Emerging Teachers Clinical Program
2016-2017
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CLINICAL TEACHING OBJECTIVES

- To be immersed in teaching experiences that allow for a smooth transition from the role of a student at UNT Dallas to the role of a classroom teacher
- To demonstrate competence in all job responsibilities in the clinical teaching setting
- To communicate, collaborate, and consult with teachers, students, administrators and parents clearly and effectively in the educational process
- To observe the behavior and learning styles of students in a world of diverse cultures and expectations
- To strengthen skills required for creating, selecting and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning
- To learn how to create and use effective lesson plans for instruction
- To establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning and self-motivation
- To effectively integrate technology for instruction and communication
- To engage in reflective evaluation and professional goal setting

CLINICAL TEACHING OVERVIEW

Clinical teaching is defined as a full time, school-based experience that is supervised by both a certified cooperating teacher and a clinical teaching supervisor. The primary objective of clinical teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators. The clinical teaching experience has been carefully designed to be as realistic and intensive as actual teaching. This involves placing teacher candidates in schools with carefully selected and qualified cooperating teachers. The teacher candidate’s ability to assume full class responsibilities rest upon the mutual agreement of the teacher candidate, the cooperating teacher and the clinical teaching supervisor who make up the clinical teaching triad.

The basic role of the triad is to work as a team through constant communication to support, enhance and prepare the teacher candidate to become a reflective professional. Each member has a conceptual understanding of their respective roles that will influence the actions and events during the clinical teaching semester. Likewise, each member of this triad has expectations for the other members. It is required that all three participants in the process meet in the first weeks of the semester to collaboratively develop and plan a program of activities that meets the teacher candidate’s needs.
CLINICAL TEACHING POLICIES

ATTENDANCE
Teacher candidates are expected to be in attendance at their cooperating school every day of clinical teaching. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the teacher candidate to inform the clinical teaching supervisor, cooperating teacher and assigned campus office as early as possible in case of an illness or forced absence.

All absences must be made up by the teacher candidate. Excessive absences may result in the removal from clinical teaching. Certification testing is not an excused absence. Teacher candidates will complete an attendance card for the duration of clinical teaching. The attendance card is included in the Appendix (page 18). At the end of clinical teaching, the attendance card will be uploaded into Tk20 as part of the Field Experience Binder.

CAREER FAIRS
The Field Experience Office will provide details about the date and location of the university career fair and local school district career fairs. Generally these events are after school hours or on Saturdays. In the event the university career fair time conflicts with clinical teaching, candidates will be notified by email if they are excused from their placements to attend the career fair.

CORPORAL PUNISHMENT
Corporal punishment is a sensitive issue in many schools and teacher candidates must not resort to this method of behavior control. If corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

ELECTRONIC PROFILE PAGES
Please be advised that information posted on personal electronic profile pages (FaceBook, Twitter, Pinterest, etc.) may be viewed by school district personnel and judged to be conduct/behavior unacceptable to them for someone they consider to be a role model for students in their district. If a UNT Dallas candidate has such an online profile page, and there are pictures or text that may have been tagged or saved by others, this could cause the teacher candidate’s placement to be terminated. In the event of such an incident, the Field Experience Office will take the stance that the teacher candidate is not welcome in the partner school, and it may not be possible to find an alternate placement. UNT Dallas teacher candidates should do everything possible to ensure that there are no evidences of unacceptable images or text credited to them that could be attained by school district personnel. Please refer to the Professional Ethical Conduct, Practices and Performances.

EVALUATION
Evaluation should be a continuous process in which the teacher candidate is informed of progress several times during the clinical teaching experience. The university will observe and evaluate the teacher candidate a minimum of four times during the clinical teaching semester. The clinical teaching supervisor will provide a final evaluation at the conclusion of the clinical teaching semester. The final grade will be pass/no pass. In order to pass the course teacher candidates must also receive “proficient” scores on the TAP Big 6 Indicators.

HOLIDAYS AND STAFF DEVELOPMENT DAYS
Teacher candidates follow the calendar of the assigned school regardless of the holidays observed by UNT Dallas. Teacher candidates are expected to be at school on staff development days and to participate in any professional development programs when appropriate.
INCLEMENT WEATHER DAYS
If the district schedules any make-up day that falls within the scheduled length of clinical teaching, the teacher candidate is required to attend the make-up day. The teacher candidate will not be required to attend make-up days that fall on Saturdays.

LENGTH OF SEMESTER
The clinical teaching semester has been designated as fourteen weeks. There are no designated sick days or excused absences. Teacher candidates will make up any missed days at the end of the 14 weeks.

