

UNT | DALLASTM
UNIVERSITY OF NORTH TEXAS AT DALLAS

School of Education



**Clinical Teaching
Handbook
Fall 2023-Spring 2024**

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Mission

The School of Education (SOE) will prepare students for careers in education and prepare them to serve in linguistically and culturally diverse communities in the North Texas region and beyond. The SOE strives to strengthen area school districts in the UNT-Dallas community with high quality teachers who will ultimately serve under resourced youth. The SOE also works directed with school district and community college partners to support recruiting. We are also actively engaged with students and alumni to improve student retention and graduation rates.

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Overview

Welcome to the UNT Dallas Clinical Teaching program! Throughout the Clinical Teaching semesters, Clinical Teachers will draw on previous learning of educator preparation. Clinical Teaching is where the art and science of teaching come together, where theory and practice connect during two school-based field experiences. We, the Clinical Teaching Team, are confident that you are ready for this next phase of becoming a proficient Texas educator and we are excited to support your field experiences.

Our program is *intentional*. We place Clinical Teachers and Interns in partner districts with a Cooperating or Mentor Teacher who is an accomplished teacher with three or more years of experience. The Cooperating or Mentor Teacher has a proven record of success with a variety of student populations. Credentials of those involved with the Clinical Teacher and Intern match the intended area of certification. A University Field Supervisor works closely with the Cooperating Teacher to support each Clinical Teacher and Intern. They model, observe, and provide feedback through pre- and post- observation conferences as well as individual coaching.

Our program is *instructional*. While participating in the Clinical Teaching program, Clinical Teachers and Interns continue to receive valuable instruction from UNT Dallas professors, the Clinical Teaching Director, and the University Field Supervisor. As an educator in one of our partner districts, Clinical Teachers and Interns are offered continued professional learning and development opportunities.

Our program is *interpersonal*. Clinical Teachers and Interns teach and learn under the guidance of a community of professional educators. Frequent, intentional opportunities exist for the purpose of exchanging information with colleagues in seminar classes, on partner campuses, through vertical and horizontal educator interactions, and purposeful interactions with the Cooperating or Mentor Teacher and Field Supervisor. We are confident that, as a UNT Dallas Clinical Teacher and Intern, interacting with your Cooperating or Mentor Teacher and University Field Supervisor will produce a tremendous, lasting, positive impact on the lives of the students you serve.

Our program allows you to be *innovative*. UNT Dallas Clinical Teachers and Interns have a unique opportunity to use creative imagination to learn and develop new methods of lesson implementation. With the assistance of the Cooperating or Mentor Teacher and the University Field Supervisor, students can innovate new solutions for successfully reaching today's youths.

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Key Clinical Contacts

The following contacts are essential for a successful clinical experience.

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Bilingual/ESL program coordinator:

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4-8 Midlevel program coordinator:

Dr. Gwendolyn Johnson, Associate Professor
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Curriculum & Instruction Graduate program coordinator:

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Special Education program coordinator:

Dr. Julie Southward, Assistant Professor
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Reading and Literacy program coordinator:

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LOTE program coordinator:

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Goals and Objectives of Clinical Teaching

To be successful in the UNT Dallas Clinical Teaching Program and to be recommended for a teaching certificate, a successful Clinical Teachers and Interns will:

- Exhibit sound and professional judgment by following established university or public-school policies when interacting with peers, students, parents, or members of the community.
- Maintain confidentiality of student records, correspondence, and conversations.
- Use emotional and social self-control and self-determination in personal interactions.
- Demonstrate professional appearance and use appropriate hygiene.
- Maintain and use a professional teacher-student and teacher-parent relationship.
- Demonstrate positive attitudes toward the profession, students, parents, other educators, and support personnel.
- Demonstrate ethical behavior as defined by the profession and Texas rules and regulations (Code of Ethics and Standard Practices for Texas Educators & INTASC Standards).
- Exhibit a code of conduct that includes honesty, cooperation and integrity related to tests, assignments, interactions with UNT Dallas professors and personnel (UNT Dallas Code of Conduct).
- Exhibit a collaborative approach applied to seeking solutions to problems with peers, students, faculty, parents, and administration.
- Demonstrate the ability to work with diverse individuals.
- Exhibit qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one's education through university or community-based programs.
- Exhibit professional competence in oral and written language which includes communication devices.

