

OFFICE OF EDUCATOR PREPARATION AND ACCOUNTABILITY

Clinical Teaching Handbook

2020 - 2021

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Message from the Dean

Dear Clinical Teacher,

Clinical teaching is the culmination of your teacher preparation program. It is the final demonstration of your ability to perform successfully as a beginning teacher applying the knowledge and skills you acquired in your program. Clinical teaching will also afford you the opportunity to refine your skills to successfully teach of all students. I encourage you to reflect on your strengths and areas in need of improvement throughout the semester and to value the mentorship and guidance you will receive from your field supervisor and cooperating teacher. Reach out to us in the College of Education and P16 Integration with any questions you may have. We are committed to ensuring that you have a quality experience and that you successfully complete your teacher preparation program.

Best Wishes,

A handwritten signature in purple ink, reading "Alma Dolores Rodríguez". The signature is fluid and cursive, with the first name "Alma" and last name "Rodríguez" clearly visible.

Alma Dolores Rodríguez, EdD

Dean

College of education and P-16 Integration

Mission Statement

The University of Texas Rio Grande Valley Mission Statement

To transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement sustainable development and commercialization of university discoveries.

The College of Education and P-16 Integration 2020-2021

The College of Education and P-16 Integration is a [Texas Education Agency](#) accreditation Educator Preparation Program offering initial teacher and professional class certifications.

The vision of the College of Education and P-16 Integration is to be the catalyst for educational success for individuals, families, communities, the region, and our society at large through thoughtful, culturally sustaining partnerships with our schools and communities, demonstrating responsiveness to a growing bilingual and biliterate population.

Mission

The College of Education and P-16 Integration's mission is to

- provide rigorous programs of study founded on the belief that scholarship and life experience are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement is vital;
- engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- develop highly qualified, multi-culturally responsive and sustaining, innovative scholars, learning leaders, and education professionals who challenge the status quo and serve as change agents who make a difference by promoting social justice, embracing diversity in its broadest definition, inspiring thought leadership, and pursuing lifelong learning; and
- lead through evidence-based decision making and data literacy in order to share our story with the academic and broader research communities, as well as our public school partners, families, and policy makers.

Office of Educator Preparation and Accountability

The Office of Educator Preparation and Accountability provides student support in the process of completing exemplary initial and professional certification programs in admissions, practicums/internships and timely certification. The overarching goal of reaching student success in this process includes high retention levels, high levels of student satisfaction and support in forms of communication, resources and systems.

Administrative Goals:

- To maximize the quality, level and degree of student support;
- To streamline an efficient system and processes for admitting students to programs in a timely manner;
- To provide support and resources to students in clinical teaching/practicums/internship programs for successful completion;
- To develop systems and processes aligned to all legal requirements in receiving certification; and
- To maintain appropriate records and documentation to support compliance to federal and state requirements.

Clinical Teaching Program Overview

Welcome to one of the most rewarding experiences you will have in your development as the professional teacher. Clinical teaching is a full-day, full-time, school-based six-semester hour practicum supervised by an experienced certified teacher and a university supervisor. Clinical teaching is the culminating experience in your professional development and provides you the opportunity for acquisition and demonstration of instructional competence as a beginning professional educator. The practical experiences and reflection gained during this semester will prepare you for your role as an effective educator.

Program Goal

The overarching goal of the Clinical Teaching Program is to immerse teacher candidates in classroom experiences as they transition into the role of a professional teacher by developing high levels of competence through supervised teaching experience.

Specific Objectives

- Observe the role and responsibilities of cooperating teacher;
- Assist the cooperating teacher in classroom responsibilities;
- Become actively involved in the classroom and school community;
- Create and use effective lesson plans for instruction and assessment of student learning;
- Create and use instructional materials, technology and resources for teaching;
- Understand how to create a positive learning environment;
- Reflect on evaluations for professional growth;
- Establish professional relationships with fellow teachers, students, administrators and parents.
- Use data for instructional purposes.

Student Learning Outcomes

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, to use questioning and discussion techniques, to use research-based strategies, and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

Clinical Teaching Program Calendar at a Glance

Date	Activity/Event
January 5 th	OEPA Field Supervisor Meeting/Training
January 6 th	Clinical Teacher Orientation (Pending) Field Supervisor Meeting #1 Teaching Beliefs and Mindsets Survey Opens
January 7 th	Clinical Teacher Orientation (Pending) Field Supervisor Meeting #1
January 8 th	Clinical Teacher Orientation (Pending) Field Supervisor Meeting #1
January 11 th	First Day of Class for Clinical Teachers – Campus Assignment Cooperating Teaching Training Opens (in Blackboard)
January 15 th	Student Information Sheet Due in OEPA Letter of Commitment Due in OEPA
January 18 th	UTRGV Holiday – Martin Luther King Day Clinical Teacher begin working on their Teacher Work Sample (TWS)
January 20 th	1 st Field Supervisor Observation Window Opens Lesson Plan 1 Window Opens in TK20 (lesson plan must be submitted in TK20 before Observation is completed) Teaching Beliefs and Mindsets Survey Closes
January 22 nd	OEPA deploys Clinical Teaching Binders (Proposed)
January 27 th	Census Day
January 29 th	Educator Code of Ethics, FERPA forms due in Clinical Teaching Binder (in TK20) Cooperating Teacher Application due in Clinical Teaching binder (in TK20) Initial 3-Way Conference Due Cooperating Teacher Training Due (in Blackboard) TWS Standard 1 Due
February 3 rd	1 st Field Supervisor Observation Window Closes
February 5 th	Field Supervisor Meeting #2

	1 st Field Supervisor Observation Due TWS Standard 2 Due
February 10 th	2 nd Field Supervisor Observation Window Opens Cooperating Teacher 1 st Observation Window Opens (1 st Placement) Cooperating Teacher 1 st Observation Window Opens (1 st Placement) Cooperating Teacher PDI Assessment of Dispositions Window Opens Lesson Plan 2 Window Opens in TK20 (lesson plan must be submitted in TK20 before Observation is completed)
February 12 th	TWS Standard 3 Due
February 19 th	TWS Standard 4 Due
February 24 th	2 nd Field Supervisor Observation Window Closes Cooperating Teacher 1 st Observation Window Closes 1 st Placement Cooperating Teacher 1 st Observation Window Closes
February 26 th	Mid-Semester Field Supervisor Meeting Location TBD Last day of 1 st Placement for Clinical Teachers Exit Survey for Initial Programs Cooperating Teacher Perceptions 2 nd Field Supervisor Observation Due Cooperating Teacher 1 st Observation Due (1 st Placement) Cooperating Teacher 1 st Observation Due (1 st Placement) Cooperating Teacher PDI Assessment of Dispositions Due TWS Standard 5 Due
March 1 st	Beginning of 2 nd Placement 2 nd Placement Cooperating Teacher Training Opens (in Blackboard)
March 3 rd	3 rd Field Supervisor Observation Window Opens Lesson Plan 3 Window Opens in TK20 (must be submitted in TK20 before Observation is completed) Job Skills Seminar (Session 1) [Tentative]
March 4 th	Job Skills Seminar (Session 2) [Tentative]
March 5 th	TWS Standard 6 Due Cooperating Teacher Application for 2 nd Placement due in TK20 Clinical Teacher Information Sheet Due with OEPA (for 2 nd Placement)
March 12 th	TWS Standard 7 Due

March 15-19 th	Spring Break – UTRGV has no Classes Spring Break for School Districts (Clinical Teachers follow Respective District Calendar)
March 24 th	3 rd Field Supervisor Observation Window Closes
March 26 th	Teacher Job Expo Field Supervisor Meeting #3 3 rd Field Supervisor Observation Due Initial 3 Way Conference for 2 nd Placement Due (2 nd Placement) Cooperating Teacher Training Online Due in Blackboard
March 31 st	4 th Field Supervisor Observation Window Opens Cooperating Teacher 2 nd Observation Window Opens (2 nd Placement) Cooperating Teacher 1 st Observation Window Opens Lesson Plan 4 Window Opens in TK20 (must be submitted before Observation is completed) PDI Assessment of Dispositions Window Opens (for all)
April 2 nd	Final TWS Due
April 2 nd – April 3 rd	UTRGV Easter Holiday – Good Friday
April 7 th	Mid Semester Conference (Session 1)
April 8 th	Mid Semester Conference (Session 2)
April 9 th	Field Supervisor Meeting #4 (Edinburg)
April 14 th	4 th Field Supervisor Observation Window Closes Cooperating Teacher 2 nd Observation Window Closes (2 nd Placement) Cooperating Teacher 1 st Observation Window Closes
April 16 th	4 th Field Supervisor Observation Due Cooperating Teacher 2 nd Observation Due (2 nd Placement) Cooperating Teacher 1 st Observation Due PDI Assessment of Dispositions Due (for all) Exit Survey, Evaluation of Cooperating Teacher, and Evaluation of Field Supervisor Window Opens
April 29 th	Teaching Beliefs and Mindsets Survey 2 nd Administration Window Opens No classes – Study Day TWS Training and Calibration TWS Scoring Window Opens

April 30 th	Clinical Teacher Graduation Celebration [Tentative] Field Supervisor Meeting #5 Last Day of Clinical Teaching Final 3 Way Conference Due Attendance Report Due Final Exams Start Exit Survey, Evaluation of Cooperating Teacher, and Evaluation of Field Supervisor Window Closes Exit Survey for Initial Programs Cooperating Teacher Perceptions
May 3 rd – 7 th	Clinical Teaching Make-Up Week
May 6 th	TWS Scoring Window Closes – All Scores Due
May 7 th – May 8 th	UTRGV Commencement Exercises
May 8 th	Teaching Beliefs and Mindsets Survey 2 nd Administration Window Closes
May 10 th	Grades Due by 3PM
May 14 th	Fall 2021 District Partnership Meeting Location TBD
July 5 th	Independence Day Holiday

Expectations of Clinical Teacher, Cooperating Teacher, and Field Supervisor

The Clinical Teacher, Field Supervisor and Cooperating Teacher play an integral role during the Clinical Teaching Program. At the center is the clinical teacher with full ongoing scaffolding and guidance from the cooperating teacher and continuous support and supervision from the field supervisor.

TK20 by Watermark

TK20 by Watermark is UTRGV's institutional assessment management system that is used to facilitate collection of academic assessments. Clinical Teachers, Field Supervisors and Cooperating Teachers will be assigned a Clinical Teaching Binder at the beginning of the semester. All clinical teaching related assessments and documents should be submitted via the Clinical Teaching Binder in TK20. Clinical Teachers, Field Supervisors and Cooperating Teachers should submit their Clinical Teaching Binder at the end of the semester.

Fitness to Teach and Exit Policy for UTRGV Educator Preparation Program

Teacher candidates admitted into the teacher education program are expected to demonstrate professional dispositions and abilities, as well as demonstrate that they are prepared to teach in their respective fields. Successful completion of university coursework, demonstrating professionalism and ethical behavior and adhering to professional standards are indicators of being ready to teach.

Clinical Teacher
(Teacher Candidate)

Alignment of Professional Standards

The Clinical Teaching Program is aligned to state and national teaching preparation standards ensuring clinical teachers are prepared to be effective teachers in the classroom.

- [Texas Teacher Standards - Texas Administrative Code §149.1001](#)
- [InTASC Model Core Teaching Standards](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [International Society for Technology in Education \(ISTE\)](#)

Texas Administrative Code §228.35

- [Code of Ethics and Standard Practices for Texas Educators](#)

Mandatory Attendance at Orientation, Professional Development Sessions, and Field Supervisor Meetings

Attendance at orientation, seminars, conferences, and meetings scheduled by the Office of Educator Preparation and Accountability and/or university supervisors is mandatory. Absences shall be made-up in accordance with policy set by the university supervisor. Clinical teachers are required to attend all clinical teacher and field supervisor meetings held throughout the semester. In addition, refer to Clinical Teacher Calendar for mandatory orientation, seminars, and conferences during the clinical teaching semester.

Student Dress

As a clinical teacher in a public school, you need to present a professional appearance to reflect transition from college student to educator. When student teaching, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

Professional Liability

The clinical teacher is entitled to the same protection of law as the cooperating teacher and the principal in the school where s/he is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

- Administering medicine to any student is not permitted even if cooperating teacher gives approval, the clinical teacher must decline and cite University policy.
- Clinical teachers are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
- Corporal punishment administered by the clinical teacher is not permitted at any time. The cooperating teacher should discuss school policy regarding treatment of students and contact with students.

Texas Education Code – Section 22.0511

Immunity from Liability

Sec. 22.051. DEFINITION; OTHER IMMUNITY.

(a) In this subchapter, "professional employee of a school district" includes:

- (1) a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a school district;
- (2) a teacher employed by a company that contracts with a school district to provide the teacher's services to the district;
- (3) a student in an education preparation program participating in a field experience or internship;
- (4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;
- (5) a member of the board of trustees of an independent school district; and
- (6) any other person employed by a school district whose employment requires certification and the exercise of discretion.

(b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

Sec. 22.0511. IMMUNITY FROM LIABILITY.

- (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
- (b) This section does not apply to the operation, use, or maintenance of any motor vehicle.
- (c) In addition to the immunity provided under this section and under other provisions of

state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, "individual" includes a person who provides services to private schools, to the extent provided by federal law.

Important Precautions

In the weeks before the clinical teacher assumes total instructional responsibility, he/she should not be left alone in the classroom on a regular basis. The cooperating teacher and the clinical teacher should agree regarding the clinical teacher's readiness to handle the teaching assignment and classroom behavior before the clinical teacher is left alone. It is important that a clinical teacher can manage classroom behavior and has a firm understanding of the classroom management expectations before being left alone. Even during the final weeks of clinical teaching, the cooperating teacher can remain in the classroom part of the time. The clinical teacher should not be left alone on a playground or field trip with a group of students without a certified teacher nearby. The university has not provided the clinical teacher with liability insurance. The university requires that all clinical teachers obtain liability insurance coverage offered through organizations such as the Association of Texas Professional Educators (ATPE) and Texas Classroom Teachers Association (TCTA) at orientation.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Candidates in the teacher education program are asked to review and sign a FERPA consent release of educational records and information. Generally, this is obtained at the time of admission to the teacher education program. Without a signed consent release, candidates are unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, internship, and thus will be unable to complete program requirement.