PERSONAL APPEARANCE & GROOMING
Professionalism should be your guide. Appropriate dress for women includes shirts, blouses, slacks, skirts and dresses. Skirts and dresses should be worn at the knee or longer. Clothing should not be overly tight or low cut. Male candidates should wear dress slacks, collared shirts or sweaters. If there is a special t-shirt, spirit day or special dress day for your school, dress accordingly. Flip-flop sandals are not appropriate. Hairstyles should be moderate, neat and a natural color. Tattoos should not be visible and piercings are for ears only. Make-up should be minimal and natural looking. No excessive perfumes, oils or other cosmetics with heavy scents should be worn. Inappropriate dress may result in the teacher candidate being sent home. In this case, the entire day will be counted as an absence and must be made up. When in doubt, always check with your cooperating teacher and principal if you have a question about appropriate dress.

PROFESSIONAL LIABILITY INSURANCE
Clinical teaching at UNT Dallas is not covered by professional liability insurance through the university or the public school district. Liability insurance is available through the membership in the student branches of most professional educator associations. Membership is mandatory. Two organizations that offer free membership to university students are: The Association of Texas Professional Educators (ATPE) at http://www.atpe.org/en/Member-Benefits and the Texas Classroom Teachers Association at https://tcta.org/node/13082.

RELATIONSHIPS WITH STUDENTS
Teacher Candidates should exercise extreme caution against becoming too familiar with students. It is not appropriate to socialize in any way with students within the district to which the teacher candidate is assigned without the presence of the cooperating teacher or other appropriate certified personnel. This includes interaction via social media such as Facebook, texting, personal e-mail or online gaming.

SEMINAR ATTENDANCE
Throughout the semester, there may be professional development seminars conducted by the university. Some of these seminars may be optional and others will be mandatory. Please make sure you are in attendance at all mandatory seminars.
SUBSTITUTE TEACHING
Teacher candidates may be used as a substitute teacher for ONE day during the clinical teaching semester under the following conditions:
- District policy allows the use of a teacher candidate as a substitute.
- The building administrator approves.
- The teacher candidate is not used as a substitute until the last two weeks of the placement.
- The teacher candidate is not paid for serving as a substitute teacher.
- The teacher candidate may be used as a substitute for ONE day only.
- The cooperating teacher is not obligated to use the teacher candidate as a substitute if he/she is not comfortable with the candidate’s abilities.

Once the teacher candidate has completed all requirements regarding clinical teaching, he/she is free to substitute.

USE OF TECHNOLOGY DEVICES
When visiting schools and classrooms, teacher candidates will not engage in text messaging, use cell phones or computers or any other electronic devices for personal use during the instructional day.

WORK/COURSES
Clinical teaching is considered (for purposes other than financial aid) a full academic load. Additional course work is not allowed during the clinical teaching semester without prior approval. Employment during clinical teaching is not advisable due to the tremendous time commitment expected for preparation. Teacher candidates may be denied permission to clinical teach or withdrawn from clinical teaching if work schedules interfere with the time commitment and/or duties associated with clinical teaching.
DEPARTMENT AND PROGRAM POLICIES

ACCOMMODATION AND ACCESS
The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Accommodations Coordinator (AC) in the Office of Student Affairs and to inform the Field Experience Office of your need for an accommodation. Requests for accommodation must be given to the Field Experience Office no later than the first week of classes for students registered with the AC as of the beginning of the current semester. If you register with the AC after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found at the Office of Student Affairs located in room 200, Founders' Hall (7400 University Hills Blvd.) or by contacting personnel at StudentAffairs@untdallas.edu or (972) 338-1775.

The Department of Teacher Education and Administration does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of ADA Compliance Document are available in the Dean's Office, room 301A, building 1 (7300 University Hills Blvd.). Dr. Sheryl Santos-Hatchett is the contact person in Teacher Education and Administration.

CHEATING AND PLAGIARISM POLICY
The UNT Dallas Code of Academic Integrity provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course.

COLLECTION OF STUDENT WORK SAMPLES POLICY
In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.
ETHICAL BEHAVIOR AND CODE OF ETHICS
The Teacher Education and Administration Department expects that its candidates will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

STUDENT E-MAIL
UNT Dallas e-mail serves as the official method for communicating with students. The UNT Dallas e-mail account will be used as a method of contacting teacher candidates throughout the semester. This account is also used as a method for notifying students of dangerous or emergency situations occurring on campus, academic or financial responsibilities, or any other university matter. It is the responsibility of the candidate to regularly check his/her UNT Dallas e-mail.

