

COLLEGE OF EDUCATION AND P16 INTEGRATION

It starts
HERE.

CLINICAL TEACHING HANDBOOK

2022-2023

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Message from the Dean

Dear Clinical Teacher,

Congratulations on making it to clinical teaching!

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 afford you the opportunity to refine your skills to successfully teach all students. I encourage you to reflect on your performance throughout the semester and to value the mentorship and guidance you will receive from your field supervisor and cooperating teacher.

We are proud of you for getting this far, and 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 black ink, appearing to read "Alma Dolores Rodríguez", is displayed within a white rectangular box.

Dr. Alma Dolores Rodríguez

Dean

College of education and P-16 Integration

Mission and Vision of The College of Education and P-16 Integration

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.

Our mission is to:

- Provide rigorous programs of study founded on the belief that scholarship and life experiences 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 are vital.
- Engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality.
- Develop highly effective 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.

The Office of Field Experiences

The Office of Field Experiences is responsible for administering and organizing all field placements for initial teacher certification. Field experiences are an integral part of teacher preparation and the key to help teacher candidates become effective educators who can successfully connect theory to practice. Based on these premises, our office will strive to provide UTRGV teacher candidates with vast and structured hands-on experiences in the field from the beginning of their teacher preparation program to the end. Our main goal is the success of our teacher candidates in becoming effective educators while maintaining the highest standards of academic excellence.

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.

Learning Outcomes and Standards

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.

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](#)

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.

Clinical Teacher Roles and Responsibilities

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.

Clinical Teacher Roles and Responsibilities

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.

Cooperating Teacher Roles and Responsibilities

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.

Cooperating Teacher Roles and Responsibilities

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.

Cooperating Teacher Evaluation and Activities

The cooperating teacher and the field supervisor should continuously evaluate clinical teacher's progress and performance. Through regular periods of discussion, successful performance is jointly determined by the cooperating teacher and the University supervisor.

To evaluate and provide effective feedback, the cooperating teacher should:

- ☐ Evaluate the individual as a beginning, novice teacher, not as an experienced teacher.
- ☐ Encourage the clinical teacher to use self-evaluation techniques
- ☐ Include such items as personal appearance, work habits, mannerisms, and voice in your evaluation and feedback.
- ☐ Observe the clinical teacher in actual teaching situations and make notes that can be used as the basis for feedback
- ☐ Be frank and professional in the feedback and evaluation.
- ☐ Share strengths and articulate weaknesses constructively.

Evaluation forms are located in Tk20 and are due periodically throughout the semester.

Cooperating Teacher Tk20 Forms

August

- ✓ Approve Attendance

September

- ✓ Approve Attendance
- ✓ Signature 3 Way Conference- Initial
- ✓ Signature: Formative Observation/Evaluation #1

October

- ✓ Approve Attendance
- ✓ T-TESS formal observation (Observation #2 conducted by Site coordinator and Mentor teacher)
- ✓ Signature: Formative Observation/Evaluation #2

November

- ✓ Approve Attendance
- ✓ Signature: Formative Observation/Evaluation #3
- ✓ T-TESS formal observation (Observation #4 conducted by Site coordinator and Mentor teacher)
- ✓ Signature: Formative Observation/Evaluation #4

December

- ✓ Approve Attendance
- ✓ Professional Disposition Inventory
- ✓ Signature 3 Way Conference- Final
- ✓ Cooperating Teacher Recommendation

Field Supervisor Roles and Responsibilities

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 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 training 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.

Field Supervisor Roles and Responsibilities

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)

Other Expectations

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.

Mandatory Attendance to University Meetings

Attendance at orientation, seminars, conferences, and meetings scheduled by the Office of Field Experience 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.

Dress Code

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.

Other Expectations

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.

Other Expectations

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.

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.

Co-Teaching and Progression

Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space (Cook & Friend, 1995, p. 1).

