

OFFICE OF EDUCATOR PREPARATION AND
ACCOUNTABILITY

Clinical Teaching Handbook

Cooperating Teacher

Spring 2022

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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 black ink, appearing to read 'Alma Dolores Rodríguez'.

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.
- 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.

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](#)

Clinical Teaching Program Calendar at a Glance

| Date | Activity/Event |
|---------------------------|--|
| January 11 th | Clinical Teacher Orientation <ul style="list-style-type: none"> • Elementary 9am – 12pm • Secondary 2pm-5pm Field Supervisor Meeting #1 <ul style="list-style-type: none"> • Secondary 10am-12pm • Elementary 3pm-5pm Teaching Beliefs and Mindsets Survey 1 st Administration Window |
| January 18 th | First Day of Class for Clinical Teachers-Campus Assignment |
| January 21 st | Clinical Teacher Information Sheet Due Cooperating Teacher Application Due |
| January 26 th | 1 st Field Supervisor Observation Window Opens Lesson Plan 1 Window Opens in TK20 in Advance of Observation 1 (Lesson plan must be submitted in TK20 before Observation is completed) Teaching Beliefs and Mindsets Survey 1 st Administration Window closes |
| January 31 st | Clinical Teacher begin working on their Teacher Work Sample (TWS) |
| February 4 th | Professional Disposition, Educator Code of Ethics, FERPA forms due in Clinical Teacher binder (in TK20) Initial 3-Way Conference Due Cooperating Teacher Training Due |
| February 6 th | TWS Standard 1 Due |
| February 8 th | 1 st Field Supervisor Observation Window Closes |
| February 11 th | Field Supervisor Meeting #2 1 st Field Supervisor Observation Due |
| February 13 th | TWS Standard 2 Due |
| February 16 th | 2 nd Field Supervisor 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 in Advance of Observation 2 |
| February 20 th | TWS Standard 3 Due |

February 27th

TWS Standard 4 Due

Date

Activity/Event

March 2nd

2nd Field Supervisor Observation Window Closes
Cooperating Teacher 1st Observation Window Closes
(1st Placement) Cooperating Teacher 1st Observation Window Closes

March 4th

2nd Field Supervisor Observation Due
Last day of 1st Placement for Clinical Teachers
(1st placement) Exit Survey for Initial Programs Cooperating Teacher Perceptions
Cooperating Teacher 1st Observation Due
(1st Placement) Cooperating Teacher 1st Observation Due
(1st Placement) Cooperating Teacher PDI Assessment of Dispositions Due

March 6th

TWS Standard 5 Due

March 7th

Beginning of 2nd Placement

March 9th

3rd Field Supervisor Observation Window Opens
Lesson Plan 3 Window Opens in TK20 in Advance of Observation 3

March 10th

Job Skills Seminar

- Elementary 9am – 12pm
- Secondary 2pm – 5pm

Field Supervisor Meeting #3

March 11th

2nd Placement Cooperating Teacher Application Due
2nd Placement Clinical Teacher Information Sheet Due

March 13th

TWS Standard 6 Due

March 14th-18th

Spring Break for School Districts (Clinical Teachers are off)
UTRGV Holiday – Spring Break – No classes

March 20th

TWS Standard 7 Due

March 30th

3rd Field Supervisor Observation Window Closes

March 31st

Brownsville - Teacher Job Fair Expo {face-to-face} 9am-12pm [Tentative]
Brownsville - Field Supervisor Meeting #4 (Tentative)

April 1st

Edinburg - Teacher Job Fair Expo {face-to-face} [Tentative]
Edinburg - Field Supervisor Meeting #4 (Tentative)
3rd Field Supervisor Observation Due
2nd Placement Initial 3 Way Conference Due
2nd Placement Cooperating Teacher Training Due

| Date | Activity/Event |
|---------------------------------------|--|
| April 4 th | Tripod Survey Administration Window Opens |
| April 6 th | 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 in Advance of Observation 4 PDI Assessment of Dispositions Window Opens (2 nd placement) |
| April 13 th | Mid Semester Conference Elementary 9am – 12pm Secondary 2pm - 5pm |
| April 15 th | Good Friday – School Districts are Closed (tentative) Easter Holiday – UTRGV No Classes |
| April 18 th | Teaching Beliefs and Mindsets Survey 2 nd Administration Window Opens |
| April 20 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 22 nd | 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 Exit Survey, Evaluation of Cooperating Teacher, and Evaluation of Field Supervisor Window Opens |
| April 24 th | Final TWS Due |
| April 29 th | Tripod Survey Administration Window Closes |
| May 5 th | Edinburg Spring 2022 CT Ceremony |
| May 6 th | Brownsville Spring 2022 CT Ceremony |
| May 6 th | Clinical Teacher Graduation Celebration [Tentative] Field Supervisor Meeting #5 Last Day of Clinical Teaching Final 3 Way Conference Due Attendance Report Due Exit Survey, Evaluation of Cooperating Teacher, and Evaluation of Field Supervisor Window Closes Exit Survey for Initial Programs Cooperating Teacher Perceptions |
| May 9 th -13 th | Clinical Teaching Make-Up Week |

| Date | Activity/Event |
|----------------------|---|
| May 12 th | Spring Classes End |
| May 13 th | Commencement (Brownsville) Teaching Beliefs and Mindsets Survey 2 nd Administration Window Closes |
| May 14 th | Commencement (Edinburg) |

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.

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)*
 - 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 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 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 Field Experience (OFE).

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 (OFE) 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.

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

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

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</p> |

| | |
|-----------------------------------|---|
| | observation within the first third of all clinical teaching assignments...” |
| Pre-post conference | 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. |
| 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. |
| 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 18- February 4 | | |
| 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 Supervisor Meetings Complete Teaching Beliefs and Mindset Survey Teach at least one subject Complete first teaching observation Lesson Plan 1 due Clinical Teacher Information Sheet Due TWS Standards 1 | 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 Initial 3-Way Conference Due First Observation Due | 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 Cooperating Teacher Application Due Cooperating Teacher Training Due |
| WEEK 4-6 February 7- February 25 | | |
| 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 Supervisor Meetings Complete 2nd teaching observation TWS Standards 2, 3, and 4 Lesson Plan 2 due | 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 28 -April 1 | | |
|---|--|--|
| 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 • Attend all professional development sessions provided by OEPA and Supervisor Meetings • Complete 3rd teaching observation • TWS Standards 5, 6, and 7 • Lesson 3 Due | 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 • Second and Third Observation Due | 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 • First Observation of Cooperating Teacher Due |
| Week 11-15 April 4- May 6 | | |
| 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 at least 2-week period) • Reinforce and support cooperating teacher's classroom management system • Attend all professional development sessions provided by OEPA and Supervisor Meetings • Complete 4th teaching observation • Lesson 4 Due • Tripod Survey • Final TWS • Attendance Report Due | 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 • Fourth Observation Due • Recommendation Due | 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 • Second Observation of Cooperating Teacher Due • Recommendation Due |

APPENDIX C: Clinical Teacher Evaluation Report

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.

APPENDIX D: Timeline of Assessments

| Clinical Teacher | Field Supervisor | Cooperating Teacher |
|---|--|---|
| WEEK 1- 4 January 18- February 11 | | |
| 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 14- March 11 | | |
| 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 21- April 1 | | |
| 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 April 4- May 6 | | |
| 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 OFE. 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 |



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