CLINICAL TEACHING DOCUMENTS
Prior to clinical teaching, candidates must sign two different documents that will be kept on file. These documents are:
  1. FERPA Consent to Release Educational Records and Information
  2. Texas Educators’ Code of Ethics Statement of Affirmation and Confidential Exam Information

Prior to clinical teaching, candidates complete a Qualtrics survey indicating:
  1. Receipt of the Clinical Teaching Handbook
  2. Membership in a professional organization that provides professional liability insurance

TECHNOLOGY INTEGRATION POLICY
The Teacher Education Program requires pre-service and in-service teachers to design and implement curricular and instructional activities that infuse technology throughout the K-12 curriculum.

TK20
Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Dallas Tk20 Assessment System. This requires a one-time purchase of Tk20. Key assignments must be uploaded into the Tk20 system for instructors to assess.
PHASES of CLINICAL TEACHING

The cooperating teacher should assist the teacher candidate in planning a program of experiences that includes: Orientation, observation, assisting, teaming, instruction and evaluation.

ORIENTATION
Orientation to the school community is critical to the teacher candidate’s confidence and ultimate success in clinical teaching. Ongoing communication through orientation and observation establishes the foundation for success in the clinical teaching experience.

Classroom Policies
- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students
- Hall passes

School Policies and Procedures
- Student Handbook
- Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

Teaching Responsibilities
- Parents nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)
- Computer accounts, lunch accounts, parking information

Instructional Resources
- Media center, computer labs, and technology coordinators
- Computer/technology use expectations
- District and school websites
- TEKS for course or grade level
- Appropriate instructional materials
- Lesson plan expectations
- Community resources to enhance instruction

Community and Student Needs
- Specific health/participation restrictions of any students (allergies, diabetes, etc.)
- General socioeconomic and cultural background of student population
- Responsibilities to students with special needs
- After school activities and opportunities for teacher candidate involvement
- Parent involvement in the school, expectations to communicate and work with parents
CLASSROOM OBSERVATION
Much of the first week of clinical teaching will be spent in observation of the classroom environment, instructional strategies, and interpersonal communications and relationships. As the teacher candidate observes, it is helpful to take reflective notes for the purpose of asking questions of the cooperating teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of “why” and “how” will provide the teacher candidate with a knowledge base for choosing methods for instruction and management.

ASSISTING
After a short period of observation time, the teacher candidate will be ready to become more involved with the students. The teacher candidate will begin working collaboratively with the cooperating teacher. The cooperating teacher may give specific suggestions for activities that will help the teacher candidate become involved. For example:

- Monitor student work at their desks to give one-on-one assistance
- Distribute papers or materials
- Prepare resources
- Check attendance
- Assist students with make-up work/tutorials
- Grade papers

CO-TEACHING
To initiate the teaching experience in the class, the teacher candidate may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways. A list of co-teaching models is included in the Appendix.

PLANNING & TEACHING
After the cooperating teacher models the preparation for and teaching of the lesson plans, the teacher candidate will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the cooperating teacher at least two days prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success. Teacher candidates may not teach lessons that have not been approved by the cooperating teacher.

CONFERRING
Daily conferences are critical to the growth of the teacher candidate. Conferences will be both formal and informal.
1. Informal Conferences
   a. Brief, may take place between classes, at lunch or other times during the day.
   b. Informal discussions about teaching strategies, incidents, etc.
   c. Provide opportunities for immediate feedback.
2. Formal Conferences
   a. Scheduled on a regular, frequent basis throughout the semester.
   b. Used for lesson planning, discussions about students, etc.
   c. Follow-up conference after an observation. Use reflective questioning to encourage self-directed learning and problem solving.
FULL RESPONSIBILITY
Full instructional responsibility demands total commitment on the part of both the teacher candidate and cooperating teacher. This means that for consecutive days, the teacher candidate has the full responsibility of planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the teacher candidate.

EVALUATION
Teacher behaviors to observe:
- Communicating learning expectations
- Checking for understanding
- Moving around the classroom
- Using technology
- Calling on students/wait time/getting to the answer
- Varying the cognitive level of questions
- Redirecting or stopping inappropriate behavior
- Modifying instruction
- Maintaining appropriate pacing
- Opening, making connections and closing
TEACHER CANDIDATE RESPONSIBILITIES

TO THE STUDENTS

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students’ social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters multicultural understanding.

TO THE HOST SCHOOL and COOPERATING TEACHER

- Be familiar with school policies and procedures.
- Keep the same daily schedule of the cooperating teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the cooperating teacher as soon as possible if an absence is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the cooperating teacher with written lesson plans at least two days prior to teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching competence.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses and other school-based activities.
- Actively seek feedback from the cooperating teacher, communicate proactively and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.