Frequently Used Terms

Clinical Teacher: A preservice teacher in the final phase of educator preparation, seeking initial certification by participating in Clinical Teaching I and II.

Clinical Teaching I: The ‘Methods’ semester of field experience of intensive Clinical Teaching (one 8-hour day each week for 14 weeks) in a partner school for all undergraduate Clinical Teacher nearing the final phase in the Educator Preparation Program, as described in (TAC) §228.35.

Clinical Teaching II: The ‘Student Teaching’ semester of field experience of intensive Clinical Teaching (8-hours daily for 14 weeks) in a partner school for all undergraduate Clinical Teachers in the final semester of the Educator Preparation Program, as described in (TAC) §228.35.

Cooperating/Mentor Teacher: A certified, accomplished veteran teacher with a minimum of three years’ experience, in a partner district selected to teach, guide, support, assist, and monitor Clinical Teacher growth during the clinical teaching assignment, as described in Texas Administrative Code (TAC) §228.2.

Professional Intervention Plan (Growth Plan): A Growth Plan is a written form initiated by the University Field Supervisor when a Clinical Teacher displays a lack of progress. The University Field Supervisor documents expectations that a Clinical Teacher must meet to pass clinical teaching and be recommended for certification.

Intern: A paid, supervised classroom teacher who holds an undergraduate degree, assigned for one full school year at a public school accredited by the Texas Education Agency (TEA) \ that may lead to completion of a standard certificate, as described in (TAC) §227.5.

Partner Districts: Districts that host Clinical Teachers and Interns, collaborating with the UNT Dallas Clinical Teaching Program during the final semesters of the Educator Preparation.

Texas-Teacher Evaluation Support System (T-TESS): Formal Clinical Teacher and Intern evaluation completed by the University Field Supervisor at least four times during clinical teaching. Failure to achieve a score of “Developing” or higher on each domain of the final evaluation will result in a grade of “Not Passed” for one or both of the clinical teaching courses.

University Field Supervisor (UFS): A certified educator with advanced credentials, hired by UNT Dallas, responsible for onsite monitoring, guiding, observing, cooperating, supporting, evaluating, and providing constructive feedback to improve Clinical Teacher performance during clinical teaching, as described in Code (TAC) §228.2.

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Partner Districts

Our partnering districts and schools share forward thinking and help cultivate student learning and growth as future educators. We have a Memorandum of Understanding signed with each partner district and UNT Dallas. If you are requesting a district not on the list, please allow at least six months lead time.

Cedar Hill ISD
Dallas ISD
DeSoto ISD
Duncanville ISD
Ferris ISD
Garland ISD
Grand Prairie
Irving ISD
Italy ISD- No Bilingual
Lancaster ISD
Maypearl ISD
Mesquite ISD
Midlothian ISD
Red Oak ISD
Uplift -No Bilingual
Waxahachie ISD

NOTE: Clinical Teachers must undergo a criminal history background check prior to clinical teaching (TEC §22.0). Clinical Teachers must undergo a criminal history background check prior to employment as an educator (TEC §22.083).

"The end of all education should surely be service to others."—César Chávez

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Part 1: Clinical Teacher and Intern Guidelines and Procedures

"Excellence is achieved by the mastery of fundamentals."—Vince Lombardi

Professional Standards

Congratulations on arriving at this stage of your career! Clinical Teachers and Interns are expected to participate as members of the school staff and are obligated to follow district and school policies.