Role and Responsibilities of Clinical Teacher

To have a successful experience, the clinical teacher as a representative of the university, must maintain a positive professional working relationship with students, the university supervisor, cooperating teacher, campus administrators, colleagues, other school personnel and the community. The following responsibilities and actions are essential:

- Maintain ongoing communication with cooperating teacher and field supervisor throughout semester.
- Become familiar with school policies and procedures; adhere to all district and campus policies. As Clinical Teacher, you serve in same capacity as “employee” of the district.
- Wear appropriate professional/business casual attire at all times unless other attire is approved for special days/functions.
- Review and follow the Code of Ethics for Texas Educators.
- Sign in and sign out when arriving/leaving in the front office; maintain Clinical Teaching Program Attendance Record (Log).
- Be punctual; do not leave early unless prior arrangements with cooperating teacher and university supervisor were made.
- Notify the school, the cooperating teacher and university supervisor as soon as possible if absence due to illness is necessary. This is extremely important. (Refer to supervisor’s syllabi for specific instructions).
- Follow the daily and duty schedule of the cooperating teacher (including Open House and faculty meetings).
- Turn in a weekly teaching schedule to your university supervisor; notify him/her if changes occur in this schedule.
- Establish a respectful supportive relationship with students, teachers, administrators, staff and parents.
- Provide lesson plans and reflections as required by university supervisor and cooperating teacher.
- Attend PTA meetings, open house, faculty meetings and any duty to which the cooperating teacher is assigned. Document attendance as appropriate.
- Attend all scheduled professional learning community (PLC) meetings, seminar meetings, and informal individual debriefing meetings.
- Complete all required assessments explained in the assessment section of this handbook and/or communicated to you by the Office of Educator Preparation and Accountability.

The following guidelines will assist in preparation and instruction:

- Share and collaborate with cooperating teacher and other faculty member’s instructional ideas, materials and technology.
- Share lesson plans with cooperating teacher and university supervisor; welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Prepare in advance all teaching materials/technology.

- Know and understand the curricular goals and objectives; be knowledgeable of the concepts to be presented.
- Plan and implement a variety of effective teaching/learning strategies to meet the needs of various students.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Communicate instructions, directions clearly and coherently to students.
- Develop critical thinking through use of effective questioning techniques.
- Provide lesson activities that require cooperation and teamwork.
- Encourage student creativity by accepting students' ideas to enrich learning opportunities.

Evaluation Process of Clinical Teacher

The clinical teaching semester is the final demonstration by students of their ability to perform successfully as beginning teachers. The goal of this preparation is the successful completion of the clinical teaching semester.

Evaluation is the responsibility of the university supervisor in collaboration with the cooperating teacher. Refer to university supervisor syllabi for specific grade determination procedures. Absences may affect overall grade.

Clinical teachers will be supported by both the field supervisor and cooperating teacher. Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the clinical teacher. Field supervisors will conduct a mandatory 3-Way Conference/Mentor between cooperating teacher, and clinical teacher by the third week of the clinical teaching program. A minimum of four formal evaluations/observations will be conducted for each clinical teacher with the first completed by the fourth week of clinical teaching. The cooperating teacher will conduct several evaluations but a minimum of two formal observations/evaluations will be required for submission. Clinical Teachers are encouraged to reflect on each observation/evaluation. Field supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Field Supervisor will conduct:

- Initial 3-way Conference: *(must occur within first 3 weeks of Clinical Teaching)*
 - Attended by student, field supervisor, cooperating teacher
- Formative Observation/Evaluation #1 *(must occur by 6th week of Clinical Teaching- minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher may or may not be present during observation
- Formative Observation/Evaluation #2: *(minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher should concurrently but independently observe and evaluate the candidate
- Formative Observation/Evaluation #3: *(minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher may or may not be present during observation
- Summative Observation/Evaluation #4: *(minimum 45 minutes)*
 - Pre-Post conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher should concurrently but independently observe and evaluate the candidate

Cooperating Teacher will conduct several observations/evaluations throughout semester but submit two:

- Formative Observation/Evaluation (*minimum 45 minutes*)
 - o Pre- and Post- conference with student

**Note that the number of observations/evaluations is minimum and highly likely that more will occur throughout the semester. Cooperating teachers and field supervisors will conduct informal observations and provide feedback to clinical teaching candidates.*

Texas Administrative Code §228.35(g)

Pre- and Post-Observation Conference

For each formal observation, field supervisor shall participate in an individualized pre- and post-observation conference with clinical teacher.

Unsatisfactory Performance of Clinical Teacher

Violations of school policies or underperformance of the clinical teacher must be addressed immediately by cooperating teacher and/or university supervisor. The following sequential procedures shall be utilized to remedy the situation:

1. The clinical teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance or violation of school policies. Clinical teacher shall be verbally given detailed information regarding his/her behavior and suggestions to improve performance. Additional observations may be suggested by cooperating teacher and/or university supervisor.
2. If the behavior/action(s) continue, a written evaluation from both cooperating teacher and university supervisor will be given to clinical teacher in a three-way conference in the form of detailed written documentation of any infractions of school policy, professionalism or performance. Additional observations may be suggested by cooperating teacher and/or university supervisor. A copy of the written documentation will be submitted to the Office of Educator Preparation and Accountability (OEPA).
3. When it is evident that clinical teacher does not follow through with verbal and written suggestions for improvement, a formal Growth Intervention Plan shall be developed by the university supervisor and cooperating teacher and presented to student in three-way conference. The Growth Intervention Plan will offer a clear time limits for compliance. Additional observations may be suggested by cooperating teacher and/or university supervisor. This plan will be seen as a contract and shall be signed by the clinical teacher, cooperating teacher, and university supervisor with a copy submitted to the Office of Educator Preparation and Accountability (OEPA).

Growth Intervention Plan: Formalizing a Concern

Any clinical teacher consistently not performing at the appropriate professional or academic level will be offered assistance by cooperating teacher and/or university supervisor in the form of a Growth Intervention Plan with clear time limits for compliance. Any clinical teacher receiving a Growth Intervention Plan *may receive a letter-grade drop as a final grade at the discretion of the university supervisor in collaboration with the cooperating teacher*. If a student is failing at mid-semester, that grade shall be reported to the Office of Educator Preparation and Accountability (OEPA) by the field supervisor. A copy of the Growth Intervention Plan will be kept in OEPA.

Drop/Withdrawal of Clinical Teacher

Occasionally, there are circumstances that warrant a drop or withdrawal of the clinical teacher from the clinical teaching program. In facilitating a drop or withdrawal of the clinical teaching program for valid reasons, all parties involved will follow appropriate procedures.

The following outline reasons for dropping or withdrawing from the Clinical Teaching Program:

- A. Mutual agreement for dropping or withdrawing by the clinical teacher, cooperating teacher/school and field supervisor for reasons of illness, injury or other unforeseen problem.
- B. Failure by the clinical teacher to establish and maintain satisfactory performance level in classroom instruction and management despite having a Growth Intervention Plan developed and time limit for compliance.
- C. Failure by the clinical teacher to abide by the policies of the school.
- D. Unprofessional conduct toward school personnel or students despite having a Growth Intervention Plan developed and time limit for compliance.

University Policy Statements

Students with Disabilities

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Course Evaluation Period

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Attendance

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Integrity

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Educator Preparation Program Policies

Clinical Teaching Attendance Policy

Texas Administrative Code §228.35 requires a minimum number of days the clinical teacher must be in the classroom in order to be eligible to receive recommendation for teacher certification. For this reason, it is required for clinical teachers to maintain an accurate Attendance Record which is submitted at the end of the semester. Cooperating teachers will verify and sign the clinical teacher’s Attendance Record on a weekly basis. Clinical teachers must also sign in and sign out of the campus each day.

Note that any days missed will be made up after the last official day of clinical teaching, regardless of the reason for absence. Clinical teachers must be in attendance for the full semester of the Clinical Teaching Program. Clinical teaching is an all-day assignment and clinical teachers must keep the same daily schedule of the cooperating teacher, including duty, arrival, and dismissal as defined by district/campus. Students will observe the holiday schedule of the public school/district in which the clinical teaching is being completed, not the holiday schedule of the University. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher and university supervisor as early as possible in case of an illness or necessary absence.

The Clinical Teaching Program attendance policy described herein is in addition to any other attendance requirements outlined by the university supervisor in his/her syllabus. Excessive absences or tardiness may result in removal from clinical teaching.

Any clinical teacher that has been absent a minimum of three days (whether absence is anticipated or unforeseen) must complete a Notification of Absence Form and present a copy to the Supervisor along with a copy to the Office of Educator Preparation and Accountability. Notification of Absence Form is found in Appendix B.

Overview of Assessments

During your clinical teaching, you will be required to complete the following assessments:

- ✓ Teacher Work Sample
- ✓ Tripod Student Surveys
- ✓ Lesson Plans
- ✓ Professional Dispositions
- ✓ Exit Surveys

Each of the assessments is described below:

Teacher Work Sample

The Teacher Work Sample (TWS) is a performance assessment through which teacher candidates provide evidence of their ability to: Use information about the teaching-learning context, plan instruction and assessment, deliver instruction, assess and analyze student learning, make instructional decisions based on evaluation of student learning, and reflect on instruction ability to improve teaching practice. Successful clinical teachers support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences.

The TWS contains seven teaching processes. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. Each teaching process contains its own rubric that will be used to evaluate your TWS.

1. **Contextual factors:** You will be required to describe community, school, and classroom factors associated with your clinical teaching placement as well as student individual differences such as characteristics of students, students' prior learning, and implications for instructional planning and assessment.
2. **Learning goals:** You will be required to set significant, challenging, appropriate and varied learning goals for students. These are **NOT** the activities done in the classroom. The learning goals are what you expect students to know at the end of the unit. *Ex: By the end of the unit the students will be able to...* **This must be aligned with your school district's curriculum and scope and sequence.**
3. **Assessment Plan:** You will use multiple assessments aligned with student learning before, during and after instruction. You will provide an overview of the assessment plan, describe the pre-and post-assessments, and discuss your plan for formative assessment that will help you determine the progress of your students. **This must be aligned with your school district's curriculum and scope and sequence.**
4. **Design for Instruction:** You will design and use a variety of instruction, lesson activities, assignments and resources for specific learning goals and student characteristics and needs, and the use of technology in

your planning and/or instruction. **This must be aligned with your school district's curriculum and scope and sequence.**

5. **Instructional Decision-Making:** You will provide two examples of appropriate modifications of the instructional plan to meet individual student needs. You will be required to provide evidence on why these modifications would improve student progress.
6. **Analysis of Student Learning:** During this task, you will be required to analyze assessment data, including pre/post assessments to determine students' progress related to the unit learning goals. You will explain the progress and achievement demonstrated by your whole class, subgroups of students, and two individual students.
7. **Reflection and Self-Evaluation:** You will reflect on your performance as a teacher and link your performance to student learning results. You will select the learning goal where your students were most and least successful, provide two or more possible reasons for each, and discuss the contextual factors under your control as well as what you could do differently or better in the future to improve your students' performance.

The format needed for the TWS will consist of providing a cover (do not include your name or student ID number), a table of contents that lists the sections and attachments of your TWS with page numbers, charts, graphs, attachments (required) and student work that is very selective. You will also need to include references and credits in case you referred to another person's ideas. APA style is a recommended format. In order to ensure the anonymity of students in your class, you will be asked not to include any student names or identification in any part of the TWS.

Tripod Student Surveys

The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past ten years. Student surveys ask students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice (The 7 Cs). The Seven Cs correspond to key elements of teaching quality: **Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate**.

The purpose of administering tripod student surveys is for teacher candidates to get feedback from their students. The institution will get feedback on the effectiveness of the programs as well. Secondary and All-level student teachers need to choose a class period to administer the survey. An average class of 12 students or more. There are different versions of the survey for different grade levels (K-2, 3-5, 6-12).

The supervisors will distribute the surveys to teacher candidates. To facilitate the process, the clinical teachers will explain the project to cooperating teachers. You will be provided with a parent permission form to send home. The cooperating teachers will be administering the survey to the students in the classroom. At this time, clinical teachers should not be present when students complete the survey. Surveys will take approximately 30-40 minutes to complete. Supervisors will collect surveys and return to the UTRGV Office of Educator Preparation and Accountability.

Lesson Plans

You will be required to submit, in advance, a lesson plan to your field supervisor for each formal observation.

Formal Observations

You will be formally observed by your field supervisor a minimum of four (4) times. In order to support and provide you with feedback, you will be observed by the cooperating teacher a minimum of two (2) times. See the formal observation form to be used in Appendix E.

Professional Dispositions

It is the responsibility of the College of Education and P-16 Integration, in collaboration with other colleges within UTRGV, to successfully prepare candidates to become effective teachers. UTRGV education programs expect candidates to demonstrate the knowledge, skills, and *dispositions* required of educators to ensure the success of all students.

Professional dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards p.6). You will be required to acknowledge the six CEP Professional dispositions and observe them at all times. These are: learner development and diversity, critical thinking and reflective practice, professionalism, ethical practice, communication and learning environments, and content and instruction. Toward the end of your clinical teaching, your field supervisor and your cooperating teacher will assess your professional dispositions. For clinical teachers with two placements, during your first placement, you will be assessed by your cooperating teacher only. You will also be required to self-assess your professional dispositions at the end of your clinical teaching. Candidate’s Acknowledgement Statement of Professional Dispositions is found in Appendix C.

Six CEP Professional Dispositions:

1. **Learner Development and Diversity:** the clinical teacher is expected to respect the learner’s individual and cultural differences, linguistic diversity, collaborate with other professionals and families to support learner’s development, advocate for all learners, promote intercultural interaction and believe and hold high expectations on all students.
2. **Critical Thinking and Reflective Practice:** the clinical teacher is expected to engage in critical thinking, demonstrate an ability to solve problems, self-reflect, willingness to accept constructive criticism and be flexible and open to new ideas.
3. **Professionalism:** the clinical teacher is expected to maintain high expectations for self and others, seek and participate on on-going opportunities for professional development and/or scholarly organizations, maintain appropriate personal appearance and meet attendance requirements and be punctual.
4. **Ethical Practice:** the clinical teacher is expected to demonstrate understanding of compliance with laws and policies, maintain privacy and confidentiality unless disclosure is required by law, demonstrate academic honesty, and separate personal and professional issues.
5. **Communication and Learning Environments:** the clinical teacher is expected to communicate effectively with all stakeholders both orally and in writing, work productively as a team member, accept diverse opinions and perspectives, avoid gender-specific generalizations, display enthusiasm, and demonstrates compassion.
6. **Content and Instruction:** the clinical teacher is expected to demonstrate enthusiasm toward teaching and learning new and challenging material, evaluate and implement various models of professional practice,

prepare and implement lessons and assessments that meet individual student needs, use innovative technology to promote learning, and demonstrate cultural and linguist awareness of responsive practices.

Exit Surveys

You will be required to complete several surveys towards the end of your clinical teaching experience. Through these surveys, you will be expressing your satisfaction with your teacher preparation program, you will be evaluating your field supervisor, and you will be evaluating your cooperating teachers. Cooperating teachers will complete an Exit Survey on how prepared clinical teachers were on the Texas Teaching Standards.