TO THE CLINICAL TEACHING SUPERVISOR

- Turn in a weekly teaching schedule to your clinical teaching supervisor as designated by him/her. Notify your supervisor immediately if changes occur to this schedule.
- Turn in lesson plans at least two days prior to observation.
- Notify the clinical teaching supervisor if an absence is necessary.
- Attend all seminar meetings.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact your clinical teaching supervisor with question or concerns.
- Complete all assignments and assessments in Tk20
COOPERATING TEACHER RESPONSIBILITIES

TO THE TEACHER CANDIDATE

- Prepare the classroom students to receive the teacher candidate as a professional co-worker.
- Prepare a workspace for the teacher candidate.
- Orient the teacher candidate to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers’ manuals and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and teacher candidate are both in the classroom.
- Ensure that playground duty is done in the company of the cooperating teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the teacher candidate toward effectiveness by:
  - monitoring effective use of time
  - requiring written lesson plans two days in advance of teaching
  - creating a climate that encourages questioning and self-reflection
  - praising and encouraging
  - keeping interactive lines of communication open and discuss problems frankly, one at a time
  - sharing professional experiences and materials
  - encouraging the use of alternative instructional and management strategies
  - guiding the acceptance of varied school duties and tasks which represent the teacher’s workload
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the teacher candidate to assume all responsibility of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the teacher candidate.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the teacher candidate’s effectiveness in the planning/teaching process.
- Assist the teacher candidate in implementing recommendations received during the daily evaluation sessions.
- Accept each teacher candidate as an individual and refrain from comparison of him/her with previous teacher candidates or other teacher candidates in the building.
- Allow the teacher candidate to attend all required university seminars/meetings which are part of the field experience.
- Leave the teacher candidate alone in the classroom (see pacing guides, p. 27) so that he/she can have a feeling of independence and an opportunity to learn from his/her mistakes.
- Introduce the teacher candidate to professional journals, resources and organizations.
- Invite the teacher candidate to faculty/curriculum meetings, parent meetings and parent/teacher conferences when appropriate.
TO THE CLINICAL TEACHING SUPERVISOR

- Confer with the clinical teaching supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Work with the clinical teaching supervisor to develop a Professional Improvement Plan (p. 30) whenever necessary to encourage timely change.
- Participate in three-way conferences with the teacher candidate and clinical teaching supervisor.
- Contact the clinical teaching supervisor with questions or concerns.
- Notify the clinical teaching supervisor when the teacher candidate is absent.

TO THE UNT DALLAS FIELD EXPERIENCE OFFICE

- Review UNT Dallas Clinical Teaching Handbook
- Complete cooperating teacher training PowerPoint.
- Complete survey at the end of the cooperating teacher training PowerPoint.
- Submit evaluations online through Tk20 at the end of clinical teaching.
CLINICAL TEACHING SUPERVISOR RESPONSIBILITIES

TO THE TEACHER CANDIDATE

- Conduct three-way conferences with the teacher candidate and cooperating teacher at the beginning, midpoint and end semester.
- Observe, assess and evaluate teacher candidate at least four times during the semester. Observations should be spread across the rotations and not on consecutive days. Never observe a teacher candidate twice in one day.
- Conduct observations at a variety of times to include a range of subjects for which the teacher candidate is responsible for teaching.
- Provide verbal feedback after each observation, preferably immediately following the observation.
- Provide written feedback in Tk20 following each observation within one week of observation.
- Guide the teacher candidate's growth in reflective thinking and self-evaluation.
- Evaluate the teacher candidate's lesson plans and provide verbal and/or written feedback prior to observation.
- Provide documentation of any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. A copy will be provided to the Field Experience Coordinator as well.
- Provide the teacher candidate with a Professional Improvement Plan (p. 30) if there are problematic areas that need special attention. Performance problems should be identified and discussed as early as possible. A copy of the Professional Improvement Plan/Probation Contract will be submitted to the Field Experience Coordinator as soon as all parties have signed the form.
- Complete recommendation letters for teacher candidates who are applying for teaching positions.

TO THE COOPERATING TEACHER/HOST CAMPUS

- Conduct a meeting at the beginning of the semester or rotation to review the policies, expectations and administrative tasks of the clinical teaching experience.
- For single placements, conduct a three-way conference at the midpoint and end of semester.
- For two rotation placements, conduct a three-way conference at the beginning and end of each rotation.
- Communicate and collaborate frequently with the cooperating teacher to support and evaluate the clinical teaching experience.
- Collaborate to prepare and present the final evaluation.
- Develop a collaborative approach with campus administrators to support the clinical teaching experience.

