21	Teaching Seminar #2 and Debrief Meeting <i>T-TESS Domain 1: Planning-Standards and Alignment, Data and Assessment, Knowledge of Students, T-TESS Domain 3 Learning Environment: Classroom Environment, Routines, and Procedures, Classroom Culture, Managing Behavior</i>
Week of 1/21 or 1/27	Teaching Seminar #3 and Debrief Meeting <i>T-TESS Domain 1: Planning: Knowledge of Students, Activities; T-TESS Domain 2: Instruction-Achieving Expectations, Communication, Differentiation, Monitor and Adjust</i>

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ORIENTATION AND SEMINAR SCHEDULE SECOND SEMESTER RESIDENTS	
Week of 3/3	Teaching Seminar #4 and Debrief Meeting <i>Resume & Job Fair Preparation, T-TESS Domain 4: Professional Practices and Responsibilities-Goal Setting, Professional Development</i>
April 21 st -28th	Final Reflective Seminar + Celebration
FIRST SEMESTER RESIDENT OBSERVATION/EVALUATION WINDOWS	
Jan. 21- Feb. 7	Formal Observation #1
Mar. 3- Apr. 11	Formal Observation #2
TBD	Three Informal Observations required
Apr. 21-Apr. 25	Midpoint Progress/Evaluation
SECOND SEMESTER RESIDENT OBSERVATION/EVALUATION WINDOWS	
Jan. 21-Feb. 14	Formal Observation #3
Mar. 17-Apr. 11	Formal Observation #4
TBD	Informal Observations (3 required)
Apr. 21-Apr. 25	Final Evaluation