ROLES, RESPONSIBILITIES AND EXPECTATIONS

Clinical Teachers should:

- Adhere to the Code of Ethics and Standards for Texas Teachers, as described in TAC §247.2 (Appendix A)
- Recognize and accept that the Cooperating Teacher has the ultimate responsibility for what may or may not be done in the classroom. If the Clinical Teachers has concerns, these need to be discussed with the Cooperating Teacher.
- Know and follow the rules, regulations, and policies of the district and campus. This includes maintaining confidential information that may have been obtained through student records, conversations, etc.
- Dress and act in a professional manner, following the dress codes of the school district.
- Arrive and depart the school site in accordance with the school's policy for all teachers. Clinical Teachers and Interns need to arrive early and stay late for instructional meetings, vertical and horizontal team planning, and/or preparation for class.
- Attend mandatory Professional Development sessions on the UNT Dallas campus.
- Seek and obtain exposure to content, curriculum, resources, technology, standards (i.e., Texas Essential Knowledge and Skills (TEKS), and the State of Texas Assessment of Academic Readiness (STAAR), etc.)
- Study the campus yearly scope and sequence, curricular documents and requirements, instructional standards (TEKS) and expected student outcomes.
- Write high-quality lesson plans for EACH lesson in advance of the teaching opportunity and share a copy with the Cooperating Teacher and the University Field Supervisor. A hard copy of lesson plans needs to be available for the University Field Supervisor.
- Teach high-quality lessons using content and language standards, student objectives, instructional strategies, and student outcomes.
- Demonstrate the ability to respond appropriately to learners from diverse linguistic, cultural, economic or racial backgrounds.
- Demonstrate effective oral and written interpersonal communication skills.
- Consult with the Cooperating Teacher and the University Field Supervisor for constructive feedback regarding effective research and evidenced-based best practices for current student groups.
- Complete all requirements assigned by the University Field Supervisor (i.e., lesson plan, lesson observation forms, classroom management plan, self-assessment/reflection forms, program/process evaluation, Checkpoints, etc.) and submit on or before the required deadline.
- Set personal goals for improvement after each observation and coaching cycle.

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Teaching Assignments

An internship or clinical teaching experience must take place in an actual school setting rather than a distance learning lab or virtual school setting, as described in (TAC) §228.35. Clinical Teachers are placed in a supportive environment with an accomplished Cooperating or Mentor teacher who has a proven record of student success. Clinical placement will correspond with the subject area certification, as described in (TAC) 228.35. Core classes must be completed before application for admission into clinical teaching.

Clinical I: Methods

The Clinical Teacher:

- Applies and receives admittance to Clinical I: Observation
- Enrolls in the corresponding UNT Dallas Methods courses.
- Receives placement on a partner campus with a Cooperating Teacher based on the intended certification area(s).
- Completes Clinical Teaching for 8 hours weekly (one full 8-hour day) over the course of 14 weeks.
- Uses co-teaching models including: One Teach-One Observe; One Teach-One assist; and Parallel Teaching (during the final weeks of placement).
- Receives frequent informal observations by a University Field Supervisor, and a minimum of one formal observation which includes pre-conference, observation, and post-conference with constructive feedback.

Clinical II: Student Teaching

The Clinical Teacher:

- Completes Clinical I successfully, applies for Clinical II: Student Teaching, and receives acceptance
- Enrolls in 6 credit hours for the final semester.
- Receives placement on a partner campus for 14 weeks with a Cooperating Teacher in a classroom appropriate for the intended area of certification. In some cases, this placement may be two 7-week placements for two areas of certification. Secondary Clinical Teachers may receive teaching assignments at the middle school, junior high, and/or senior high school levels.
- Completes Clinical Student Teaching for a minimum of 7 hours daily over the course of 14 weeks.
- Complete four (4) informal “walk-through” observations. These may be scheduled or unscheduled.
- Completes a minimum of four (4) 45-minute formal observation cycles with a University Field Supervisor. A formal observation cycle includes pre-conference, observation, post-conference, followed by constructive feedback, and may include use of a video recording to reflect on practice.

Alternative Teacher Certification Program (ATCP): Graduate Clinical Student Teaching

The ATCP Graduate Clinical Teacher:

- Enrolls in EDCI 5190 (6 credit hours).