TO THE UNT DALLAS FIELD EXPERIENCE OFFICE

- Continue professional development through attendance and participation in supervisor meetings each semester.
- Communicate regularly with the Field Experience Coordinator about areas of concern or make suggestions for programmatic changes.
- Complete all evaluations through Tk20 within one week of observation.
- Score Checkpoint 3 of assigned teacher candidate(s) portfolio(s).
- Maintain Field Supervision Log for Clinical teaching and submit to Field Experience Coordinator after final observation.
- Serve as a mentor to a new clinical teaching supervisor, if requested.
PROFESSIONAL IMPROVEMENT PLAN

A Professional Improvement Plan (PIP) is a tool designed to support students who may be in danger of not progressing in their major/academic plan. The PIP outlines specific action steps a student must complete in order to maintain or return to good standing within their major/academic plan. There are three reasons for making a PIP referral:

- Poor academic standing (i.e. ongoing academic deficiencies across coursework)
- Issues regarding professionalism (classes or clinical experience)
- Academic integrity violation (plagiarism, cheating, etc.)

The following outlines the steps to be taken in completing the Professional Improvement Plan process.

Stage 1

1) The Clinical Teaching Supervisor will have a discussion of concerns with the Teacher Candidate. This discussion will include:
   a) Reasons and examples of the problem
   b) Asking the Teacher Candidate if there are outside factors that are hindering his/her progress and success
   c) Review academic status (as appropriate)

2) The Clinical Teaching Supervisor works with the Teacher Candidate to solve problems by offering examples of support that can be given by the Clinical Teaching Supervisor or by other departments within the university.

3) The Clinical Teaching Supervisor maintains written documentation resulting from meetings with the Teacher Candidate. If the issue(s) are resolved no further action is necessary.

If the Teacher Candidate does not meet all requirements of Stage 1 Professional Improvement Plan then the following steps are taken to develop Stage 2 of the Professional Improvement Plan:

Stage 2

1) The Clinical Teaching Supervisor submits a Professional Improvement Plan to the Field Experience Coordinator.

2) The Clinical Teaching Supervisor notifies the Teacher Candidate and schedules a meeting to discuss the issue(s) on the Professional Improvement Plan.

3) Clinical Teaching Supervisor and Teacher Candidate form an Action Plan that will be put into place immediately. The Teacher Candidate has two weeks to show evidence of completion or improvement.

4) Upon the two week deadline the Clinical Teaching Supervisor will determine the next steps for the Teacher Candidate. If further action needs to be taken the Professional Improvement Plan will then go to the Certification Officer and the Field Experience Coordinator.

If the Field Experience Coordinator and Certification Officer determine that further action is needed, then the following steps will be taken to develop Stage 3 of the Professional Improvement Plan:

Stage 3

1) The Clinical Teaching Supervisor works with the Field Experience Coordinator and Certification Officer (and other roles as appropriate) to determine further action (s) to be taken.

2) A meeting will be convened with the Teacher Candidate and program administrators to communicate the plan.

3) The Clinical Teaching Supervisor will monitor the Professional Improvement Plan and communicate progress to the Field Experience Coordinator and Certification Officer.

4) Failure to meet requirements of Stage 3 will result in dismissal from clinical teaching.
DISMISSAL FROM CLINICAL TEACHING

The clinical teaching program is a cooperative relationship between the University of North Texas at Dallas, cooperating school campuses, cooperating teachers and the teacher candidate. Each teacher candidate is to be made aware that his/her presence at the campus, and in a particular classroom, is that of a guest. Occasionally there are circumstances that warrant the termination of a clinical teaching assignment. Termination may be initiated by the teacher candidate, the school district, the campus administrator or the University of North Texas at Dallas. When such action is deemed necessary, there are specific reasons and procedures that must be taken into consideration by all parties involved.

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the teacher candidate, cooperating teacher and clinical teaching supervisor for reasons of illness, injury, or other unforeseen problem.
2. Failure by the teacher candidate to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the teacher candidate to abide by the policies of the cooperating school.
4. Unprofessional conduct towards the host school faculty/administration or students/parents.

PROCEDURES FOR TERMINATION (for reasons 2-4)
The following procedures are required for termination of the clinical teaching assignment.

1. The teacher candidate has failed to meet stage 3 of the Professional Improvement Plan.

2. The teacher candidate will meet with the Field Experience Coordinator, Certification Officer, and Department Chair to discuss possible options. The options offered will depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the teacher candidate, the school, the cooperating teacher and the students in the classroom. Some options that may be considered include:
   a. Withdrawal from clinical teaching with the option to reapply for clinical teaching.
   b. Withdrawal from clinical teaching with the decision to transfer to another college within the University to pursue a different degree. Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.
   c. Termination of clinical teaching with a failing grade.