Teaching Beliefs and Mindsets Survey

You will be invited to participate in the completion of a Teaching Beliefs and Mindsets Survey as part of a larger project conducted by Deans for Impact. The survey is part of a study on who teacher candidates are, what they know, and how they implement teaching practices, UTRGV, in collaboration with other teacher preparation institutions nationally, hopes to learn about the qualities and experiences of current and future teachers. The data collected in this survey is used by Deans for Impact for research focusing on understanding and improving the teacher education programs here at UTRGV as well as teacher education programs in general. The survey will require no more than 15 minutes of your time to complete, and it will be administered twice in the semester. The confidentiality of participants will be assured; that is, data will never be reported in a way that makes it possible to identify individuals.

APPENDIX A: Key Terms and Definitions

Term	Definition (TAC Rule§228.2)
Clinical teaching	<p>“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.”</p> <p>“For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following: (A) clinical teaching for a minimum of 14 weeks (no less than 65 full days), with a full day being 100% of the school day”</p>
Mentor teacher/cooperating teacher	<p>“For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.”</p>
Field supervisor	<p>“A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning...”</p>
Field Supervisor Meeting	<p>Required monthly meetings held between field supervisor and clinical teacher; if necessary, field supervisor may request additional meeting with clinical teacher(s).</p>
Formal observations/evaluations	<p>Although more informal observations/evaluations are recommended, a minimum of three 45-minute observation/evaluation must be conducted by field supervisor and one by cooperating teacher (to be submitted). “Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting. An EPP must provide the first formal observation within the first third of all clinical teaching assignments...”</p>
Pre-post conference	<p>Pre-conferences between field supervisor and clinical teacher will be held prior to observation/evaluation to discuss lesson plan, expectations, etc. Post-conferences will be held to discuss professional practices observed, and provide written feedback.</p>
Three-way conference	<p>Interactive conference between clinical teacher, cooperating teacher and field supervisor which occurs within three weeks of clinical teaching assignment. Discussion of roles, expectations, timeline, responsibilities and evaluation process of clinical teacher.</p>

Teacher Work Sample (TWS)	A performance-based assessment composed of seven sections through which teacher candidates analyze the contextual factors of the setting in which they are completing their clinical teaching or completing early field experiences, design and implement instruction and assessment, analyze student learning, and reflect on their own performance. The TWS is a valid and reliable assessment that was piloted and validated by a consortium of universities including the following: California State University, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood University, Millersville University, Middle Tennessee State University, Southeast Missouri State University, University of Northern Iowa, and Western Kentucky University.
Professional Development Sessions	A series of mandated seminars, conferences, trainings or job fairs held throughout the semester to support the professional development of clinical teacher.
Teacher Certification Process	All teacher candidates are required to apply for a standard certificate once a degree is conferred and all program requirements are met including successful completion of clinical teaching.
Professional Dispositions	"The habits of professional action and moral commitments that underlie an educator's performance" (InTASC Model Core Teaching Standards p.6)
Tripod Surveys	The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past ten years as a partnership between Cambridge Education and Dr. Ron Ferguson. The survey is in its fourteenth generation, and hundreds of schools and thousands of classrooms in more than twenty-five states have used the survey assessments. Student surveys ask students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice (The 7 Cs). The Seven Cs correspond to key elements of teaching quality: Care, Control, Clarify, Challenge, Captivate, Confer, Consolidate. (www.tripoded.com)
Code of Ethics	During the period of preparation, the educator preparation program shall ensure that the candidates adhere to Educators' Code of Ethics as a standard of behavior.
Texas Essential Knowledge and Skills (TEKS)	"The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification exams."
NCATE	The National Council for the Accreditation of Teacher Education was the former accrediting body of educator preparation providers. NCATE was the teaching profession's mechanism to help establish high quality teacher, specialist, and administrator preparation. (www.ncate.org)
CAEP	The Council for the Accreditation of Educator Preparation is the new accrediting body for educator preparation. CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 learning. (www.caepnet.org)

APPENDIX B: Clinical Teacher Notification of Absence(s) Form

Clinical Teacher Notification of Absence(s) Form

Directions: Please type or print clearly. All absences must be made up after last day of Clinical Teaching Program.

Name: _____ SID: _____ Semester _____

Mailing Address: _____ City _____ Email _____

Phone #: _____ Alt. Phone #: _____

School & District Assignment and Cooperating Teacher Name: _____

Name of Person notified at School: _____

Notification of leave for the period: _____

Beginning date: _____ Ending Date: _____ Total # of Days Absent: _____

Unforeseen consecutive or accumulated absences explanation:

_____ Approved / Denied

Field Supervisor Signature/Date

_____ Approved / Denied

Director

Office of Educator Preparation & Accountability

One West University Blvd.
Main 2.200A

1201 West University Drive
EDUO 2.510

Brownsville Texas 78520
956-882-4139

Edinburg Texas 78504
956-665-7952

APPENDIX C: Candidate's Acknowledgement Statement of Professional Dispositions



College of Education and P-16 Integration Professional Dispositions

Candidate's Acknowledgement Statement of Professional Dispositions

It is the responsibility of the College of Education and P-16 Integration, in collaboration with other colleges within UTRGV, to successfully prepare candidates to become effective teachers. UTRGV education programs expect candidates to demonstrate the knowledge, skills, and *dispositions* required of educators to ensure the success of all students.

Dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards p. 6).

The following professional dispositions are expected of candidates in education programs in the university and in the schools.

Learner Development and Diversity <ol style="list-style-type: none">1. Respects and accounts for students'/learners' individual differences.2. Respects and accounts for students'/learners' cultural differences.3. Respects and promotes students'/learners' linguistic diversity.4. Works to be inclusive of diverse ethnic groups.5. Works to be inclusive of gender.6. Works to be inclusive of sexual orientation.7. Demonstrates culturally responsive practices.8. Demonstrates linguistically responsive practices.
Critical Thinking and Reflective Practice <ol style="list-style-type: none">9. Engages in critical thinking.10. Demonstrates ability to solve problems.11. Is self-assessing.12. Is reflective.13. Is open to new ideas.
Professionalism <ol style="list-style-type: none">14. Maintains high expectations for self.15. Seeks opportunities for continued professional development.16. Maintains appropriate personal appearance for the professional context.17. Meets attendance requirements.18. Is punctual.19. Demonstrates professional interpersonal skills with all stakeholders.20. Displays enthusiasm for working collegially.21. Demonstrates enthusiasm toward teaching.22. Accepts constructive criticism.23. Separates personal and professional issues.24. Works productively as a team member. Maintains high expectations for self and others
Ethical Practice <ol style="list-style-type: none">25. Demonstrates understanding of and compliance with laws and policies.26. Maintains privacy and confidentiality unless disclosure is required by law.27. Demonstrates academic honesty. Demonstrates understanding of and compliance with laws and policies
Communication and Learning Environments <ol style="list-style-type: none">28. Communicates effectively with all stakeholders orally.29. Communicates effectively with all stakeholders in writing.
Content and Instruction <ol style="list-style-type: none">30. Prepares lessons, materials and assessments that meet individual student needs within discipline specific contexts.31. Implements lessons, materials and assessments that meet individual student needs within discipline specific contexts.32. Uses innovative technology to promote learning.33. Is passionate toward learning the content being taught.34. Uses modeling and demonstrating of concepts and/or methods for students/learners.

I have read the UTRGV CEP professional dispositions listed above. I acknowledge that professional dispositions are integral to being an effective educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the programs in the College of Education and P-16 Integration, my success and progress in the education program depends upon successful demonstration of these dispositions. I am aware that my professional dispositions will be assessed throughout the education program.

Printed Student Name

Signature

Date

APPENDIX D: Timeline Chart with Responsibilities at a Glance

Timeline Chart with Responsibilities at a Glance

For Clinical Teachers, this is a suggested timeline and responsibilities should be considered in discussion with cooperating teacher and field supervisor. Teacher Work Sample (TWS) components are due during the weeks identified.

Clinical Teacher	Field Supervisor	Cooperating Teacher
WEEK 1-3 January 11 – January 29		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Observe • Tutor • Assist cooperating teacher with Instructional preparation and delivery • Team-teach • Reinforce and support cooperating teacher classroom management system • Attend All professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Review course syllabus, attendance and grading policies • Discuss expectations and course readings • Plan and meet for 3-way initial conference • Discuss roles, explain procedures for maintaining attendance and reporting absences, explain evaluation process • Will conduct scheduled observation/evaluation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Introduce clinical teacher to students, faculty and school personnel • Explain school policies • Keep record of clinical teacher absences/tardiness • Sign student Attendance Report • Acquaint clinical teacher with facilities, services, and resources available • Provide place in classroom for clinical teacher • Discuss expectations • Meet with University supervisor and clinical teacher for a 3-way initial conference • Allow clinical teacher to tutor and team teach
WEEK 4-6 February 1 – February 19		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Tutor • Assist cooperating teacher with instructional preparation and delivery • Team-teach • Teach a minimum of 2 subjects/areas/periods • Reinforce and support cooperating teacher's classroom management system • Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Oversee clinical teacher attendance and performance • Maintain communication with clinical teacher and cooperating teacher • Will conduct scheduled observation/evaluation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Sign clinical teacher Attendance Report • Acquaint clinical teacher with scope and sequence of curriculum for semester • Acquaint clinical teacher with lesson planning and curricular goal-setting • Allow clinical teacher to tutor and team-teach • Allow clinical teacher to work with small groups • Assist clinical teacher in lesson planning for scheduled observation • Will evaluate clinical teacher using observation form

Week 7-10 February 21 – March 26		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Team-teach • Assist cooperating teacher with instructional preparation and delivery • Provide small group instruction • Teach a minimum of 3 subjects/areas/periods • Reinforce and support cooperating teacher's classroom management system • May teach all subjects/areas/periods for full time responsibility (for total of a 4-week period) • Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Oversee clinical teacher attendance and performance • Maintain communication with clinical teacher and cooperating teacher • Will conduct scheduled observation/evaluation of clinical teacher • Provide feedback on clinical teachers at Supervisors'-mid semester meeting 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Sign clinical teacher Attendance Report • Provide clinical teacher with feedback on teaching • Assist clinical teacher in lesson planning and assessment of students • Will evaluate clinical teacher using observation form
Week 11-15 March 28 – April 30		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Assist Cooperating teacher with instructional preparation and delivery • Will teach all subjects/areas/periods for full time responsibility (for a 5-week period) • Reinforce and support cooperating teacher's classroom management system • Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Oversee clinical teacher attendance and performance • Maintain communication with clinical teacher and cooperating teacher • Will conduct Unscheduled or Scheduled Observation of clinical teacher • 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Sign clinical teacher Attendance Report • Provide clinical teacher with feedback on teaching • Assist clinical teacher in lesson planning and assessment of students • Will evaluate clinical teacher using observation form •

APPENDIX E: Clinical Teacher Evaluation Report

Clinical Teacher Evaluation Report

Date: _____ Start Time: _____ End Time: _____ CIRCLE: 1 or 2 or 3 or 4
(Observations totaling less than 45 minutes will not be accepted)

Semester and Year: _____

Clinical Teacher: _____ Clinical Teacher's Signature: _____

District and Campus: _____ Cooperating Teacher: _____

Grade Level: _____ Subject: _____

Evaluator (Print Name): _____ Evaluator Signature: _____

Evaluator's Title: University Field Supervisor _____ Cooperating Teacher _____ Clinical Teacher _____

The following Clinical Teacher evaluation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure Clinical Teachers have the knowledge and skills to teach in Texas public schools. Please use this form as summative evaluation of the Clinical Teacher's performance to date by checking the appropriate box. Use "Not Applicable (NA)" when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: **Distinguished Accomplished *Proficient Developing **Needs Improvement

*Proficient is the goal.

**Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished.

DOMAIN 1: PLANNING - Evidence is apparent in the instructional lesson plan and classroom observations.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
1.1 Standards & Alignment: The Student Teacher designs, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.						
<ul style="list-style-type: none"> All measurable goals and lesson objectives aligned to state content standards All activities, materials and assessments are sequenced All activities, materials and assessments are relevant to students All activities, materials and assessments provide appropriate time for lesson and lesson closure All activities, materials and assessments fit into broader unit and course objectives All activities, materials and assessments are appropriate for diverse learners Integrated technology as applicable and appropriate 						
1.2 Data & Assessment: The Student Teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.						
<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality Analysis of student data connected to specific instructional strategies 						
1.3 Knowledge of Students: Through knowledge of students and proven practices, the Student Teacher ensures high levels of learning, social-emotional development and achievement for all students.						
<ul style="list-style-type: none"> All lessons connect to student prior knowledge and experiences All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students 						
1.4 Activities: The Student Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.						
<ul style="list-style-type: none"> Questions encourage all students to engage in complex, higher order thinking Instructional groups based on needs of all students All students understand their individual roles within instructional groups 						

- Activities, resources, technology, instructional materials align to instructional purposes

COMMENTS:

DOMAIN 2: INSTRUCTION – Evidence is apparent in classroom instruction and classroom.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
2.1 Achieving Expectations: The Student Teacher supports all learners in their pursuit of high levels of academic and social-emotional success.						
<ul style="list-style-type: none"> Sets academic expectations that challenge all students Evidence that most students demonstrate mastery of the objective Addresses student mistakes and follows through to ensure student mastery Provides students opportunities to take initiative of their own learning 						
2.2 Content Knowledge & Expertise: The Student Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.						
<ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts Integrates learning objectives with other disciplines Anticipates possible student misunderstandings Accurately reflects how lesson fits within structure of discipline and State standards (TEKS) Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based) 						
2.3 Communication: The Student Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.						
<ul style="list-style-type: none"> Establishes classroom practices that provide for most student to communicate effectively with their teacher and their peers Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts Provides explanations that are clear Uses verbal and written communication that is clear and correct Asks remember, understand and apply level questions focusing on lesson objective and provoking questions Uses probing questions to clarify, elaborate learning 						
2.4 Differentiation: The Student Teacher differentiates instruction, aligning methods and techniques to diverse student needs.						
<ul style="list-style-type: none"> Adapts lesson to address individual needs of all students. Regularly monitors quality of student participation and performance. Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs. Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught. 						
2.5 Monitor & Adjust: The Student Teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.						
<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction and activities. Monitors student behavior and responses for engagement and understanding Adjusts instruction and activities to maintain student engagement 						

COMMENTS:

DOMAIN 3: LEARNING ENVIRONMENT – <i>Evidence is apparent in the classroom and learning culture.</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
3.1 Classroom Environment, Routines & Procedures: The Student Teacher organizes a safe, accessible and efficient classroom.						
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups and manage supplies and equipment with very limited teacher direction. Classroom is safe and organized to support learning objectives and is accessible to most students. 						
3.2 Managing Student Behavior: The Student Teacher establishes, communicates and maintains clear expectations for student behavior.						
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 						
3.3 Classroom Culture: The Student Teacher leads a mutually respectful and collaborative class of actively engaged learners.						
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 						

COMMENTS: _____

DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES – <i>Evidence is available in debriefs/conferences, and daily interaction with others.</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
4.1 Professional Demeanor & Ethics: The Student Teacher meets UTRGV and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.						
<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 						
4.2 Goal Setting: The teacher reflects on his/her practice.						
<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback Meets all professional goals resulting in improvement in practice and student performance 						
4.3 Professional Development: The teacher enhances the professional community.						
<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities 						
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.						
<ul style="list-style-type: none"> Communicates the mission, vision and goals of the school to students, colleagues, parents and families Actively participates in all school outreach activities 						

COMMENTS: _____

REFLECTION:

Clinical Teacher's greatest strength: _____

Clinical Teacher's greatest challenge: _____

Recommendations/Next Steps/Goals: _____

Overall, observation was (check one): _____ Successful _____ Unsuccessful

This Clinical Teacher Evaluation Report is aligned to the Texas Teacher Evaluation and Support System (T-TESS). For a complete copy of the T-TESS Rubric containing all domains, dimensions, descriptors, and performance levels, download the rubric at https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf or use the rubric provided at the required field supervisor observation training. Field supervisors are required to use the T-TESS Rubric in conjunction with the Clinical Teacher Evaluation Report when conducting clinical teacher formal observations.