- Receives placement on a partner campus for 14 weeks in a classroom appropriate for the intended area of certification. In some cases, this placement may be two 7-week placements for two areas of certification. Secondary Clinical Teachers may receive teaching assignments at the middle school, junior high, and/or senior high school levels.
- Completes Clinical Student Teaching for a minimum of 7 hours per day over the course of 14 weeks.
- Complete four (4) informal “walk-through” observations. These may be scheduled or unscheduled.
- Completes a minimum of four (4) 45-minute formal observation cycles with a University Field Supervisor. A formal observation cycle includes pre-conference, observation, post-conference, followed by constructive feedback, and may include use of a video recording to reflect on practice.

Alternative Teacher Certification Program (ATCP): Graduate Teacher of Record Internship

The ATCP Clinical Teacher of Record (paid Intern):

- Holds a graduate degree from institution of higher education and an intern certificate
- Enrolls in EDCI 5385 (3 credit hours) for the first semester and EDCI 5386 (3 credit hours) for the second semester.
- Receives placement on a campus for one full school year in a classroom appropriate for the intended area of certification. An accomplished Mentor Teacher will be assigned to the ATCP Graduate Teacher of Record, as described in (TAC) §228.35.
- Is assigned as the Teacher of Record within the first fifteen (15) day of the school year and remains in the position over the course of an entire school year.
- Complete four (4) informal “walk-through” observations over the course of the entire year. These may be scheduled or unscheduled.
- Completes a minimum of five (5) 45-minute formal observation cycles over the course of the entire year with a University Field Supervisor. A formal observation cycle includes pre-conference, observation, post-conference, followed by constructive feedback, and may include use of a video recording to reflect on practice. The first formal observation will occur within the first six weeks (or first third) of the assignment. 3 observations will occur in the fall semester and 2 observations in the spring semester.

Clinical Teachers Employed as Educational Assistants

Clinical Teachers employed as certified educational assistants may complete clinical teacher requirements to satisfy the clinical teaching assignment through instructional duties for a minimum of 14 weeks (490 hours). See the Educator Aide Exemption section of this document in the Appendix.

Multi-site Placements

Clinical Teachers seeking a specialization in Special Education or LOTE EC-12 will complete one half of their experience in a setting specific to the specialization and the remainder of the semester in an elementary grade consistent with their certification, as described TAC §228.35(A)(ii).

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Clinical and Field Experiences Policies and Procedures

The purpose of the Clinical Teaching semester in the practice-based program is to: (a) learn about content, pedagogy, technology, classroom management, assessment, and evaluation through course content and (b) learn about schools, students, planning, and the teaching and learning process by working in a practice-based setting with Cooperating/Mentor Teachers and University Field Supervisors. Following the observation period, the Clinical Teacher becomes more involved with the instructional process under the direction of the Cooperating Teacher and the University Field Supervisor. During this period, the Clinical Teacher may have opportunities to monitor individual student progress or support student learning through small group instruction in partnership with the Cooperating Teacher. The Clinical Teacher is included in writing lesson plans and other instructional decisions under the guidance of the Cooperating Teacher.

Observation (Requirement for Clinical Teachers)

During Clinical and Field Experiences, clinical teachers will observe in the assigned classroom. This observation period includes observation of the classroom environment, instructional techniques, lesson planning, vertical and horizontal teacher meetings, and modes of communication. The Clinical Teacher observes and establish relationships with school personnel, especially the Cooperating Teacher. While observing, the Clinical Teacher should take notes for the Field Experience Log, reflect thoughtfully on experiences, and ask questions to gain an understanding of what is observed.

Co-Teaching (Requirement for Clinical Teachers)

During the Co-Teaching period of the Clinical Experience, Clinical Teachers have the opportunity to participate in lessons prepared with the Cooperating Teacher. The Cooperating Teacher models and works collaboratively with the Clinical Teacher. The Clinical Teacher frequently meets with the University Field Supervisor and the Cooperating Teacher who provide constructive feedback on lesson participation. They engage in a gradual release instruction model in a One Teach, One Observe; One Teach, One Assist; Parallel teaching protocol. During this time period, the Clinical Teacher is gaining foundational experience to be used during the Full Teach period.