3. If the teacher candidate is to be terminated from the clinical teaching assignment, he/she will be given a letter stating the decision, the reasons for the termination and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted.

The final decision to terminate a teacher candidate is the responsibility of the Field Experience Coordinator, Certification Officer and Department Chair with the consensus and approval of the Dean for Teacher Education. This decision will be based upon documentation from the school principal, cooperating teacher, clinical teaching supervisor and/or the teacher candidate.
APPEAL PROCEDURE

Students may (a) appeal Teacher Education admission requirements or decisions; (b) appeal Teacher Education program requirements or decisions; or (c) appeal to take one or two Teacher Education courses before admission requirements are met. To initiate an appeal, a student obtains an ARR appeal form from the Division of Education website. The student completes the form and attaches the required materials and documents and other information the student considers relevant. This form and the written materials from the student are used to render a judgment in the appeal. The student will appear before the ARR Committee in person.

The form and documentation are to be delivered by the student to the Chair of the Department of Teacher Education and Administration. The Chair then contacts and/or sets a meeting of the ARR Committee. Relevant materials are to be distributed and/or a meeting is held as soon as possible after the receipt of the appeal by the Department.
APPENDIX

- Attendance Card
- Classroom Observation Suggestions
- Code of Ethics and Standard Practices for Texas Educators
- Co-Teaching Models
- Informal Observation Form for Cooperating Teacher
- Pacing Guides
- Teacher Candidate Professional Improvement Plan
- University of North Texas Dallas Contacts
## Attendance Card

### Directions
The following guidelines must be met when completing the timecard:

- Print legibly in black or blue ink
- Ensure Teacher Candidate initials each column including “Total”
- Share with Clinical Teaching Supervisor at each observation and/or conference
- Upload completed attendance card to Tk20 at the end of the semester

### Table

<table>
<thead>
<tr>
<th>Week (enter month and dates)</th>
<th>Number of Days Absent</th>
<th>Number of Days Present</th>
<th>Teacher Candidate Initials</th>
<th>Mentor Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
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Teacher Candidate: ___________________________________________________________
Mentor Teacher: ______________________________________________________________

Student ID: ________________________________________________________________
District: _________________________________________________________________

Semester: □ Fall
Year: ____________
□ Spring

Subject: _________________________________________________________________
Grade: ___________________
Level: ___________________

Page | 19
<p>| | | | |</p>
<table>
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<td>TOTAL</td>
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</tbody>
</table>

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CLASSROOM OBSERVATION SUGGESTIONS

These questions are designed to help the teacher candidate focus on important classroom procedures and utilize observation time wisely.

CLASSROOM ROUTINE

1. Starting Procedures
   - What does the teacher do as students arrive in the classroom?
   - Does the teacher have instructions on the board or activities for engagement?
   - How are class roll, lunch count, etc. conducted?

2. Material Distribution
   - Are instructional materials ready for use?
   - What are the student responsibilities regarding materials?

3. Restroom Procedures
   - May students leave for the restroom freely?
   - Are passes available to use under certain guidelines?
   - Must the teacher give permission before a student may be excused?

4. Lunch Procedures
   - How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
   - How are the elementary students taken to the cafeteria and picked up?

RECORD KEEPING

1. Attendance
   - Are the students allowed to assist?

2. Grading
   - Does the teacher use different types of evaluation symbols? (100%, P+, 😊)
   - How is the grade book set up? (electronic, paper copy, etc.)

3. Referrals
   - How are disciplinary actions and follow-up procedures handled?
   - How are other referrals handled? (speech, SpEd, counselor, etc.)
CLASSROOM MANAGEMENT

1. Discipline Plan
   What are the rules?
   How were they chosen?
   How are they enforced? (praise, consequence)

2. Tardy Policy
   How is the policy enforced?
   What is the school policy for acceptable excuses for tardies?

3. Seating Arrangements
   How does the teacher determine seating? (alphabetical, discipline, ability levels)
   Can students move at different times or do they need to stay in their seat for the entire period?

4. Grouping
   Are students grouped for projects, reading, etc.?
   How does the teacher determine this grouping?

TEACHING PROCEDURES

1. Lesson
   a. Introduction and teaching
      How is the purpose of the lesson set?
      How does the teacher motivate students’ interest?
      How does the teacher relate lesson content to the students’ prior knowledge?
      What type of questioning is used to determine student understanding?

   b. Student activities
      How are students monitored for degree of understanding?
      How does the teacher produce a smooth transition from teaching procedures to student practice?
      How are students kept on task?
c. Enrich/Re-teach activities
   What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
   What modifications and re-teach opportunities are provided for those who have not mastered the objective?

d. Closure
   How does the teacher involve the students in a brief review of the lesson objective?