In co-teaching, clinical teachers are provided with modeling, coaching, and feedback as they develop teaching competencies. Co-teaching allows cooperating teachers to model good teaching and work collaboratively with candidates, helping them understand the complexities of the teaching profession. (Heck & Bacharach, 2010, p. 24).

During the clinical teaching program, clinical teachers are required to be actively engaged in as many of the elements of the classroom and as much possible from the very beginning. Clinical teachers should assume greater responsibilities throughout their clinical teaching experience--including providing release time and support for the cooperating teacher, and teaching students directly, starting with small groups.

Progression

Consider the development of the clinical teacher when determining release of responsibility time, as well as consult the principal and field supervisor regarding the developmental needs of the teacher resident and the best ways to support PK-12 grade students.

Clinical Teacher Responsibilities	Field Supervisor Responsibilities	Cooperating Teacher Responsibilities
WEEK 1-3 August 29-Sept 16		
<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 Teach a minimum of 1 subjects/areas/periods* <p><u>Assessments and Documentation Due:</u></p> <ul style="list-style-type: none"> Submit weekly attendance to cooperating teacher Lesson Plan 1 due Complete first teaching observation Clinical Teacher Information Sheet Due Sept. 2 Complete Teaching Beliefs and Mindset Survey 	<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 <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Observation #1 (Due 9/23) Collect Clinical Teacher Information form and Cooperating Teacher Application with Evidence 3 Way Conference (Due 9/16) 	<ul style="list-style-type: none"> <u>Sign clinical teacher Attendance Report weekly</u> 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 Allow clinical teacher teach a minimum of 1 subjects/areas/periods* Assist clinical teacher in lesson planning for scheduled observation <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Cooperating Teacher Application with Evidence (Due Sept. 2) Cooperating Teacher Training (Due 9/14) Sign Observation #1 and 3-Way Conference

**** **** For students in All Levels program assigned to two placements:

- Week 1: Observe
- Week 2: Teach a minimum of 1 period
- Week 3: Teach a minimum of 2 periods

Progression

Clinical Teacher Responsibilities	Field Supervisor Responsibilities	Cooperating Teacher Responsibilities
<p>WEEK 4-6 September 19 - October 7</p>		
<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 <p><u>Assessments and Documentation Due:</u></p> <ul style="list-style-type: none"> Submit weekly attendance to cooperating teacher Lesson Plan 2 due Complete 2nd teaching observation TWS Standard 1 (Due 10/2) TWS Standard 2 (Due 10/9) 	<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 <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Observation #2 (Due 10/16) 	<ul style="list-style-type: none"> <u>Sign clinical teacher Attendance Report weekly</u> 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, work with small group, and team-teach Allow clinical teacher to teach a minimum of 2 subjects/areas/periods* Assist clinical teacher in lesson planning for scheduled observation <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Observation #1 (Due 10/16)

**** For students in All Levels program assigned to two placements:**

- Week 4-5: Teach a minimum of 3 periods.
- Week 6-7: Teach all periods

Progression

Clinical Teacher Responsibilities	Field Supervisor Responsibilities	Cooperating Teacher Responsibilities
<p>WEEK 7-10 October 10 – November 4</p>		
<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 <p><u>Assessments and Documentation Due:</u></p> <ul style="list-style-type: none"> Submit weekly attendance to cooperating teacher Lesson Plan 3 due Complete 3rd teaching observation TWS Standard 3 (Due 10/16) TWS Standard 4 (Due 10/23) TWS Standard 5 (Due 10/30) TWS Standard 6 (Due 11/6) 	<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 <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Observation #3 (Due 11/2) <p>For students in all levels program with two placements:</p> <ul style="list-style-type: none"> Collect Cooperating Teacher Application with Evidence 	<ul style="list-style-type: none"> <u>Sign clinical teacher Attendance Report weekly</u> 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, work with small group, and team-teach Allow clinical teacher to teach a minimum of 2 subjects/areas/periods* Assist clinical teacher in lesson planning for scheduled observation <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Sign Observation #3 <p>*Only one placement cooperating teacher(All Levels program) please complete recommendation and PDI</p>