APPENDIX F: Timeline of Assessments

Clinical Teacher	Field Supervisor	Cooperating Teacher
WEEK 1- 4 January 11 – February 5		
Clinical Teacher Responsibility <ul style="list-style-type: none"> TWS Standards 1 and 2 Due Teaching Beliefs and Mindsets Survey first administration 	Field Supervisor Responsibility <ul style="list-style-type: none"> 1st Field supervisor observation of Clinical Teacher Due 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> Cooperating teacher online training due Support clinical teacher in the development of TWS with ideas, resources, and materials. Assist clinical teacher in lesson planning for scheduled observations
WEEK 5-8 February 7 – March 5		
Clinical Teacher Responsibility <ul style="list-style-type: none"> TWS Standards 3, 4, 5, and 6 due 	Field Supervisor Responsibility <ul style="list-style-type: none"> Monitor completion of TWS sections Provide clinical teachers with general feedback on their TWS drafts 2nd Field supervisor observation of Clinical Teacher due 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 1st Cooperating Teacher observation of Clinical teacher Due Assist clinical teacher in lesson planning for formal observations Support clinical teacher in the development of TWS with ideas, resources, and materials. Complete PDI Assessment of Dispositions for a clinical teacher with two placements
Week 9-10 March 7 – March 26		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Send Tripod Surveys parent letters home. Make arrangements with cooperating teacher for administration of Tripod Surveys. TWS Standard 7 due 	Field Supervisor Responsibility <ul style="list-style-type: none"> 3rd Field supervisor observation of Clinical Teacher Due Monitor completion of TWS sections Provide clinical teachers with general feedback on their TWS drafts Clarify procedures for Tripod surveys Monitor distribution of Tripod Surveys parent letters. 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 2nd placement cooperating teacher training online due Make arrangements with clinical teacher for administration of Tripod Surveys Monitor distribution and collection of Tripod Surveys parent letters. Assist clinical teacher in lesson planning for formal observations Support clinical teacher in the development of TWS with ideas, resources, and materials.
Week 11-15 March 28 – April 30		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Arrange for administration of Tripod Surveys Final TWS Due Self-assessment of dispositions Complete exit survey Complete evaluation of cooperating teacher and field supervisor Teaching Beliefs and Mindsets Survey 2nd administration Submit Clinical Teaching Binder in TK20 	Field Supervisor Responsibility <ul style="list-style-type: none"> 4th Field Supervisor observation of Clinical Teacher Due Distribute Tripod student surveys to clinical teacher. Collect Tripod student surveys and return to OEPA. Assessment of clinical teachers' dispositions Submit Clinical Teaching Binder in TK20 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 2nd Cooperating Teacher observation of Clinical Teacher Due Help clinical teacher proctor Tripod student surveys Assist clinical teacher in lesson planning for formal observations Assessment of clinical teachers' dispositions Complete exit survey Submit Clinical Teaching Binder in TK20

Field Supervisor

Mandatory Attendance at Orientation, Professional Development Sessions, and Field Supervisor Meetings

Attendance at orientation, seminars, conferences, and meetings scheduled by the Office of Educator Preparation and Accountability and/or university supervisors is mandatory. Absences shall be made-up in accordance with policy set by the university supervisor. Clinical teachers are required to attend all clinical teacher and field supervisor meetings held throughout the semester. In addition, refer to Clinical Teacher Calendar for mandatory orientation, seminars, and conferences during the clinical teaching semester.

Student Dress

As a clinical teacher in a public school, you need to present a professional appearance to reflect transition from college student to educator. When student teaching, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

Role and Responsibilities of Field Supervisor

The university supervisor acts as a liaison between the participating schools and UTRGV College of Education and P-16 Integration. The main function of the university supervisor is to provide guidance and support of the clinical teacher and cooperating teacher. The university supervisor has the following responsibilities:

- Prepare course syllabus providing course requirements, grading procedures, expectations, meeting dates, textbook, policies regarding attendance and means of contacting supervisor.
- Communicate regularly with clinical teachers (UTRGV email, phone, or text); respond to clinical teachers' communication within two school/business days.
- Communicate regularly with cooperating teacher/cooperating teacher to provide information, answer questions and discuss progress of clinical teacher.
- Must hold a three-way initial and summative conference with the cooperating teacher and the clinical teacher.
- Explain clinical teaching requirements to cooperating teacher.
- Observe, assess and evaluate clinical teachers a minimum of four times: Scheduled formal observations.
- Monitor attendance of clinical teacher.
- Cooperating and train the clinical teacher by providing external support and resources to support instructional effectiveness.
- Provide clinical teacher constructive written feedback on observations.
- Communicate regularly with cooperating teacher regarding clinical teacher's progress.
- Provide campus administrator a copy of clinical teacher observation/evaluations. Email and use "Read receipt".
- Document any program and/or school infractions; document lack of professionalism, cooperation as well as unsatisfactory progress in classroom instruction and management.
- Provide the clinical teacher with a "Growth Intervention Plan", see Appendix E, if there are problematic areas that need special attention. This plan must be designed early so the clinical teacher has enough time to address areas of concern. Address plan with cooperating teacher.
- Complete and collect all required documentation.
- Assign, explain, and participate in the scoring of clinical teachers' Teacher Work Samples.
- Facilitate the distribution, administration and collection of Tripod Surveys (if applicable).
- Guide clinical teacher in the completion of all required assessments and surveys.
- Assign final grade for clinical teacher.
- Complete Clinical Teaching Binder which includes documents for each clinical teacher.

Required Documentation

Field supervisors will be responsible for monitoring and collecting required documentation of all clinical teachers and cooperating teachers. At the beginning of the semester, field supervisors will receive a binder with required clinical teacher documentation forms that includes at minimum, but are not limited to:

- Attendance Report
- Clinical Teacher Information sheet
- Formative/Summative (4 required)
- Lesson Plans for Formal Evaluations
- Other relevant materials

Additionally, field supervisors will collect required cooperating teacher documentation forms that include, but are not limited to:

- Cooperating Teacher Application (collected by Field Supervisor)
- Cooperating Teacher Evaluation Form (collected by Field Supervisor)
- Cooperating Teacher Verification Forms (collected by Field Supervisor)
- Signed Clinical Teacher Attendance Report with cooperating teacher signature (collected by Field Supervisor)

Evaluation Process of Clinical Teacher

The clinical teaching semester is the final demonstration by students of their ability to perform successfully as beginning teachers. The goal of this preparation is the successful completion of the clinical teaching semester.

Evaluation is the responsibility of the university supervisor in collaboration with the cooperating teacher. Refer to university supervisor syllabi for specific grade determination procedures. Absences may affect overall grade.

Clinical teachers will be supported by both the field supervisor and cooperating teacher. Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the clinical teacher. Field supervisors will conduct a mandatory 3-Way Conference/Mentor between cooperating teacher, and clinical teacher by the third week of the clinical teaching program. A minimum of four formal evaluations/observations will be conducted for each clinical teacher with the first completed by the fourth week of clinical teaching. The cooperating teacher will conduct several evaluations but a minimum of two formal observations/evaluations will be required for submission. Clinical Teachers are encouraged to reflect on each observation/evaluation. Field supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Field Supervisor will conduct:

- Initial 3-way Conference: *(must occur within first 3 weeks of Clinical Teaching)*
 - Attended by student, field supervisor, cooperating teacher
- Formative Observation/Evaluation #1 *(must occur by 6th week of Clinical Teaching- minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher may or may not be present during observation
- Formative Observation/Evaluation #2: *(minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher should concurrently but independently observe and evaluate candidate
- Formative Observation/Evaluation #3: *(minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher may or may not be present during observation
- Summative Observation/Evaluation #4: *(minimum 45 minutes)*
 - Pre-Post conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher should concurrently but independently observe and evaluate candidate

Cooperating Teacher will conduct several observations/evaluations throughout semester but submit two:

- Formative Observation/Evaluation (*minimum 45 minutes*)
 - Pre- and Post- conference with student

**Note that the number of observations/evaluations is minimum and highly likely that more will occur throughout the semester. Cooperating teachers and field supervisors will conduct informal observations and provide feedback to clinical teaching candidates.*

Unsatisfactory Performance of Clinical Teacher

Violations of school policies or underperformance of the clinical teacher must be addressed immediately by cooperating teacher and/or university supervisor. The following sequential procedures shall be utilized to remedy the situation:

1. The clinical teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance or violation of school policies. Clinical teacher shall be verbally given detailed information regarding his/her behavior and suggestions to improve performance. Additional observations may be suggested by cooperating teacher and/or university supervisor.
2. If the behavior/action(s) continue, a written evaluation from both cooperating teacher and university supervisor will be given to clinical teacher in a three-way conference in the form of detailed written documentation of any infractions of school policy, professionalism or performance. Additional observations may be suggested by cooperating teacher and/or university supervisor. A copy of the written documentation will be submitted to the Office of Educator Preparation and Accountability (OEPA).
3. When it is evident that clinical teacher does not follow through with verbal and written suggestions for improvement, a formal Growth Intervention Plan (see Appendix D) shall be developed by the university supervisor and cooperating teacher and presented to student in three-way conference. The Growth Intervention Plan will offer a clear time limits for compliance. Additional observations may be suggested by cooperating teacher and/or university supervisor. This plan will be seen as a contract and shall be signed by the clinical teacher, cooperating teacher, and university supervisor with a copy submitted to the Office of Educator Preparation and Accountability (OEPA).

Growth Intervention Plan: Formalizing a Concern

Any clinical teacher consistently not performing at the appropriate professional or academic level will be offered assistance by cooperating teacher and/or university supervisor in the form of a Growth Intervention Plan (see Appendix D) with clear time limits for compliance. Any clinical teacher receiving a Growth Intervention Plan *may receive a letter-grade drop as a final grade at the discretion of the university supervisor in collaboration with the cooperating teacher*. If a student is failing at mid-semester, that grade shall be reported to the Office of Educator Preparation and Accountability (OEPA) by the field supervisor. A copy of the Growth Intervention Plan will be kept in OEPA.

Drop/Withdrawal of Clinical Teacher

Occasionally, there are circumstances that warrant a drop or withdrawal of the clinical teacher from the clinical teaching program. In facilitating a drop or withdrawal of the clinical teaching program for valid reasons, all parties involved will follow appropriate procedures.

The following outline reasons for dropping or withdrawing from the Clinical Teaching Program:

- A. Mutual agreement for dropping or withdrawing by the clinical teacher, cooperating teacher/school and field supervisor for reasons of illness, injury or other unforeseen problem.
- B. Failure by the clinical teacher to establish and maintain satisfactory performance level in classroom instruction and management despite having a Growth Intervention Plan developed and time limit for compliance.
- C. Failure by the clinical teacher to abide by the policies of the school.
- D. Unprofessional conduct toward school personnel or students despite having a Growth Intervention Plan developed and time limit for compliance.

University Policy Statements

Students with Disabilities

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Course Evaluation Period

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Attendance

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Integrity

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Educator Preparation Program Policies

Clinical Teaching Attendance Policy

Texas Administrative Code §228.35 requires a minimum number of days the clinical teacher must be in the classroom in order to be eligible to receive recommendation for teacher certification. For this reason, it is required for clinical teachers to maintain an accurate Attendance Record (see Appendix ...) which is submitted at the end of the semester. Cooperating teachers will verify and sign the clinical teacher’s Attendance Record on a weekly basis. Clinical teachers must also sign in and sign out of the campus each day.

Note that any days missed will be made up after the last official day of clinical teaching, regardless of the reason for absence. Clinical teachers must be in attendance for the full semester of the Clinical Teaching Program. Clinical teaching is an all-day assignment and clinical teachers must keep the same daily schedule of the cooperating teacher, including duty, arrival, and dismissal as defined by district/campus. Students will observe the holiday schedule of the public school/district in which the clinical teaching is being completed, not the holiday schedule of the University. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher and university supervisor as early as possible in case of an illness or necessary absence.

The Clinical Teaching Program attendance policy described herein is in addition to any other attendance requirements outlined by the university supervisor in his/her syllabus. Excessive absences or tardiness may result in removal from clinical teaching.

Any clinical teacher that has been absent a minimum of three days (whether absence is anticipated or unforeseen) must complete a Notification of Absence Form and present a copy to the Supervisor along with a copy to the Office of Educator Preparation and Accountability. Notification of Absence Form is found in Appendix B.

Overview of Assessments

During your clinical teaching, you will be required to complete the following assessments:

- ✓ Teacher Work Sample
- ✓ Tripod Student Surveys
- ✓ Lesson Plans
- ✓ Professional Dispositions
- ✓ Exit Surveys

Each of the assessments is described below:

Teacher Work Sample

The Teacher Work Sample (TWS) is a performance assessment through which teacher candidates provide evidence of their ability to: Use information about the teaching-learning context, plan instruction and assessment, deliver instruction, assess and analyze student learning, make instructional decisions based on evaluation of student learning, and reflect on instruction ability to improve teaching practice. Successful clinical teachers support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences.

The TWS contains seven teaching processes. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. Each teaching process contains its own rubric that will be used to evaluate your TWS.