2. Homework/Make-up Work/Late Work/Tutorials
   a. How does the teacher grade homework?
   b. What is the policy for late work?
   c. What is the policy for students who have been absent?
   d. What is the policy for helping students before, during and after school?

3. Transition Techniques/Fillers
   a. What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
   b. If the teacher has time, how does he/she keep students involved, motivated, and keep them on task?

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES
   How are students recognized during classroom discussion?
   How do students gain the teacher’s attention?
   How does the teacher bring all students into the learning environment and keep them on-task?
   How does the teacher redirect off-task behaviors?
   How is the classroom discipline plan implemented?
   How are appropriate behaviors reinforced?
   How are students moved from whole group to small group and vice-versa?
   What non-verbal signals are used?

PARENT/TEACHER INTERACTION
   How does the teacher communicate expectations of the child to parents?
   How does the teacher deal with problems or communicate praise to parents?
Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.
   (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
   (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Towards Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

   (i) the nature, purpose, timing, and amount of the communication;
   (ii) the subject matter of the communication;
   (iii) whether the communication was made openly or the educator attempted to conceal the communication;
   (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
   (v) whether the communication was sexually explicit; and
   (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: Texas Administrative Code, title 19, Part 7, Rule 247.2, effective December 26, 2010
## Co-Teaching Model - Strategy Definitions & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
</table>
| One Teach, One Observe    | One teacher has primary responsibility while the other gathers specific observational information on students or the lead teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.  
**Example:** One teacher can observe students for their understanding of directions while the other leads. |
| One Teach, One Assist      | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other circulates to check for understanding, assists students with their work, or monitors behaviors.  
**Example:** While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties. |
| Station Teaching          | The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
**Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| Parallel Teaching         | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio.  
**Example:** Both teachers are leading a ‘question and answer’ discussion on specific current events and the impact they have on our economy. |
| Alternative Teaching      | This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.  
**Example:** One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. |
| Team Teaching             | Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.  
**Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

The strategies are not hierarchical. They can be used in any order and/or in any combination to best meet the needs of the P-12 students in the classroom. *(with adaptions from) Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education Teacher Quality Enhancement Grant*
INFORMAL OBSERVATION FORM

This form may be used by the cooperating teacher for informal observations of the teacher candidate. This is an optional form. Cooperating teachers may use their own system for observing and recording teacher candidate performance.

<table>
<thead>
<tr>
<th>Activity/Lesson/Objective</th>
<th>Positives</th>
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<table>
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<tr>
<th>Students/student behaviors to note</th>
<th>Areas for improvement</th>
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</table>

Teacher Candidate __________________________________________________

Cooperating Teacher ________________________________

Date ________________________  Time ___________________
## Pacing Guide - Single Placement

<table>
<thead>
<tr>
<th>Week</th>
<th>Responsibilities</th>
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</table>
| 1    | **Observe and assist**  
The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher. |
| 2    | **Co-plan and teach 1 subject/period each day** |
| 3    | **Co-plan and teach 2 subjects/periods each day** |
| 4    | **Plan and teach 3 subjects/periods each day** |
| 5    | **Co-plan and teach 4 subjects/classes each day** |
| 6-9  | **Full responsibility**  
Choose at least 10 consecutive days during these 3 weeks for full responsibility. *You are responsible for 15 days of full-time instruction. You may choose to complete all 15 days during this time. |
| 10   | **Co-plan and teach 3-4 subjects/periods each day** |
| 11   | **Co-plan and teach 2-3 subjects/periods each day** |
| 12-13| **Plan and teach 1-2 subjects/periods each day**  
Final observation must be completed during weeks 12 or 13  
Final conference to occur during weeks 12-13 |
| 14   | **Observe other grade levels** |

Note: This is a suggested schedule. It may be altered to meet individual needs.
## PACING GUIDE - TWO ROTATIONS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>1st ROTATION RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Observe and assist</strong>&lt;br&gt;The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Co-plan and teach 1-2 subjects/periods each day</strong>&lt;br&gt;Gradually add responsibilities so that the teacher candidate has experience planning and teaching each subject/period before full responsibility begins.</td>
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<tr>
<td>3</td>
<td><strong>Co-plan and teach 2-3 subjects/periods each day</strong>&lt;br&gt;Gradually add responsibilities so that the teacher candidate has experience planning and teaching each subject/period before full responsibility begins.</td>
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<td>4</td>
<td><strong>Plan and teach 3-4 subjects/periods each day</strong>&lt;br&gt;As the teacher candidate assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the teacher candidate will teach at most 3 subjects/periods each day. By the end of week 5, the teacher candidate should have taught all subjects/periods.</td>
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<tr>
<td>5-7</td>
<td><strong>Full responsibility</strong>&lt;br&gt;Choose 7 consecutive days during these 3 weeks for full responsibility. Second observation to occur in weeks 6 or 7 along with midpoint conference</td>
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### 2ND ROTATION RESPONSIBILITIES