**** For students in All Levels program assigned to two placements:**

- Week 6-7: Teach all periods
- Week 8: Observe in your second placement and collect Cooperating Teacher Application with evidence
- Week 9-10: Teach 2 periods

Progression

Clinical Teacher Responsibilities	Field Supervisor Responsibilities	Cooperating Teacher Responsibilities
WEEK 11-15 November 7- December 9		
<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 at least 1 week period) Reinforce and support cooperating teacher's classroom management system <p><u>Assessments and Documentation Due:</u></p> <ul style="list-style-type: none"> Submit weekly attendance to cooperating teacher Lesson Plan 4 due Complete 4th teaching observation TWS 7 (Due 11/13) Final TWS Due (11/27) 	<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 <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Observation #4 (Due 11/25) 3-Way Conference (Due 12/9) Recommendation (Due 12/9) 	<ul style="list-style-type: none"> <u>Sign clinical teacher Attendance Report</u> Allow clinical teacher to teach all subjects/areas/periods for full time responsibility (For at least 1 week period) * Assist clinical teacher in lesson planning for scheduled observation <p><u>Documentation Due:</u></p> <ul style="list-style-type: none"> Second Observation of Cooperating Teacher (Due 11/25) Recommendation and PDI (Due 12/9)

*** For students in All Levels program assigned to two placements:

- Week 11-12: Teach 2 periods
- Week 13-15: Teach all periods

Evaluations and Program Assessments

Central to UTRGV clinical teaching program is shared responsibility between UTRGV and partner school districts with the commitment of preparing effective educators. Since our program emphasizes in-deep clinical training that allows for multiple guided opportunities to practice teaching, there are various assessments throughout the semester to formatively assess residents' adequate progress toward mastery of learning goals.

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

- ✓ **4 Formal Evaluations:** using T-TESS- conducted by field supervisor and cooperating teacher (cooperating teacher conducts only 2 out of the 4).
- ✓ **Teacher Work Sample**
- ✓ **Professional Dispositions**
- ✓ **Tripod Student Surveys**
- ✓ **Teaching Belief and Mindset**
- ✓ **Lesson Plans:** (You will be required to submit, in advance, a lesson plan to your field supervisor for each formal observation)
- ✓ **Exit Surveys**

Evaluations

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.

Pre- and Post-Observation Conference

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

Evaluations

.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)*
 - 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)

Formal Observation

POP Cycle Checklist

Prior to Pre-Conference

- ☐ Schedule observation by consulting your mentor teacher and site coordinator
- ☐ Schedule pre-conference with your site coordinator
- ☐ Schedule the post-conference with your site coordinator
- ☐ Notify your mentor teacher of your scheduled pre- and post-conference times
- ☐ Provide your site coordinator with your lesson 24-48 hours prior to the pre-conference

Pre-Conference

- ☐ Be prepared to discuss:
 - The standard being addressed in the lesson
 - Explain the scope & sequence of the standard being addressed in the lesson with attention to the content and skills being taught:
 - What was taught before the lesson being observed?
 - What will be taught after the lesson being observed? Expected outcomes?
 - Was this standard addressed in prior grade levels? What is the difference in rigor?
 - Is this standard addressed in future grade levels? What is the difference in rigor?
 - Explain the objective and sub-objectives for the lesson:
 - Identify and explain the alignment of the objective's verb to that in the state standard
 - Explain what students will know, understand, and be able to do at the end of this lesson
 - Explain relevance to students' real-lives and/or the real world
 - Connections to prior learning
 - New content knowledge and skills (to include content-specific vocabulary)
 - Explain the assessment:
 - How the assessment is aligned to the standard and objective
 - How the assessment will be used to check for understanding throughout the lesson
 - How and why will you differentiate the assessment
 - Explain the Instruction
 - How the lesson sequence increases in complexity as the lesson progresses-- scaffolding for ALL students
 - How specific instructional strategies will be utilized to teach the objective
 - How student cultural heritage and interests are incorporated into the lesson
 - How students will learn and have opportunities to use content-specific language in the lesson