Teaching (Requirement for Clinical Teachers and Interns)

Full Teach is the final stage of the Clinical Field experience. The Clinical Teacher plans lessons and teaches students as the Cooperating or Mentor Teacher observes and provides constructive feedback. Clinical teachers begin teaching one subject and individual lessons progress into full teaching of all subjects throughout the school day. The graduate-level Clinical Intern serves as the teacher of record for the classroom on a contract from a school district and intern certification. Clinical teachers and interns are supported by the University Field Supervisor who provides formal and informal assistance with feedback through a pre-conference, observation, and post-conference protocol (POP Cycle, see Appendix)

Coursework (Requirement for Clinical Teachers and Interns)

During the field placement, clinical teachers and interns are required to attend the regularly scheduled seminars and classes taught by the instructor of record of the enrolled courses. The courses also include assignments the clinical teachers and interns must complete which contribute to course points for the overall grade. Additionally, the University Field Supervisor will periodically conduct professional development sessions.

Emergencies

Notify the Cooperating or Mentor Teacher immediately of any accidents involving a student or an adult. Additionally, apprise the University Field Supervisor of any emergency incidents or occurrences as well as the Director of Clinical Practice.

Code of Ethics and Standard Practices for Texas Educators

Adhere to the Educators' Code of Ethics as set forth in Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community, as described in TAC §228.50 and TAC §247.2 (See Appendix).

Attendance

Clinical teachers and interns are expected to attend the partner campus every assigned day of the clinical placement. The clinical teacher and intern complete the Clinical Teacher/Intern Field Experience Log (see Appendix). The cooperating teacher must verify and sign the clinical teacher's Field Experience Log each date a clinical teacher is on a campus (once per week for Clinical 1 clinical teachers and each day for Clinical 2 clinical teachers). A campus administrator (e.g. principal or assistant principal) must verify and sign the Field Experience Log for graduate level clinical interns. Leaving the school campus during the school day is not permitted without prior approval from the University Field Supervisor. The Clinical Teacher must make up all absences at the end date of the clinical placement as determined by the Cooperating Teacher and University Field Supervisor.

If it is necessary for the clinical teacher and intern to be absent for one or more days during clinical placement, the clinical teacher and intern must do the following:

1. Notify the Cooperating Teacher, University Field Supervisor, Director of Clinical Practice and school office before the beginning of the school day which will be missed.
2. Provide documentation from a medical professional when absences are for three or more consecutive days.
3. Ensure completion of missed days before the culmination of the placement.

In the event that the clinical teacher or intern has jury duty, notify the Cooperating Teacher and the University Field Supervisor of the pending assignment. After jury duty is served, submit a letter from the respective city or county court official to the Cooperating Teacher and the University Field Supervisor.

NOTE: Excessive absences may result in the clinical teacher and intern repeating the placement, a failing grade for clinical teaching, and/or the removal from clinical experiences and internship. (See Appendix).

Clinical I Teachers are expected to:

- Complete eight (8) hours in clinical placement each week. This time is observed in either an 8-hour full day or ½ day increments. A total of 112 observation hours are required at the end of the semester.
- Participate in professional development or teacher training sessions.
- Report to the campus, following schedule of the Cooperating Teacher, adhering to arrival and dismissal times. If observing ½ day sessions, plan to arrive at the start of the school day. If observing during the second half of the day, plan to arrive by 11:30 am and remain on campus through teacher dismissal.

Clinical II Teachers and ATCP Graduate Clinical Teachers are expected to:

- Be punctual every day of the field experience and remain on campus the full day. A full day is defined as duty hours of the Cooperating Teacher.
- Follow the school district calendar for reporting to the assigned campus. Adhere to the school district calendar, regardless of the holidays observed by UNT Dallas.
- Attend and participate in district and campus staff professional development days
- Report to the campus, following schedule of the Cooperating Teacher, adhering to arrival and dismissal times.