1. **Contextual factors:** You will be required to describe community, school, and classroom factors associated with your clinical teaching placement as well as student individual differences such as characteristics of students, students' prior learning, and implications for instructional planning and assessment.
2. **Learning goals:** You will be required to set significant, challenging, appropriate and varied learning goals for students. These are **NOT** the activities done in the classroom. The learning goals are what you expect students to know at the end of the unit. *Ex: By the end of the unit the students will be able to...* **This must be aligned with your school district's curriculum and scope and sequence.**
3. **Assessment Plan:** You will use multiple assessments aligned with student learning before, during and after instruction. You will provide an overview of the assessment plan, describe the pre-and post-assessments, and discuss your plan for formative assessment that will help you determine the progress of your students. **This must be aligned with your school district's curriculum and scope and sequence.**

4. **Design for Instruction:** You will design and use a variety of instruction, lesson activities, assignments and resources for specific learning goals and student characteristics and needs, and the use of technology in your planning and/or instruction. **This must be aligned with your school district's curriculum and scope and sequence.**
5. **Instructional Decision-Making:** You will provide two examples of appropriate modifications of the instructional plan to meet individual student needs. You will be required to provide evidence on why these modifications would improve student progress.
6. **Analysis of Student Learning:** During this task, you will be required to analyze assessment data, including pre/post assessments to determine students' progress related to the unit learning goals. You will explain the progress and achievement demonstrated by your whole class, subgroups of students, and two individual students.
7. **Reflection and Self-Evaluation:** You will reflect on your performance as a teacher and link your performance to student learning results. You will select the learning goal where your students were most and least successful, provide two or more possible reasons for each, and discuss the contextual factors under your control as well as what you could do differently or better in the future to improve your students' performance.

The format needed for the TWS will consist of providing a cover page (do not include your name or student ID number), a table of contents that lists the sections and attachments of your TWS with page numbers, charts, graphs, attachments (required) and student work that is very selective. You will also need to include references and credits in case you referred to another person's ideas. APA style is a recommended format. In order to ensure the anonymity of students in your class, you will be asked not to include any student names or identification in any part of the TWS.

Tripod Student Surveys

The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past ten years. Student surveys ask students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice (The 7 Cs). The Seven Cs correspond to key elements of teaching quality: **Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate.**

The purpose of administering tripod student surveys is for teacher candidates to get feedback from their students. The institution will get feedback on the effectiveness of the programs as well. Secondary and All-level student teachers need to choose a class period to administer the survey. An average class of 12 students or more. There are different versions of the survey for different grade levels (K-2, 3-5, 6-12).

The supervisors will distribute the surveys to teacher candidates. To facilitate the process, the clinical teachers will explain the project to cooperating teachers. You will be provided with a parent permission form to send home. The cooperating teachers will be administering the survey to the students in the classroom. At this time, clinical teachers should not be present when students complete the survey. Surveys will take approximately 30-40 minutes to complete. Supervisors will collect surveys and return to the UTRGV Office of Educator Preparation and Accountability.

Lesson Plans

You will be required to submit in advance a lesson plan to your field supervisor for each formal observation.

Formal Observations

You will be formally observed by your field supervisor a minimum of four (4) times. In order to support and provide you with feedback, you will be observed by the cooperating teacher a minimum of two (2) times.) See the formal observation form to be used in Appendix F.

Exit Survey

You will be required to complete several surveys towards the end of your clinical teaching experience. Through these surveys, you will be expressing your satisfaction with your teacher preparation program, you will be evaluating your field supervisor, and you will be evaluating your cooperating teachers. Cooperating teachers will complete an Exit Survey on how prepared clinical teachers were on the Texas Teaching Standards.

Professional Dispositions

It is the responsibility of the College of Education and P-16 Integration, in collaboration with other colleges within UTRGV, to successfully prepare candidates to become effective teachers. UTRGV education programs expect candidates to demonstrate the knowledge, skills, and *dispositions* required of educators to ensure the success of all students.

Professional dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards p.6). You will be required to acknowledge the six CEP Professional dispositions and observe them at all times. These are: learner development and diversity, critical thinking and reflective practice, professionalism, ethical practice, communication and learning environments, and content and instruction. Toward the end of your clinical teaching, your field supervisor and your cooperating teacher will assess your professional dispositions. For clinical teachers with two placements, during your first placement, you will be assessed by your cooperating teacher only. You will also be required to self-assess your professional dispositions at the end of your clinical teaching. Candidate’s Acknowledgement Statement of Professional Dispositions is found in Appendix C.

Six CEP Professional Dispositions:

1. **Learner Development and Diversity:** the clinical teacher is expected to respect the learner’s individual and cultural differences, linguistic diversity, collaborate with other professionals and families to support learner’s development, advocate for all learners, promote intercultural interaction and believe and hold high expectations on all students.
2. **Critical Thinking and Reflective Practice:** the clinical teacher is expected to engage in critical thinking, demonstrate an ability to solve problems, self-reflect, willingness to accept constructive criticism and be flexible and open to new ideas.
3. **Professionalism:** the clinical teacher is expected to maintain high expectations for self and others, seek and participate on on-going opportunities for professional development and/or scholarly organizations, maintain appropriate personal appearance and meet attendance requirements and be punctual.
4. **Ethical Practice:** the clinical teacher is expected to demonstrate understanding of compliance with laws and policies, maintain privacy and confidentiality unless disclosure is required by law, demonstrate academic honesty, and separate personal and professional issues.
5. **Communication and Learning Environments:** the clinical teacher is expected to communicate effectively with all stakeholders both orally and in writing, work productively as a team member, accept diverse opinions and perspectives, avoid gender-specific generalizations, display enthusiasm, and demonstrates compassion.
6. **Content and Instruction:** the clinical teacher is expected to demonstrate enthusiasm toward teaching and learning new and challenging material, evaluate and implement various models of professional practice, prepare and implement lessons and assessments that meet individual student needs, use innovative technology to promote learning, and demonstrate cultural and linguist awareness of responsive practices.

Exit Surveys

You will be required to complete several surveys towards the end of your clinical teaching experience. Through these surveys, you will be expressing your satisfaction with your teacher preparation program, you will be evaluating your field supervisor, and you will be evaluating your cooperating teachers.

Teaching Beliefs and Mindsets Survey

You will be invited to participate in the completion of a Teaching Beliefs and Mindsets Survey as part of a larger project conducted by Deans for Impact. The survey is part of a study on who teacher candidates are, what they know, and how they implement teaching practices, UTRGV, in collaboration with other teacher preparation institutions nationally, hopes to learn about the qualities and experiences of current and future teachers. The data collected in this survey is used by Deans for Impact for research focusing on understanding and improving the teacher education programs here at UTRGV as well as teacher education programs in general. The survey will require no more than 15 minutes of your time to complete, and it will be administered twice in the semester. The confidentiality of participants will be assured; that is, data will never be reported in a way that makes it possible to identify individuals.

APPENDIX A: Key Terms and Definitions

Term	Definition (TAC Rule§228.2)
Clinical teaching	<p>“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.”</p> <p>“For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following: (A) clinical teaching for a minimum of 14 weeks (no less than 65 full days), with a full day being 100% of the school day”</p>
Mentor teacher/cooperating teacher	<p>“For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.”</p>
Field supervisor	<p>“A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning...”</p>
Field Supervisor Meeting	<p>Required monthly meetings held between field supervisor and clinical teacher; if necessary, field supervisor may request additional meeting with clinical teacher(s).</p>
Formal observations/evaluations	<p>Although more informal observations/evaluations are recommended, a minimum of three 45-minute observation/evaluation must be conducted by field supervisor and one by cooperating teacher (to be submitted). “Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting. An EPP must provide the first formal observation within the first third of all clinical teaching assignments...”</p>
Pre-post conference	<p>Pre-conferences between field supervisor and clinical teacher will be held prior to observation/evaluation to discuss lesson plan, expectations, etc. Post-conferences will be held to discuss professional practices observed, and provide written feedback.</p>
Three-way conference	<p>Interactive conference between clinical teacher, cooperating teacher and field supervisor which occurs within three weeks of clinical teaching assignment. Discussion of roles, expectations, timeline, responsibilities and evaluation process of clinical teacher.</p>

Teacher Work Sample (TWS)	A performance-based assessment composed of seven sections through which teacher candidates analyze the contextual factors of the setting in which they are completing their clinical teaching or completing early field experiences, design and implement instruction and assessment, analyze student learning, and reflect on their own performance. The TWS is a valid and reliable assessment that was piloted and validated by a consortium of universities including the following: California State University, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood University, Millersville University, Middle Tennessee State University, Southeast Missouri State University, University of Northern Iowa, and Western Kentucky University.
Professional Development Sessions	A series of mandated seminars, conferences, trainings or job fairs held throughout the semester to support the professional development of clinical teacher.
Teacher Certification Process	All teacher candidates are required to apply for a standard certificate once a degree is conferred and all program requirements are met including successful completion of clinical teaching.
Professional Dispositions	"The habits of professional action and moral commitments that underlie an educator's performance" (InTASC Model Core Teaching Standards p.6)
Tripod Surveys	The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past ten years as a partnership between Cambridge Education and Dr. Ron Ferguson. The survey is in its fourteenth generation, and hundreds of schools and thousands of classrooms in more than twenty-five states have used the survey assessments. Student surveys ask students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice (The 7 Cs). The Seven Cs correspond to key elements of teaching quality: Care, Control, Clarify, Challenge, Captivate, Confer, Consolidate. (www.tripoded.com)
Code of Ethics	During the period of preparation, the educator preparation program shall ensure that the candidates adhere to Educators' Code of Ethics as a standard of behavior.
Texas Essential Knowledge and Skills (TEKS)	"The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification exams."
NCATE	The National Council for the Accreditation of Teacher Education was the former accrediting body of educator preparation providers. NCATE was the teaching profession's mechanism to help establish high quality teacher, specialist, and administrator preparation. (www.ncate.org)
CAEP	The Council for the Accreditation of Educator Preparation is the new accrediting body for educator preparation. CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 learning. (www.caepnet.org)

APPENDIX B: Clinical Teacher Notification of Absence(s) Form

Clinical Teacher Notification of Absence(s) Form

Directions: Please type or print clearly. All absences must be made up after last day of Clinical Teaching Program.

Name: _____ SID: _____ Semester _____

Mailing Address: _____ City _____ Email _____

Phone #: _____ Alt. Phone #: _____

School & District Assignment and Cooperating Teacher Name: _____

Name of Person notified at School: _____

Notification of leave for the period: _____

Beginning date: _____ Ending Date: _____ Total # of Days Absent: _____

Unforeseen consecutive or accumulated absences explanation:

_____ Approved / Denied

Field Supervisor Signature/Date

_____ Approved / Denied

Director

Office of Educator Preparation & Accountability

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APPENDIX C: Candidate's Acknowledgement Statement of Professional Dispositions



College of Education and P-16 Integration Professional Dispositions

Candidate's Acknowledgement Statement of Professional Dispositions

It is the responsibility of the College of Education and P-16 Integration, in collaboration with other colleges within UTRGV, to successfully prepare candidates to become effective teachers. UTRGV education programs expect candidates to demonstrate the knowledge, skills, and *dispositions* required of educators to ensure the success of all students.

Dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards p. 6).

The following professional dispositions are expected of candidates in education programs in the university and in the schools.

Learner Development and Diversity <ol style="list-style-type: none">1. Respects and accounts for students'/learners' individual differences.2. Respects and accounts for students'/learners' cultural differences.3. Respects and promotes students'/learners' linguistic diversity.4. Works to be inclusive of diverse ethnic groups.5. Works to be inclusive of gender.6. Works to be inclusive of sexual orientation.7. Demonstrates culturally responsive practices.8. Demonstrates linguistically responsive practices.
Critical Thinking and Reflective Practice <ol style="list-style-type: none">9. Engages in critical thinking.10. Demonstrates ability to solve problems.11. Is self-assessing.12. Is reflective.13. Is open to new ideas.
Professionalism <ol style="list-style-type: none">14. Maintains high expectations for self.15. Seeks opportunities for continued professional development.16. Maintains appropriate personal appearance for the professional context.17. Meets attendance requirements.18. Is punctual.19. Demonstrates professional interpersonal skills with all stakeholders.20. Displays enthusiasm for working collegially.21. Demonstrates enthusiasm toward teaching.22. Accepts constructive criticism.23. Separates personal and professional issues.24. Works productively as a team member. Maintains high expectations for self and others
Ethical Practice <ol style="list-style-type: none">25. Demonstrates understanding of and compliance with laws and policies.26. Maintains privacy and confidentiality unless disclosure is required by law.27. Demonstrates academic honesty. Demonstrates understanding of and compliance with laws and policies
Communication and Learning Environments <ol style="list-style-type: none">28. Communicates effectively with all stakeholders orally.29. Communicates effectively with all stakeholders in writing.
Content and Instruction <ol style="list-style-type: none">30. Prepares lessons, materials and assessments that meet individual student needs within discipline specific contexts.31. Implements lessons, materials and assessments that meet individual student needs within discipline specific contexts.32. Uses innovative technology to promote learning.33. Is passionate toward learning the content being taught.34. Uses modeling and demonstrating of concepts and/or methods for students/learners.

I have read the UTRGV CEP professional dispositions listed above. I acknowledge that professional dispositions are integral to being an effective educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the programs in the College of Education and P-16 Integration, my success and progress in the education program depends upon successful demonstration of these dispositions. I am aware that my professional dispositions will be assessed throughout the education program.

Printed Student Name _____

Signature _____

Date _____

APPENDIX D: Growth Intervention Plan

Growth Intervention Plan

Clinical Teacher: _____ SID: _____

Date of Meeting: _____ Course: _____

Purpose of Professional Growth Plan:

Strengths:

Areas for Professional Growth:

Steps to Address Growth Areas	Criteria for Evaluation	Person Responsible for Evaluation	Required Date of Successful Completion

Clinical Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

APPENDIX E: Timeline Chart with Responsibilities at a Glance

Timeline Chart with Responsibilities at a Glance

For Clinical Teachers, this is a suggested timeline and responsibilities should be considered in discussion with cooperating teacher and field supervisor. Teacher Work Sample (TWS) components are due during the weeks identified.