Formal and Informal Observations

POP Cycle Checklist

Pre-Conference

- ☐ Bring your lesson plan and any relevant material to the pre-conference
- ☐ Identify areas you would like to receive **feedback/reinforcement**
- ☐ After the pre-conference, make any edits to your lesson that are needed

Observation

- ☐ Make sure all your materials are ready
- ☐ Identify a spot for your site coordinator to sit during the observation
- ☐ Collect the post-assessment/student work at the end of the lesson

Post-Conference

- ☐ **Be prepared to discuss with your site coordinator:**
 - Identify their self-selected feedback/reinforcement area
 - Justify the feedback/reinforcement selection with evidence
- ☐ **Site coordinator uses T-TESS results to:**
 - Introduce the teacher candidate's feedback/reinforcement area by:
 - Explicitly naming the feedback/reinforcement area or
 - Use questioning strategies to lead the teacher candidate to name their feedback/reinforcement
 - Identify and share a minimum of three examples of evidence that justify the feedback/reinforcement area
 - Guide the teacher candidate in naming actionable next steps to sustain the feedback/reinforcement
 - Identify new reinforcement areas and provide actionable next-steps for improving performance and sustain performance
 - Offer teacher candidate the opportunity to pose any final questions or requests for support

After the Conference

- ☐ Complete next steps provided by your site coordinator in the post-conference

Clinical Teacher Evaluation Report

Date: _____ Start Time: _____ End Time: _____ Check One: 1 2 3 4

(Observations totaling less than 45 minutes will not be accepted)

Semester and Year: _____

Clinical Teacher: _____

District and Campus: _____

Grade Level: _____

Evaluator (Print Name): _____

Clinical Teacher's Signature: _____

Cooperating Teacher: _____

Subject: _____

Evaluator Signature: _____

Evaluator's Title: University Field Supervisor _____

Cooperating 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 the 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 Clinical Teacher designs, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.						
• All measurable goals and lesson objectives are aligned to state standards						
• All activities, materials and assessments are sequenced						
• All activities, materials and assessments are relevant to students						
• All activities, materials and assessments provided 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 Clinical Teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.						
• 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 Clinical Teacher ensures high levels of learning, social-emotional development and achievement for all students.						
• 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 Clinical Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.						
• 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						

DOMAIN 1 - COMMENTS:

Record key points of pre-conference with candidate. *

DOMAIN 2 : INSTRUCTION - Evidence is apparent in classroom instruction and classroom.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
2.1 Achieving Expectations: <i>The Clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>						
<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: <i>The Clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</i>						
<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: <i>The Clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort</i>						
<ul style="list-style-type: none"> Establishes classroom practices that provide for most students 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: <i>The Clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>						
<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 an opportunity to master what is being taught 						
2.5 Monitor & Adjust: <i>The Clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</i>						
<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: <i>The Clinical teacher organizes a safe, accessible and efficient classroom.</i>						
<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: <i>The Clinical teacher establishes, communicates and maintains clear expectations for student behavior</i>						
<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: <i>The Clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>						
<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 AND 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: <i>The Clinical teacher meets UTRGV and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>						
<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: <i>The Clinical teacher reflects on his/her practice.</i>						
<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: <i>The Clinical teacher enhances the professional community</i>						
<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: <i>The Clinical teacher demonstrates leadership with students, colleagues, & community members in the school, district and community through effective communication & outreach.</i>						
<ul style="list-style-type: none"> Communicates the mission, vision & goals of the school to students, colleagues, parents & families Actively participates in all school outreach activities 						

COMMENTS:

--

REFLECTION:

Clinical Teacher's greatest strength:

Clinical Teacher's greatest challenge:

Recommendations/Next Steps/Goals:

Record key points of post-conference with candidate. *

Overall, the 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/Resources/Guides/T-TESS Rubric.pdf](https://www.teachfortexas.org/Resources/Guides/T-TESS%20Rubric.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.

