EDCI 5693 Clinical Teaching
Six credits.

Candidates will model proficiency in evidence-based practices in learner-centered setting consistent with current state and professional standards, as it relates to classroom management, assessment, instruction and technology in diverse settings. This course includes a full semester of supervised field-based experience in a public school setting. Prerequisites: Admitted to and in good standing in the College of Education, pass the appropriate TExES content exam, and approval by the clinical teaching or MAT program coordinator. Corequisite: EDCI 5329 Action Research Design. This course does not count toward a graduate degree.


Candidate Student Learning Outcomes (SLOs)

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

2. The teacher candidate designs instruction appropriate for all students that reflects an understanding of relevant content and appropriate assessment.

3. The teacher candidate uses information about the learning-teaching context and students' individual differences to develop appropriate learning goals and instruction.

4. The teacher candidate designs and implements instruction using current technology, effective communication, and instructional strategies that actively engages student learners.

Justification: This course is parallel to the undergraduate student teaching course and is a requirement for teacher certification. It is available to post-baccalaureate teacher candidates enrolled in either the ACP (Alternate Teacher Certification Program) or the proposed Master of Arts in Teaching program.
Note: Document reviewed by entire College Curriculum Committee.