Clinical Teacher	Field Supervisor	Cooperating Teacher
WEEK 1-3 January 11 – January 29		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Observe Tutor Assist cooperating teacher with Instructional preparation and delivery Team-teach Reinforce and support cooperating teacher classroom management system Attend All professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> Review course syllabus, attendance and grading policies Discuss expectations and course readings Plan and meet for 3-way initial conference Discuss roles, explain procedures for maintaining attendance and reporting absences, explain evaluation process Will conduct scheduled observation/evaluation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> Introduce clinical teacher to students, faculty and school personnel Explain school policies Keep record of clinical teacher absences/tardiness Sign student Attendance Report Acquaint clinical teacher with facilities, services, and resources available Provide place in classroom for clinical teacher Discuss expectations Meet with University supervisor and clinical teacher for a 3-way initial conference Allow clinical teacher to tutor and team teach
WEEK 4-6 February 1 – February 19		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Tutor Assist cooperating teacher with instructional preparation and delivery Team-teach Teach a minimum of 2 subjects/areas/periods Reinforce and support cooperating teacher's classroom management system Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> Oversee clinical teacher attendance and performance Maintain communication with clinical teacher and cooperating teacher Will conduct scheduled observation/evaluation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> Sign clinical teacher Attendance Report Acquaint clinical teacher with scope and sequence of curriculum for semester Acquaint clinical teacher with lesson planning and curricular goal-setting Allow clinical teacher to tutor and team-teach Allow clinical teacher to work with small groups Assist clinical teacher in lesson planning for scheduled observation Will evaluate clinical teacher using observation form

Week 7-10 February 21 – March 26		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Team-teach • Assist cooperating teacher with instructional preparation and delivery • Provide small group instruction • Teach a minimum of 3 subjects/areas/periods • Reinforce and support cooperating teacher's classroom management system • May teach all subjects/areas/periods for full time responsibility (for total of a 4-week period) • Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Oversee clinical teacher attendance and performance • Maintain communication with clinical teacher and cooperating teacher • Will conduct scheduled observation/evaluation of clinical teacher • Provide feedback on clinical teachers at Supervisors'-mid semester meeting 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Sign clinical teacher Attendance Report • Provide clinical teacher with feedback on teaching • Assist clinical teacher in lesson planning and assessment of students • Will evaluate clinical teacher using observation form
Week 11-15 March 28 – April 30		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Assist Cooperating teacher with instructional preparation and delivery • Will teach all subjects/areas/periods for full time responsibility (for a 5-week period) • Reinforce and support cooperating teacher's classroom management system • Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Oversee clinical teacher attendance and performance • Maintain communication with clinical teacher and cooperating teacher • Will conduct Unscheduled or Scheduled Observation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Sign clinical teacher Attendance Report • Provide clinical teacher with feedback on teaching • Assist clinical teacher in lesson planning and assessment of students • Will evaluate clinical teacher using observation form

APPENDIX F: Clinical Teacher Evaluation Report

Clinical Teacher Evaluation Report

Date: _____ Start Time: _____ End Time: _____ CIRCLE: 1 or 2 or 3 or 4
(Observations totaling less than 45 minutes will not be accepted)

Semester and Year: _____

Clinical Teacher: _____ Clinical Teacher's Signature: _____

District and Campus: _____ Cooperating Teacher: _____

Grade Level: _____ Subject: _____

Evaluator (Print Name): _____ Evaluator Signature: _____

Evaluator's Title: University Field Supervisor _____ Cooperating Teacher _____ Clinical Teacher _____

The following Clinical Teacher evaluation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure Clinical Teachers have the knowledge and skills to teach in Texas public schools. Please use this form as summative evaluation of the Clinical Teacher's performance to date by checking the appropriate box. Use "Not Applicable (NA)" when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: **Distinguished Accomplished *Proficient Developing **Needs Improvement

*Proficient is the goal.

**Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished.

DOMAIN 1: PLANNING - Evidence is apparent in the instructional lesson plan and classroom observations.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
1.1 Standards & Alignment: The Student Teacher designs, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.						
<ul style="list-style-type: none"> All measurable goals and lesson objectives aligned to state content standards All activities, materials and assessments are sequenced All activities, materials and assessments are relevant to students All activities, materials and assessments provide appropriate time for lesson and lesson closure All activities, materials and assessments fit into broader unit and course objectives All activities, materials and assessments are appropriate for diverse learners Integrated technology as applicable and appropriate 						
1.2 Data & Assessment: The Student Teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.						
<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality Analysis of student data connected to specific instructional strategies 						
1.3 Knowledge of Students: Through knowledge of students and proven practices, the Student Teacher ensures high levels of learning, social-emotional development and achievement for all students.						
<ul style="list-style-type: none"> All lessons connect to student prior knowledge and experiences All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students 						
1.4 Activities: The Student Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.						
<ul style="list-style-type: none"> Questions encourage all students to engage in complex, higher order thinking Instructional groups based on needs of all students All students understand their individual roles within instructional groups 						

- Activities, resources, technology, instructional materials align to instructional purposes

COMMENTS:

DOMAIN 2: INSTRUCTION – Evidence is apparent in classroom instruction and classroom.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
2.1 Achieving Expectations: The Student Teacher supports all learners in their pursuit of high levels of academic and social-emotional success.						
<ul style="list-style-type: none"> Sets academic expectations that challenge all students Evidence that most students demonstrate mastery of the objective Addresses student mistakes and follows through to ensure student mastery Provides students opportunities to take initiative of their own learning 						
2.2 Content Knowledge & Expertise: The Student Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.						
<ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts Integrates learning objectives with other disciplines Anticipates possible student misunderstandings Accurately reflects how lesson fits within structure of discipline and State standards (TEKS) Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based) 						
2.3 Communication: The Student Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.						
<ul style="list-style-type: none"> Establishes classroom practices that provide for most student to communicate effectively with their teacher and their peers Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts Provides explanations that are clear Uses verbal and written communication that is clear and correct Asks remember, understand and apply level questions focusing on lesson objective and provoking questions Uses probing questions to clarify, elaborate learning 						
2.4 Differentiation: The Student Teacher differentiates instruction, aligning methods and techniques to diverse student needs.						
<ul style="list-style-type: none"> Adapts lesson to address individual needs of all students. Regularly monitors quality of student participation and performance. Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs. Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught. 						
2.5 Monitor & Adjust: The Student Teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.						
<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction and activities. Monitors student behavior and responses for engagement and understanding Adjusts instruction and activities to maintain student engagement 						

COMMENTS:

DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom and learning culture.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
3.1 Classroom Environment, Routines & Procedures: The Student Teacher organizes a safe, accessible and efficient classroom.						
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups and manage supplies and equipment with very limited teacher direction. Classroom is safe and organized to support learning objectives and is accessible to most students. 						
3.2 Managing Student Behavior: The Student Teacher establishes, communicates and maintains clear expectations for student behavior.						
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 						
3.3 Classroom Culture: The Student Teacher leads a mutually respectful and collaborative class of actively engaged learners.						
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 						

COMMENTS: _____

DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES – Evidence is available in debriefs/conferences, and daily interaction with others.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
4.1 Professional Demeanor & Ethics: The Student Teacher meets UTRGV and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.						
<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 						
4.2 Goal Setting: The teacher reflects on his/her practice.						
<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback Meets all professional goals resulting in improvement in practice and student performance 						
4.3 Professional Development: The teacher enhances the professional community.						
<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities 						
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.						
<ul style="list-style-type: none"> Communicates the mission, vision and goals of the school to students, colleagues, parents and families Actively participates in all school outreach activities 						

COMMENTS: _____

REFLECTION:

Clinical Teacher's greatest strength: _____

Clinical Teacher's greatest challenge: _____

Recommendations/Next Steps/Goals: _____

Overall, observation was (check one): _____ Successful _____ Unsuccessful

This Clinical Teacher Evaluation Report is aligned to the Texas Teacher Evaluation and Support System (T-TESS). For a complete copy of the T-TESS Rubric containing all domains, dimensions, descriptors, and performance levels, download the rubric at https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf or use the rubric provided at the required field supervisor observation training. Field supervisors are required to use the T-TESS Rubric in conjunction with the Clinical Teacher Evaluation Report when conducting clinical teacher formal observations.

APPENDIX G: Timeline of Assessments

Clinical Teacher	Field Supervisor	Cooperating Teacher
WEEK 1- 4 January 11 – February 5		
Clinical Teacher Responsibility <ul style="list-style-type: none"> TWS Standards 1 and 2 Due Teaching Beliefs and Mindsets Survey first administration 	Field Supervisor Responsibility <ul style="list-style-type: none"> 1st Field supervisor observation of Clinical Teacher Due 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> Cooperating teacher online training due Support clinical teacher in the development of TWS with ideas, resources, and materials. Assist clinical teacher in lesson planning for scheduled observations
WEEK 5-8 February 7 – March 5		
Clinical Teacher Responsibility <ul style="list-style-type: none"> TWS Standards 3, 4, 5, and 6 due 	Field Supervisor Responsibility <ul style="list-style-type: none"> Monitor completion of TWS sections Provide clinical teachers with general feedback on their TWS drafts 2nd Field supervisor observation of Clinical Teacher due 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 1st Cooperating Teacher observation of Clinical teacher Due Assist clinical teacher in lesson planning for formal observations Support clinical teacher in the development of TWS with ideas, resources, and materials. Complete PDI Assessment of Dispositions for a clinical teacher with two placements
Week 9-10 March 7 19 – March 26		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Send Tripod Surveys parent letters home. Make arrangements with cooperating teacher for administration of Tripod Surveys. TWS Standard 7 due 	Field Supervisor Responsibility <ul style="list-style-type: none"> 3rd Field supervisor observation of Clinical Teacher Due Monitor completion of TWS sections Provide clinical teachers with general feedback on their TWS drafts Clarify procedures for Tripod surveys Monitor distribution of Tripod Surveys parent letters. 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 2nd placement cooperating teacher training online due Make arrangements with clinical teacher for administration of Tripod Surveys Monitor distribution and collection of Tripod Surveys parent letters. Assist clinical teacher in lesson planning for formal observations Support clinical teacher in the development of TWS with ideas, resources, and materials.
Week 11-15 March 28 – April 30		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Arrange for administration of Tripod Surveys Final TWS Due Self-assessment of dispositions Complete exit survey Complete evaluation of cooperating teacher and field supervisor Teaching Beliefs and Mindsets Survey 2nd administration Submit Clinical Teaching Binder in TK20 	Field Supervisor Responsibility <ul style="list-style-type: none"> 4th Field Supervisor observation of Clinical Teacher Due Distribute Tripod student surveys to clinical teacher. Collect Tripod student surveys and return to OEPA. Assessment of clinical teachers' dispositions Submit Clinical Teaching Binder in TK20 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 2nd Cooperating Teacher observation of Clinical Teacher Due Help clinical teacher proctor Tripod student surveys Assist clinical teacher in lesson planning for formal observations Assessment of clinical teachers' dispositions Complete exit survey Submit Clinical Teaching Binder in TK20

Cooperating Teacher

Role and Responsibilities of Cooperating Teacher

As a professional teacher, the cooperating teacher plays a vital role in the preparation of the clinical teacher by providing the best educational experience. The cooperating teacher's major function in the Clinical Teaching Program is to provide opportunities for the clinical teacher to learn through practice and reflection. To qualify as a cooperating teacher, the cooperating teacher must hold a valid Texas Teaching Certificate in the same area/level as the clinical teacher and a minimum of three years teaching experience in the area/level.

To maximize this mentoring experience, cooperating teachers will be assigned and asked to complete an online mentor training module. Once the cooperating teacher's information has been provided to the Office of Educator Preparation and Accountability, an email will be sent to the cooperating teacher with login instructions.

Cooperating teachers will be asked to help the clinical teacher proctor Tripod Student Surveys if applicable.

The following guidelines are suggestions to prepare for the clinical teacher:

- Prepare the classroom students to receive the clinical teacher as a professional co-teacher.
- Prepare a workspace for the clinical teacher with a desk, chair, shelves, curriculum guides and teaching materials if possible.
- Participate in initial 3-way conferences with supervisor to discuss roles, expectations, and timeline and subsequent pre-post observation conferences.

The following may assist in providing the clinical teacher an orientation:

- Welcome clinical teacher and introduce to the class.
- Provide a school calendar and daily schedule.
- Introduce clinical teacher to colleagues and school personnel.
- Review policies, discipline procedures, curriculum.
- Provide copies of textbooks and other curriculum materials.
- Explain process of reporting tardiness, absences and recording absences.

The following may assist in creating a successful learning experience for the clinical teacher:

- Provide gradual induction to the teaching process by modeling appropriate planning and teaching as well as explaining the purpose.
- Demonstrate methods and resources for creating daily lesson plans with use of curriculum guides.
- Explain the philosophy of classroom management, the specific techniques that are used.
- Choose a specific time for planning and reflecting on a daily/weekly basis.
- Informally assess clinical teacher progress and offer constructive feedback continuously.
- Allow clinical teacher to assume full responsibility of the classroom instruction and management.
- Formally assess clinical teacher using the observation documents which will be turned in to university supervisor as final input by cooperating teacher on level of performance as teacher.

Evaluation Process of Clinical Teacher

The clinical teaching semester is the final demonstration by students of their ability to perform successfully as beginning teachers. The goal of this preparation is the successful completion of the clinical teaching semester.

Evaluation is the responsibility of the university supervisor in collaboration with the cooperating teacher. Refer to university supervisor syllabi for specific grade determination procedures. Absences may affect overall grade.

Clinical teachers will be supported by both the field supervisor and cooperating teacher. Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the clinical teacher. Field supervisors will conduct a mandatory 3-Way Conference/Mentor between cooperating teacher, and clinical teacher by the third week of the clinical teaching program. A minimum of four formal evaluations/observations will be conducted for each clinical teacher with the first completed by the fourth week of clinical teaching. The cooperating teacher will conduct several evaluations but a minimum of two formal observations/evaluations will be required for submission. Clinical Teachers are encouraged to reflect on each observation/evaluation. Field supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Field Supervisor will conduct:

- Initial 3-way Conference: *(must occur within first 3 weeks of Clinical Teaching)*
 - Attended by student, field supervisor, cooperating teacher
- Formative Observation/Evaluation #1 *(must occur by 6th week of Clinical Teaching- minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher may or may not be present during observation
- Formative Observation/Evaluation #2: *(minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher should concurrently but independently observe and evaluate candidate
- Formative Observation/Evaluation #3: *(minimum 45 minutes)*
 - Pre- and Post- conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher may or may not be present during observation
- Summative Observation/Evaluation #4: *(minimum 45 minutes)*
 - Pre-Post conference with student, university supervisor, and cooperating teacher
 - Cooperating teacher should concurrently but independently observe and evaluate candidate

Cooperating Teacher will conduct several observations/evaluations throughout semester but submit two:

- Formative Observation/Evaluation (*minimum 45 minutes*)
 - o Pre- and Post- conference with student

**Note that the number of observations/evaluations is minimum and highly likely that more will occur throughout the semester. Cooperating teachers and field supervisors will conduct informal observations and provide feedback to clinical teaching candidates.*

Unsatisfactory Performance of Clinical Teacher

Violations of school policies or underperformance of the clinical teacher must be addressed immediately by cooperating teacher and/or university supervisor. The following sequential procedures shall be utilized to remedy the situation:

1. The clinical teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance or violation of school policies. Clinical teacher shall be verbally given detailed information regarding his/her behavior and suggestions to improve performance. Additional observations may be suggested by cooperating teacher and/or university supervisor.
2. If the behavior/action(s) continue, a written evaluation from both cooperating teacher and university supervisor will be given to clinical teacher in a three-way conference in the form of detailed written documentation of any infractions of school policy, professionalism or performance. Additional observations may be suggested by cooperating teacher and/or university supervisor. A copy of the written documentation will be submitted to the Office of Educator Preparation and Accountability (OEPA).
3. When it is evident that clinical teacher does not follow through with verbal and written suggestions for improvement, a formal Growth Intervention Plan shall be developed by the university supervisor and cooperating teacher and presented to student in three-way conference. The Growth Intervention Plan will offer a clear time limits for compliance. Additional observations may be suggested by cooperating teacher and/or university supervisor. This plan will be seen as a contract and shall be signed by the clinical teacher, cooperating teacher, and university supervisor with a copy submitted to the Office of Educator Preparation and Accountability (OEPA).