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:

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.

Professional Disposition Inventory

It is expected that residents demonstrate the knowledge, skills, and dispositions required of educators to ensure the success of all students. Teacher residents are required to acknowledge, self-assess the six CEP Professional dispositions and observe them at all times. Site coordinator and mentor teacher will assess teacher resident's professional dispositions. These are:

- 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.



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

Other Assessments

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 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.

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 Field Experience (OFE).

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.

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 Field Experience (OFE).
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 limit 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 Field Experience (OFE).

Unsatisfactory Performance of Clinical Teacher

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 Field Experience (FE) by the field supervisor. A copy of the Growth Intervention Plan will be kept in OFE.

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.

Teacher Candidate Growth Plan

This growth plan summarizes concerns regarding the performance expectations and/or the professional attributes you have exhibited in coursework or field placements thus far in the Teacher Education program and sets expectations for your successful completion of the program. Failure to adhere or comply with the expected actions outlined in this Growth Plan may result in your removal from the Teacher Education Program.

Teacher Candidate Name:

Student ID:

Site Coordinator, Supervisor, or
Faculty Name:

Effective Date:

CEP Dispositions

Complete this section if there were any CEP Dispositions concerns. Please check all Dispositions indicators that apply to this growth plan. Check "Not Applicable" if there are no CEP Disposition concerns.

- ☐ Dispositions concerns
- ☐ NOT APPLICABLE (N/A)

Learner Development and Diversity

- ☐ The candidate respects and accounts for learners' individual differences.
- ☐ The candidate respects and accounts for learners' cultural and linguistic differences.
- ☐ The candidate is inclusive of diverse ethnic groups, gender, sexual orientation.
- ☐ The candidate demonstrates culturally and linguistic responsive practices.

- ☐ Other Learner Development Concern:

Critical Thinking and Reflective Practices

- ☐ The candidate engages in critical thinking
- ☐ The candidate demonstrates ability to solve problems.
- ☐ The candidate demonstrates ability to self-asses
- ☐ The candidate is reflective.
- ☐ The candidate is open to new ideas.

- ☐ Other Critical Thinking and Reflective Practices Concern:

Professionalism

- ☐ The candidate maintains high expectations for self and others.
- ☐ The candidate seeks opportunity for professional development.
- ☐ The candidate exhibits an appropriate appearance in professional settings.
- ☐ The candidate demonstrates punctuality and dependability.
- ☐ The candidate meets attendance requirements.
- ☐ The candidate exhibits professional interpersonal skills with all stakeholders.
- ☐ The candidate displays enthusiasm for working collegially.
- ☐ The candidate demonstrates enthusiasm toward teaching.
- ☐ The candidate displays initiative.
- ☐ The candidate accepts constructive criticism.
- ☐ The candidate separates personal and professional issues.
- ☐ The candidate works productively as a team member

- ☐ Other Professionalism Concern:

Communication

- ☐ The candidate expresses ideas clearly in writing.
- ☐ The candidate expresses ideas clearly orally.
- ☐ The candidate demonstrates professional electronic communication skills (e.g. social media, email, text).
- ☐ NOT APPLICABLE (N/A)

☐ Other Communication Concern:

Content and Instruction

- ☐ The candidate prepares lessons, materials, and assessments that meet individual student needs within discipline specific contexts.
- ☐ The candidate implements lessons, materials, and assessments that meet individual student needs within discipline specific contexts.
- ☐ The candidate uses innovative technology to promote learning.
- ☐ The candidate is passionate toward learning the content being taught.
- ☐ The candidate models and demonstrates concepts and/or methods for learners.