ATCP Graduate Clinical Interns (teachers of record) are expected to:

- Be punctual every day of the school year and remain on campus the full day. A full day is defined by duty hours of the participating school district.
- Follow the school district calendar for reporting to the assigned campus.
- Attend and participate in district and campus staff professional development days.
- Adhere to school district policies and procedures for recording attendance and reporting absences.

Clinical Teaching/Internship is considered a full academic load. Additional coursework is not allowed during the Clinical Teaching semester without prior approval from the clinical admissions committee and the Director of Clinical Practice.

Corporal Punishment

Under no circumstances will a Clinical Teacher or Intern administer or witness corporal punishment. The state of Texas defines corporal punishment as any deliberate infliction of pain that involves spanking, hitting, slapping, work detail, or any other physical form of discipline.

Confidentiality

Clinical Teachers may have access to student information and school records. It is important that these records remain confidential and are used in a professional manner. Clinical Teachers may not release or share information with any unauthorized person.

Dispositions and Professionalism

As clinical teachers and interns move from student to teacher, it is necessary to transition into a professional role. The Professionalism Rubric (Appendix), Professional Disposition Statement and Fitness to Teach Self-Assessment embody the essential qualities of being a professional. Clinical Teachers must score “developing” at least once in all domains of the Professionalism Rubric by the end of the clinical teaching experience and related coursework.

Dress Code

Clinical Teachers and Interns should exhibit professionalism in dress and grooming, adhering to the dress code of the assigned school district. Clinical Teachers and Interns should wear business professional or business casual clothing as a guest of the school and district. In most districts, the dress code impacts the perceptions and norms of the education profession. **Identify and note the respective school district's policies on appropriate dress before the first day of site placement.** Please note the following typical provisions on garments and styles for most school districts.

- Flip-flop sandals are not appropriate.
- Clothing should not be overly tight or overly loose.
- Hairstyles should be clean and well-groomed.
- Jewelry should not be distracting or offensive.
- Caps and hats are not allowed.

Typically, appropriate dress for women includes blouses and slacks or knee-length skirts and dresses. Appropriate dress for men usually includes dress slacks and collared shirts.

Employment During Clinical Teaching

A Clinical Teacher may be employed during the official school hours of the placement, but it may not interfere with the clinical teaching assignment. Outside employment during clinical teaching is not recommended due to the tremendous time commitment expected for lesson and classroom preparation.

Field Trips

Field trips are recognized as an extension of the classroom educational experience. Clinical Teachers may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the Cooperating Teacher. Clinical Teachers may NOT use a personal vehicle for field trips or to transport students.

Inclement Weather

Typically, districts schedule inclement weather days. If the district schedules any make-up day that falls within the scheduled length of Clinical Teaching, the Clinical Teacher is required to attend the make-up day. When the days are not used, they become teacher and student holidays.

Lesson Plans

Clinical teachers and interns are required to complete lesson plans and submit a copy to the Cooperating Teacher and University Field Supervisor (See Appendix E). Lesson plans must include the TEKS, ELPS, STAAR objectives, intervention groups, retaught lessons, materials or supplies, page numbers, a description of the learning activities, and evaluation that will be used to determine student mastery. Lesson plans are documents for ensuring effective planning for lessons and assist with implementation of the state curriculum.

Observations and Evaluation

Both the Cooperating Teacher and the University Field Supervisor will jointly evaluate the clinical teacher's or intern's performance with informal walk-through visits and formal 45-minute observations using the Texas Teacher Evaluation and Support System (T-TESS) POP Cycle Observation Report including the T-TESS rubric competencies (Appendix). The University Field Supervisor will provide feedback on a regular basis and is ultimately responsible for the final evaluation and grade. The Clinical teachers and interns may discuss any questions regarding final grades with the University Field Supervisor. Successful completion of the field placement is evidenced in the final walkthrough or the final TTESS rating as "Proficient" in each domain. Each observation will be signed by the clinical teacher or intern, the Cooperating Teacher and the University Field Supervisor, then, uploaded into Canvas.