Growth Intervention Plan: Formalizing a Concern

Any clinical teacher consistently not performing at the appropriate professional or academic level will be offered assistance by cooperating teacher and/or university supervisor in the form of a Growth Intervention Plan with clear time limits for compliance. Any clinical teacher receiving a Growth Intervention Plan *may receive a letter-grade drop as a final grade at the discretion of the university supervisor in collaboration with the cooperating teacher*. If a student is failing at mid-semester, that grade shall be reported to the Office of Educator Preparation and Accountability (OEPA) by the field supervisor. A copy of the Growth Intervention Plan will be kept in OEPA.

Drop/Withdrawal of Clinical Teacher

Occasionally, there are circumstances that warrant a drop or withdrawal of the clinical teacher from the clinical teaching program. In facilitating a drop or withdrawal of the clinical teaching program for valid reasons, all parties involved will follow appropriate procedures.

The following outline reasons for dropping or withdrawing from the Clinical Teaching Program:

- A. Mutual agreement for dropping or withdrawing by the clinical teacher, cooperating teacher/school and field supervisor for reasons of illness, injury or other unforeseen problem.
- B. Failure by the clinical teacher to establish and maintain satisfactory performance level in classroom instruction and management despite having a Growth Intervention Plan developed and time limit for compliance.
- C. Failure by the clinical teacher to abide by the policies of the school.
- D. Unprofessional conduct toward school personnel or students despite having a Growth Intervention Plan developed and time limit for compliance.

Educator Preparation Program Policies

Clinical Teaching Attendance Policy

Texas Administrative Code §228.35 requires a minimum number of days the clinical teacher must be in the classroom in order to be eligible to receive recommendation for teacher certification. For this reason, it is required for clinical teachers to maintain an accurate Attendance Record which is submitted at the end of the semester. Cooperating teachers will verify and sign the clinical teacher's Attendance Record on a weekly basis. Clinical teachers must also sign in and sign out of the campus each day.

Note that any days missed will be made up after the last official day of clinical teaching, regardless of the reason for absence. Clinical teachers must be in attendance for the full semester of the Clinical Teaching Program. Clinical teaching is an all-day assignment and clinical teachers must keep the same daily schedule of the cooperating teacher, including duty, arrival, and dismissal as defined by district/campus. Students will observe the holiday

schedule of the public school/district in which the clinical teaching is being completed, not the holiday schedule of the University. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher and university supervisor as early as possible in case of an illness or necessary absence.

The Clinical Teaching Program attendance policy described herein is in addition to any other attendance requirements outlined by the university supervisor in his/her syllabus. Excessive absences or tardiness may result in removal from clinical teaching.

Any clinical teacher that has been absent a minimum of three days (whether absence is anticipated or unforeseen) must complete a Notification of Absence Form and present a copy to the Supervisor along with a copy to the Office of Educator Preparation and Accountability.

Overview of Assessments

During your clinical teaching, you will be required to complete the following assessments:

- ✓ Teacher Work Sample
- ✓ Tripod Student Surveys
- ✓ Lesson Plans
- ✓ Professional Dispositions
- ✓ Exit Surveys

Each of the assessments is described below:

Teacher Work Sample

The Teacher Work Sample (TWS) is a performance assessment through which teacher candidates provide evidence of their ability to: Use information about the teaching-learning context, plan instruction and assessment, deliver instruction, assess and analyze student learning, make instructional decisions based on evaluation of student learning, and reflect on instruction ability to improve teaching practice. Successful clinical teachers support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences.

The TWS contains seven teaching processes. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. Each teaching process contains its own rubric that will be used to evaluate your TWS.

1. **Contextual factors:** You will be required to describe community, school, and classroom factors associated with your clinical teaching placement as well as student individual differences such as characteristics of students, students' prior learning, and implications for instructional planning and assessment.

2. **Learning goals:** You will be required to set significant, challenging, appropriate and varied learning goals for students. These are **NOT** the activities done in the classroom. The learning goals are what you expect students to know at the end of the unit. *Ex: By the end of the unit the students will be able to...* **This must be aligned with your school district's curriculum and scope and sequence.**
3. **Assessment Plan:** You will use multiple assessments aligned with student learning before, during and after instruction. You will provide an overview of the assessment plan, describe the pre-and post-assessments, and discuss your plan for formative assessment that will help you determine the progress of your students. **This must be aligned with your school district's curriculum and scope and sequence.**
4. **Design for Instruction:** You will design and use a variety of instruction, lesson activities, assignments and resources for specific learning goals and student characteristics and needs, and the use of technology in your planning and/or instruction. **This must be aligned with your school district's curriculum and scope and sequence.**
5. **Instructional Decision-Making:** You will provide two examples of appropriate modifications of the instructional plan to meet individual student needs. You will be required to provide evidence on why these modifications would improve student progress.
6. **Analysis of Student Learning:** During this task, you will be required to analyze assessment data, including pre/post assessments to determine students' progress related to the unit learning goals. You will explain the progress and achievement demonstrated by your whole class, subgroups of students, and two individual students.
7. **Reflection and Self-Evaluation:** You will reflect on your performance as a teacher and link your performance to student learning results. You will select the learning goal were your students were most and least successful, provide two or more possible reasons for each, and discuss the contextual factors under your control as well as what you could do differently or better in the future to improve your students' performance.

The format needed for the TWS will consist of providing a cover page (do not include your name or student ID number), a table of contents that lists the sections and attachments of your TWS with page numbers, charts, graphs, attachments (required) and student work that is very selective. You will also need to include references and credits in case you referred to another person's ideas. APA style is a recommended format. In order to ensure the anonymity of students in your class, you will be asked not to include any student names or identification in any part of the TWS.

Tripod Student Surveys

The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past ten years. Student surveys ask students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice (The 7 Cs). The Seven Cs correspond to key elements of teaching quality: **Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate.**

The purpose of administering tripod student surveys is for teacher candidates to get feedback from their students. The institution will get feedback on the effectiveness of the programs as well. Secondary and All-level student teachers need to choose a class period to administer the survey. An average class of 12 students or more. There are different versions of the survey for different grade levels (K-2, 3-5, 6-12).

The supervisors will distribute the surveys to teacher candidates. To facilitate the process, the clinical teachers will explain the project to cooperating teachers. You will be provided with a parent permission form to send home. The cooperating teachers will be administering the survey to the students in the classroom. At this time, clinical teachers should not be present when students complete the survey. Surveys will take approximately 30-40 minutes to complete. Supervisors will collect surveys and return to the UTRGV Office of Educator Preparation and Accountability.

Lesson Plans

You will be required to submit in advance a lesson plan to your field supervisor for each formal observation.

Formal Observations

You will be formally observed by your field supervisor a minimum of four (4) times. In order to support and provide you with feedback, you will be observed by the cooperating teacher a minimum of two (2) times. See the formal observation form to be used in Appendix C.

Professional Dispositions

It is the responsibility of the College of Education and P-16 Integration, in collaboration with other colleges within UTRGV, to successfully prepare candidates to become effective teachers. UTRGV education programs expect candidates to demonstrate the knowledge, skills, and *dispositions* required of educators to ensure the success of all students.

Professional dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards p.6). You will be required to acknowledge the six CEP Professional dispositions and observe them at all times. These are: learner development and diversity, critical thinking and reflective practice, professionalism, ethical practice, communication and learning environments, and content and instruction. Toward the end of your clinical teaching, your field supervisor and your cooperating teacher will assess your professional dispositions. For clinical teachers with two placements, during your first placement, you will be assessed by your cooperating teacher only. You will also be required to self-assess your professional dispositions at the end of your clinical teaching. Candidate’s Acknowledgement Statement of Professional Dispositions is found in Appendix C.

Six CEP Professional Dispositions:

1. **Learner Development and Diversity:** the clinical teacher is expected to respect the learner's individual and cultural differences, linguistic diversity, collaborate with other professionals and families to support learner's development, advocate for all learners, promote intercultural interaction and believe and hold high expectations on all students.
2. **Critical Thinking and Reflective Practice:** the clinical teacher is expected to engage in critical thinking, demonstrate an ability to solve problems, self-reflect, willingness to accept constructive criticism and be flexible and open to new ideas.
3. **Professionalism:** the clinical teacher is expected to maintain high expectations for self and others, seek and participate on on-going opportunities for professional development and/or scholarly organizations, maintain appropriate personal appearance and meet attendance requirements and be punctual.
4. **Ethical Practice:** the clinical teacher is expected to demonstrate understanding of compliance with laws and policies, maintain privacy and confidentiality unless disclosure is required by law, demonstrate academic honesty, and separate personal and professional issues.
5. **Communication and Learning Environments:** the clinical teacher is expected to communicate effectively with all stakeholders both orally and in writing, work productively as a team member, accept diverse opinions and perspectives, avoid gender-specific generalizations, display enthusiasm, and demonstrates compassion.
6. **Content and Instruction:** the clinical teacher is expected to demonstrate enthusiasm toward teaching and learning new and challenging material, evaluate and implement various models of professional practice, prepare and implement lessons and assessments that meet individual student needs, use innovative technology to promote learning, and demonstrate cultural and linguist awareness of responsive practices.

Exit Surveys

You will be required to complete several surveys towards the end of your clinical teaching experience. Through these surveys, you will be expressing your satisfaction with your teacher preparation program, you will be evaluating your field supervisor, and you will be evaluating your cooperating teachers. Cooperating teachers will complete an Exit Survey on how prepared clinical teachers were on the Texas Teaching Standards.

Teaching Beliefs and Mindsets Survey

You will be invited to participate in the completion of a Teaching Beliefs and Mindsets Survey as part of a larger project conducted by Deans for Impact. The survey is part of a study on who teacher candidates are, what they know, and how they implement teaching practices, UTRGV, in collaboration with other teacher preparation institutions nationally, hopes to learn about the qualities and experiences of current and future teachers. The data collected in this survey is used by Deans for Impact for research focusing on understanding and improving the teacher education programs here at UTRGV as well as teacher education programs in general. The survey will require no more than 15 minutes of your time to complete, and it will be administered twice in the semester. The confidentiality of participants will be assured; that is, data will never be reported in a way that makes it possible to identify individuals.

APPENDIX A: Key Terms and Definitions

Term	Definition (TAC Rule§228.2)
Clinical teaching	<p>“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.”</p> <p>“For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following: (A) clinical teaching for a minimum of 14 weeks (no less than 65 full days), with a full day being 100% of the school day”</p>
Mentor teacher/cooperating teacher	<p>“For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.”</p>
Field supervisor	<p>“A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning...”</p>
Field Supervisor Meeting	<p>Required monthly meetings held between field supervisor and clinical teacher; if necessary, field supervisor may request additional meeting with clinical teacher(s).</p>
Formal observations/evaluations	<p>Although more informal observations/evaluations are recommended, a minimum of three 45-minute observation/evaluation must be conducted by field supervisor and one by cooperating teacher (to be submitted). “Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting. An EPP must provide the first formal observation within the first third of all clinical teaching assignments...”</p>
Pre-post conference	<p>Pre-conferences between field supervisor and clinical teacher will be held prior to observation/evaluation to discuss lesson plan, expectations, etc. Post-conferences will be held to discuss professional practices observed, and provide written feedback.</p>
Three-way conference	<p>Interactive conference between clinical teacher, cooperating teacher and field supervisor which occurs within three weeks of clinical teaching assignment. Discussion of roles, expectations, timeline, responsibilities and evaluation process of clinical teacher.</p>

Teacher Work Sample (TWS)	A performance-based assessment composed of seven sections through which teacher candidates analyze the contextual factors of the setting in which they are completing their clinical teaching or completing early field experiences, design and implement instruction and assessment, analyze student learning, and reflect on their own performance. The TWS is a valid and reliable assessment that was piloted and validated by a consortium of universities including the following: California State University, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood University, Millersville University, Middle Tennessee State University, Southeast Missouri State University, University of Northern Iowa, and Western Kentucky University.
Professional Development Sessions	A series of mandated seminars, conferences, trainings or job fairs held throughout the semester to support the professional development of clinical teacher.
Teacher Certification Process	All teacher candidates are required to apply for a standard certificate once a degree is conferred and all program requirements are met including successful completion of clinical teaching.
Professional Dispositions	"The habits of professional action and moral commitments that underlie an educator's performance" (InTASC Model Core Teaching Standards p.6)
Tripod Surveys	The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past ten years as a partnership between Cambridge Education and Dr. Ron Ferguson. The survey is in its fourteenth generation, and hundreds of schools and thousands of classrooms in more than twenty-five states have used the survey assessments. Student surveys ask students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice (The 7 Cs). The Seven Cs correspond to key elements of teaching quality: Care, Control, Clarify, Challenge, Captivate, Confer, Consolidate. (www.tripoded.com)
Code of Ethics	During the period of preparation, the educator preparation program shall ensure that the candidates adhere to Educators' Code of Ethics as a standard of behavior.
Texas Essential Knowledge and Skills (TEKS)	"The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification exams."
NCATE	The National Council for the Accreditation of Teacher Education was the former accrediting body of educator preparation providers. NCATE was the teaching profession's mechanism to help establish high quality teacher, specialist, and administrator preparation. (www.ncate.org)
CAEP	The Council for the Accreditation of Educator Preparation is the new accrediting body for educator preparation. CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 learning. (www.caepnet.org)

APPENDIX B: Timeline Chart with Responsibilities at a Glance

Timeline Chart with Responsibilities at a Glance

For Clinical Teachers, this is a suggested timeline and responsibilities should be considered in discussion with cooperating teacher and field supervisor. Teacher Work Sample (TWS) components are due during the weeks identified.