☐ Other Content and Instruction Concern:

Ethics

- ☐ The candidate demonstrates understanding and compliance with laws and policies.
- ☐ The candidate maintains privacy and confidentiality unless disclosure is required by law.
- ☐ The candidate demonstrates the ethical decision-making required of a professional educator.
- ☐ The candidate demonstrates academic honesty.

☐ Other Ethics Concern:

☐ Evidence of Dispositions Concerns (write N/A if not applicable) *

☐ Expected Actions (write N/A if not applicable) *

☐ Date to Complete Expected Actions:

Academic Concerns

Complete this section if there were any Academic concerns. Please describe in detail the academic concerns that apply to this growth plan. Check "Not Applicable" if there are no academic concerns.

☐ Academic Concern:

☐ NOT APPLICABLE (N/A)

T-TESS Refinement Dimensions

Complete this section if there were any T-TESS Refinement concerns. Please select all refinement indicators that apply to this growth plan. Check "Not Applicable" if there are no T-TESS refinement concerns.

☐ NOT APPLICABLE (N/A)

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

☐ **1.2 Data & Assessment:** The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction

☐ **1.3 Knowledge of Students:** Through knowledge of students and proven practices, the clinical teacher ensures a high level of learning, social-emotional development and achievement for all students.

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

- ☐ **2.1 Achieving Expectations:** The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success
- ☐ **2.2 Content Knowledge & Expertise:** The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- ☐ **2.3 Communication:** The clinical teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.
- ☐ **2.4 Differentiation:** The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- ☐ **2.5 Monitor & Adjust:** The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- ☐ **3.1 Classroom Environment, Routines & Procedures:** The clinical teacher organizes a safe, accessible and efficient classroom.
- ☐ **3.2 Managing Student Behavior:** The clinical teacher establishes, communicates, and maintains clear expectations for student behavior.
- ☐ **3.3 Classroom Culture:** The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.
- ☐ **4.1 Professional Demeanor & Ethics:** The clinical teacher meets EPP and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- ☐ **4.2 Goal Setting:** The clinical teacher reflects on his/her practice.
- ☐ **4.3 Professional Development:** The clinical teacher enhances the professional community.
- ☐ **4.4 School Community Involvement:** The clinical teacher demonstrates leadership with students and other stakeholders through effective communication and outreach.

Evidence of Refinement area (s) improvement needed:

Expected Outcome:

Steps for improvement:

Timeline of improvement:

Evidence of Expected outcome completion:

Additional Notes & Signatures

Additional Notes:

Teacher Candidate

Date

Site Coordinator, Supervisor, or Faculty

Date

Signing this Growth Plan is not an admission of any of the behaviors reported above, nor is it an indication that you agree with any the contents of the Growth Plan or its recommendations. It is only an indication that these concerns and accompanying recommendations were discussed with you. If you wish to supply a written statement or other supporting materials to be placed in your file, you are welcome to do so. A copy of this growth plan must be given to the Teacher Candidate and one copy retained by the Office of Field Experiences.

Post-Conference & Outcomes
Complete this section after the post-conference.
Date:
Outcomes:
Recommendations/Next steps:

Overall Expectations

- ☐ Collaborate and plan with your collaborating teacher
 - ☐ Set a time to meet each day to plan and debrief
- ☐ Communicate regularly with your field supervisor and attend all meetings with him/her
- ☐ Follow all handbook expectations and professionalism requirements outlined by CEP and your assigned district
- ☐ Complete all required assignments and assessments
- ☐ Plan and prepare for POP Cycles for your formal observation (T-TESS) [Pre-observation, observation, and post observation]
- ☐ Be prepared, on-time and ready to teach each day
- ☐ Notify your field supervisor and cooperating teacher of all planned or unplanned absences
- ☐ Regularly check your email and TK20 and respond to tasks in a timely manner
- ☐ Attend any required CEP events



Glossary

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>

Term	Definition (TAC Rule§228.2)
Three-way conference	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.
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)
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)