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<td><strong>Observe and assist</strong>&lt;br&gt;The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.</td>
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<tr>
<td>9</td>
<td><strong>Co-plan and teach 1-2 subjects/periods each day</strong>&lt;br&gt;Gradually add responsibilities so that the teacher candidate has experience planning and teaching each subject/period before full responsibility begins.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Co-plan and teach 2-3 subjects/periods each day</strong>&lt;br&gt;Gradually add responsibilities so that the teacher candidate has experience planning and teaching each subject/period before full responsibility begins.</td>
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<tr>
<td>11</td>
<td><strong>Plan and teach 3-4 subjects/periods each day</strong>&lt;br&gt;As the teacher candidate assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the teacher candidate will teach at most 3 subjects/periods each day. By the end of week 5, the teacher candidate should have taught all subjects/periods.</td>
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<tr>
<td>12-14</td>
<td><strong>Full responsibility</strong>&lt;br&gt;Choose 7 consecutive days during these 3 weeks for full responsibility. Final observation to occur in weeks 12 or 13 along with final conference</td>
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*Note: This is a suggested schedule. It may be altered to meet individual needs.*
### PACING GUIDE - INTERMEDIATE/MIDDLE/HIGH SCHOOL SINGLE CONTENT AREA

<table>
<thead>
<tr>
<th>WEEK</th>
<th>RESPONSIBILITIES</th>
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</thead>
</table>
| 1    | Observe and assist  
The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher. |
| 2    | Co-teach |
| 3    | Co-plan and teach 1-2 classes each day |
| 4    | Co-plan and teach 2-3 classes each day |
| 5    | Independently plan and teach 3-4 classes each day |
| 6    | Independently plan and teach 4-5 classes each day |
| 7-9  | Full responsibility  
Choose at least 10 consecutive days during these 3 weeks for full responsibility. *You are responsible for 15 days of full-time instruction. You may choose to complete all 15 days during this time.* |
| 10-11| Independently plan and teach 3-4 classes each day |
| 12-13| Independently plan and teach 2-3 classes each day |
| 14   | Observe other grade levels in certification content area |

Note: This is a suggested schedule. It may be altered to meet individual needs.
# Professional Improvement Plan

<table>
<thead>
<tr>
<th>Expectation</th>
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<tr>
<td>Evidence</td>
<td>- Documentation by ----</td>
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<td>- Responses from ----</td>
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<tr>
<td>Concerns</td>
<td>Evidence from four sources suggest that ----:</td>
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<td>a) did not fulfill the minimum requirements for …</td>
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<td>b) failed to provide…</td>
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<tr>
<td></td>
<td>c)</td>
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<tr>
<td>Strategies</td>
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<td>Deadline</td>
<td>Satisfactory progress</td>
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<table>
<thead>
<tr>
<th>Clinical Teaching Supervisor</th>
<th>Date</th>
<th>Teacher Candidate</th>
<th>Date</th>
</tr>
</thead>
</table>

**Comments:**
UNT DALLAS CONTACTS

Dr. Glenda Moss  
*Department Chair, Teacher Education*  
972.338.1373  
glenda.moss@untdallas.edu

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christine.pruitt@untdallas.edu

Genell McClendon  
*Field Experience Coordinator*  
*Tk20 Administrator*  
972.338.1364  
genell.mcclendon@untdallas.edu

**OTHER IMPORTANT CONTACTS**

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore</td>
<td>972.780.3652</td>
<td><a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>972.780.3662</td>
<td><a href="mailto:financialaid@untdallas.edu">financialaid@untdallas.edu</a></td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>972.780.3664</td>
<td><a href="mailto:registrar@untdallas.edu">registrar@untdallas.edu</a></td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>972.780.3658</td>
<td><a href="mailto:sfs@untdallas.edu">sfs@untdallas.edu</a></td>
</tr>
<tr>
<td>Student Affairs and Career Services</td>
<td>972.338.1775</td>
<td><a href="mailto:studentaffairs@untdallas.edu">studentaffairs@untdallas.edu</a></td>
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</tbody>
</table>

University of North Texas at Dallas ■ 7300 University Hills Blvd ■ Dallas, TX  75241 ■ www.untdallas.edu