Clinical Teacher	Field Supervisor	Cooperating Teacher
WEEK 1-3 January 11 - January 29		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Observe Tutor Assist cooperating teacher with Instructional preparation and delivery Team-teach Reinforce and support cooperating teacher classroom management system Attend All professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> Review course syllabus, attendance and grading policies Discuss expectations and course readings Plan and meet for 3-way initial conference Discuss roles, explain procedures for maintaining attendance and reporting absences, explain evaluation process Will conduct scheduled observation/evaluation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> Introduce clinical teacher to students, faculty and school personnel Explain school policies Keep record of clinical teacher absences/tardiness Sign student Attendance Report Acquaint clinical teacher with facilities, services, and resources available Provide place in classroom for clinical teacher Discuss expectations Meet with University supervisor and clinical teacher for a 3-way initial conference Allow clinical teacher to tutor and team teach
WEEK 4-6 February 1 – February 19		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Tutor Assist cooperating teacher with instructional preparation and delivery Team-teach Teach a minimum of 2 subjects/areas/periods Reinforce and support cooperating teacher's classroom management system Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> Oversee clinical teacher attendance and performance Maintain communication with clinical teacher and cooperating teacher Will conduct scheduled observation/evaluation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> Sign clinical teacher Attendance Report Acquaint clinical teacher with scope and sequence of curriculum for semester Acquaint clinical teacher with lesson planning and curricular goal-setting Allow clinical teacher to tutor and team-teach Allow clinical teacher to work with small groups Assist clinical teacher in lesson planning for scheduled observation Will evaluate clinical teacher using observation form

Week 7-10 February 21 – March 26		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Team-teach • Assist cooperating teacher with instructional preparation and delivery • Provide small group instruction • Teach a minimum of 3 subjects/areas/periods • Reinforce and support cooperating teacher's classroom management system • May teach all subjects/areas/periods for full time responsibility (for total of a 4-week period) • Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Oversee clinical teacher attendance and performance • Maintain communication with clinical teacher and cooperating teacher • Will conduct scheduled observation/evaluation of clinical teacher • Provide feedback on clinical teachers at Supervisors'-mid semester meeting 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Sign clinical teacher Attendance Report • Provide clinical teacher with feedback on teaching • Assist clinical teacher in lesson planning and assessment of students • Will evaluate clinical teacher using observation form
Week 11-15 March 28 – April 30		
Clinical Teacher Responsibility <ul style="list-style-type: none"> • Assist Cooperating teacher with instructional preparation and delivery • Will teach all subjects/areas/periods for full time responsibility (for a 5-week period) • Reinforce and support cooperating teacher's classroom management system • Attend all professional development sessions provided by OEPA and Super Meetings 	Field Supervisor Responsibility <ul style="list-style-type: none"> • Oversee clinical teacher attendance and performance • Maintain communication with clinical teacher and cooperating teacher • Will conduct Unscheduled or Scheduled Observation of clinical teacher 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> • Sign clinical teacher Attendance Report • Provide clinical teacher with feedback on teaching • Assist clinical teacher in lesson planning and assessment of students • Will evaluate clinical teacher using observation form

APPENDIX C: Clinical Teacher Evaluation Report

Clinical Teacher Evaluation Report

Date: _____ Start Time: _____ End Time: _____ CIRCLE: 1 or 2 or 3 or 4
(Observations totaling less than 45 minutes will not be accepted)

Semester and Year: _____

Clinical Teacher: _____ Clinical Teacher's Signature: _____

District and Campus: _____ Cooperating Teacher: _____

Grade Level: _____ Subject: _____

Evaluator (Print Name): _____ Evaluator Signature: _____

Evaluator's Title: University Field Supervisor _____ Cooperating Teacher _____ Clinical Teacher _____

The following Clinical Teacher evaluation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure Clinical Teachers have the knowledge and skills to teach in Texas public schools. Please use this form as summative evaluation of the Clinical Teacher's performance to date by checking the appropriate box. Use "Not Applicable (NA)" when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: **Distinguished Accomplished *Proficient Developing **Needs Improvement

*Proficient is the goal.

**Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished.

DOMAIN 1: PLANNING - Evidence is apparent in the instructional lesson plan and classroom observations.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
1.1 Standards & Alignment: The Student Teacher designs, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.						
<ul style="list-style-type: none"> All measurable goals and lesson objectives aligned to state content standards All activities, materials and assessments are sequenced All activities, materials and assessments are relevant to students All activities, materials and assessments provide appropriate time for lesson and lesson closure All activities, materials and assessments fit into broader unit and course objectives All activities, materials and assessments are appropriate for diverse learners Integrated technology as applicable and appropriate 						
1.2 Data & Assessment: The Student Teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.						
<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality Analysis of student data connected to specific instructional strategies 						
1.3 Knowledge of Students: Through knowledge of students and proven practices, the Student Teacher ensures high levels of learning, social-emotional development and achievement for all students.						
<ul style="list-style-type: none"> All lessons connect to student prior knowledge and experiences All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students 						
1.4 Activities: The Student Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.						
<ul style="list-style-type: none"> Questions encourage all students to engage in complex, higher order thinking Instructional groups based on needs of all students All students understand their individual roles within instructional groups 						

- Activities, resources, technology, instructional materials align to instructional purposes

COMMENTS: _____

DOMAIN 2: INSTRUCTION – Evidence is apparent in classroom instruction and classroom.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
2.1 Achieving Expectations: The Student Teacher supports all learners in their pursuit of high levels of academic and social-emotional success.						
<ul style="list-style-type: none"> • Sets academic expectations that challenge all students • Evidence that most students demonstrate mastery of the objective • Addresses student mistakes and follows through to ensure student mastery • Provides students opportunities to take initiative of their own learning 						
2.2 Content Knowledge & Expertise: The Student Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.						
<ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts • Integrates learning objectives with other disciplines • Anticipates possible student misunderstandings • Accurately reflects how lesson fits within structure of discipline and State standards (TEKS) • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based) 						
2.3 Communication: The Student Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.						
<ul style="list-style-type: none"> • Establishes classroom practices that provide for most student to communicate effectively with their teacher and their peers • Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts • Provides explanations that are clear • Uses verbal and written communication that is clear and correct • Asks remember, understand and apply level questions focusing on lesson objective and provoking questions • Uses probing questions to clarify, elaborate learning 						
2.4 Differentiation: The Student Teacher differentiates instruction, aligning methods and techniques to diverse student needs.						
<ul style="list-style-type: none"> • Adapts lesson to address individual needs of all students. • Regularly monitors quality of student participation and performance. • Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs. • Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught. 						
2.5 Monitor & Adjust: The Student Teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.						
<ul style="list-style-type: none"> • Utilizes input from students in order to monitor and adjust instruction and activities. • Monitors student behavior and responses for engagement and understanding • Adjusts instruction and activities to maintain student engagement 						

COMMENTS: _____

DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom and learning culture.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
3.1 Classroom Environment, Routines & Procedures: The Student Teacher organizes a safe, accessible and efficient classroom.						
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups and manage supplies and equipment with very limited teacher direction. Classroom is safe and organized to support learning objectives and is accessible to most students. 						
3.2 Managing Student Behavior: The Student Teacher establishes, communicates and maintains clear expectations for student behavior.						
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 						
3.3 Classroom Culture: The Student Teacher leads a mutually respectful and collaborative class of actively engaged learners.						
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 						

COMMENTS: _____

DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES – Evidence is available in debriefs/conferences, and daily interaction with others.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
4.1 Professional Demeanor & Ethics: The Student Teacher meets UTRGV and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.						
<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 						
4.2 Goal Setting: The teacher reflects on his/her practice.						
<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback Meets all professional goals resulting in improvement in practice and student performance 						
4.3 Professional Development: The teacher enhances the professional community.						
<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities 						
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.						
<ul style="list-style-type: none"> Communicates the mission, vision and goals of the school to students, colleagues, parents and families Actively participates in all school outreach activities 						

COMMENTS: _____

REFLECTION:

Clinical Teacher's greatest strength: _____

Clinical Teacher's greatest challenge: _____

Recommendations/Next Steps/Goals: _____

Overall, observation was (check one): _____ Successful _____ Unsuccessful

This Clinical Teacher Evaluation Report is aligned to the Texas Teacher Evaluation and Support System (T-TESS). For a complete copy of the T-TESS Rubric containing all domains, dimensions, descriptors, and performance levels, download the rubric at https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf or use the rubric provided at the required field supervisor observation training. Field supervisors are required to use the T-TESS Rubric in conjunction with the Clinical Teacher Evaluation Report when conducting clinical teacher formal observations.

APPENDIX D: Timeline of Assessments

Clinical Teacher	Field Supervisor	Cooperating Teacher
WEEK 1- 4 January 11 – February 5		
Clinical Teacher Responsibility <ul style="list-style-type: none"> TWS Standards 1 and 2 Due Teaching Beliefs and Mindsets Survey first administration 	Field Supervisor Responsibility <ul style="list-style-type: none"> 1st Field supervisor observation of Clinical Teacher Due 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> Cooperating teacher online training due Support clinical teacher in the development of TWS with ideas, resources, and materials. Assist clinical teacher in lesson planning for scheduled observations
WEEK 5-8 February 7 – March 5		
Clinical Teacher Responsibility <ul style="list-style-type: none"> TWS Standards 3, 4, 5, and 6 due 	Field Supervisor Responsibility <ul style="list-style-type: none"> Monitor completion of TWS sections Provide clinical teachers with general feedback on their TWS drafts 2nd Field supervisor observation of Clinical Teacher due 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 1st Cooperating Teacher observation of Clinical teacher Due Assist clinical teacher in lesson planning for formal observations Support clinical teacher in the development of TWS with ideas, resources, and materials. Complete PDI Assessment of Dispositions for a clinical teacher with two placements
Week 9-10 March 7 – March 26		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Send Tripod Surveys parent letters home. Make arrangements with cooperating teacher for administration of Tripod Surveys. TWS Standard 7 due 	Field Supervisor Responsibility <ul style="list-style-type: none"> 3rd Field supervisor observation of Clinical Teacher Due Monitor completion of TWS sections Provide clinical teachers with general feedback on their TWS drafts Clarify procedures for Tripod surveys Monitor distribution of Tripod Surveys parent letters. 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 2nd placement cooperating teacher training online due Make arrangements with clinical teacher for administration of Tripod Surveys Monitor distribution and collection of Tripod Surveys parent letters. Assist clinical teacher in lesson planning for formal observations Support clinical teacher in the development of TWS with ideas, resources, and materials.
Week 11-15 March 8 – April 30		
Clinical Teacher Responsibility <ul style="list-style-type: none"> Arrange for administration of Tripod Surveys Final TWS Due Self-assessment of dispositions Complete exit survey Complete evaluation of cooperating teacher and field supervisor Teaching Beliefs and Mindsets Survey 2nd administration Submit Clinical Teaching Binder in TK20 	Field Supervisor Responsibility <ul style="list-style-type: none"> 4th Field Supervisor observation of Clinical Teacher Due Distribute Tripod student surveys to clinical teacher. Collect Tripod student surveys and return to OEPA. Assessment of clinical teachers' dispositions Submit Clinical Teaching Binder in TK20 	Cooperating Teacher Responsibility <ul style="list-style-type: none"> 2nd Cooperating Teacher observation of Clinical Teacher Due Help clinical teacher proctor Tripod student surveys Assist clinical teacher in lesson planning for formal observations Assessment of clinical teachers' dispositions Complete exit survey Submit Clinical Teaching Binder in TK20

UTRGV Handbook of Operating Procedures

Section: STU 02-200

Student Grievances and Complaints

A. Purpose

The purpose of this policy is to provide students with procedures for resolving complaints against The University of Texas Rio Grande Valley (UTRGV) faculty and staff related to matters other than discrimination or grade appeals.

B. Persons Affected

This policy applies to students of UTRGV.

C. Definitions

Not applicable.

D. Policy

The policy of UTRGV is to provide students with a procedure for resolving complaints against UTRGV faculty and staff related to matters other than discrimination or grade appeals within the following scope:

This procedure does not apply to complaints based on allegations or discrimination, matters concerning grade appeals, or matters that are reviewable pursuant to other procedures provided by The University of Texas System Board of Regents' *Rules and Regulations*, the UTRGV Handbook of Operating Procedures, Undergraduate and Graduate Catalogs, or other approved policies or procedures of the UT System. Students with questions concerning grade appeals or discrimination must contact the appropriate academic personnel or compliance officer and refer to appropriate policies in the Handbook of Operating Procedures.

E. Responsibilities

Not applicable.

F. Procedures

Students can submit a formal complaint to Student Rights and Responsibilities (SRR) through the Vaquero Care Report It Form, which is available online at www.utrgv.edu/reportit. Students are encouraged to consult with SRR staff to discuss the options available to the student in filing a complaint. A student may choose to proceed using either the informal resolution process or the formal process to resolve their complaint.

1. Informal Resolution:

In an effort to resolve misunderstandings or concerns through an informal resolution, a student is encouraged to first make a reasonable effort to resolve the problem by discussing his or her concerns with the faculty or staff member against whom the complaint is lodged. Unless extraordinary circumstances exist, the faculty or staff member shall respond to the student initiating the complaint no later than 10 business days after receipt of the complaint.

If the student does not agree with the informal resolution reached with the faculty or staff member, the student may file a formal complaint no later than 10 business days after receiving the faculty or staff member's response at SRR or by completing the Vaquero Care Report It form online (www.utrgv.edu/reportit).

2. Formal Resolution:

Formal complaints are submitted to SRR utilizing the Vaquero Care Report It form. SRR must notify the student no later than five business days after it receives the complaint that the complaint has been forwarded to the appropriate department chair and director for review and to provide a formal response.

In addressing the student's formal complaint, the department chair or head must solicit information from both the student and employee. The Chair may confer with anyone having information pertinent to the complaint, or may hold a meeting between the student and the employee to resolve the complaint. The chair or department head shall provide a response to the student initiating the complaint within 10 business days after receiving the complaint.

If the complaint is not resolved to the student's satisfaction, the student may appeal in writing to the next administrative level. The appeal must be filed no later than 10 business days after receipt of the chair or department head's decision. A decision at the administrative level must be emailed, mailed, or delivered in person to the student no later than 10 business days after receipt of the student's written appeal.

Additional appeals may be pursued through the appropriate lines of authority up to the vice presidential level. The 10 business days applies to each appeal and to each notification of decision as described above. Decisions at the vice presidential level will be final.

G. Relevant Federal and/or State Statute(s), Board of Regents' Rule(s), UTS Policy(ies), and/or Coordinating Board Rule(s)



The University of Texas
Rio Grande Valley