Reporting Child Abuse

Educators who are licensed or certified by the state or who work for an agency or facility licensed by the state and have contact with children as a result of their normal duties, must report the abuse or neglect within 48 hours, as described in Section 261.101 of the Texas Family Code. The Cooperating Teacher will provide reporting procedures for Clinical Teachers and Interns who suspect child abuse or neglect.

School District Student Relationships and Communications

Clinical Teachers and Interns should remain professional at all times, maintaining appropriate relationships, boundaries and communication between educators and students, as described in TAC §228.30(c)(7). It is inappropriate and unacceptable to socialize with students in any way, including Social Media or online gaming. Clinical Teachers and Interns may interact with students only in the presence of the Cooperating Teacher, the University Field Supervisor or other appropriate certified personnel.

Social Media

Please be advised that information posted on personal electronic profile pages (Facebook, Twitter, Pinterest, etc.) may be viewed by school district personnel. Evidence of unacceptable or unethical behavior could result in removal from the Clinical Teaching Program. Clinical Teachers and Interns should ensure that there is no evidence of unacceptable images or texts credited to them on any social media outlet.

Substitute Teaching

If the Cooperating Teacher is absent during the semester, the school administrator is required to hire a substitute teacher, who must remain in the classroom with students. Clinical Teachers and Interns cannot be used as a substitute; however, they may instruct with a substitute during the absence of the Cooperating Teacher. If the Cooperating Teacher has an extended absence, it may be necessary to re-evaluate placement.

Technology Usage During Intern Placements

Mobile phones shall remain "OFF" during instructional time. Mobile devices must be "off" or on "silent" during staff meetings and trainings. When visiting schools and classrooms, Clinical Teachers and Interns will not use cell phones, computers or any other electronic devices for personal use during the instructional day. Parent contacts may be made during planning, conference periods, or lunch. Personal calls are not allowed during instructional time.

Time Commitment and Obligations

Clinical Teachers follow the schedule of the Cooperating Teacher, even if it involves after school activities. Actively participate in school related functions to take advantage of the opportunity to learn and understand teacher obligations and responsibilities.

Clinical Teachers and Interns are required to attend staff meetings and a minimum of two (2) extended time programs.

Extended time examples include, but are not limited to:

- Parent and teacher conferences
- Student performances or athletic events
- School clubs or meetings
- Parent educational activities (e.g., Math, Science or Literacy Nights, PTA meetings, etc.)

UNT Dallas and UNTD SOE Resources and Services

Accommodation and Access for UNTD Students

The UNT Clinical Teaching Department is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment, Clinical Teaching faculty members will make reasonable accommodations for qualified students with a disability following the provisions set forth in the accommodations plan prescribed and provided by the UNT Dallas Office of Disability Services. The clinical teacher or intern bears the responsibility to request a plan from the UNT Dallas Office of Disability Services and/or ensure notification to inform appropriate Clinical Teaching personnel of the need for an accommodation. Information about academic accommodations can be obtained at <https://sa.untDallas.edu/disability-services>.

Educator Certification

Clinical Teachers are recommended for certification upon successful completion of the Teacher Education Program, including Clinical Teaching and passing all TEXES exams. To begin the exam process, students may apply for certification online by visiting the Texas Education Agency State Board for Educator Certification (SBEC) website at www.tea.texas.gov. For questions regarding this procedure, please contact the UNT Dallas Teacher Certification and Accountability Officer, Shannin Garrett. Clinical Teachers desiring to teach in accredited public and private schools in Texas must be certified through the Texas Education Agency. **NOTE: Certification exams should be passed prior to Clinical I placement.**

University Digital Communication

The UNT Dallas e-mail, the official method for communicating with students, will be used as a method of contacting clinical teachers and interns. This email will be used for notifying students of dangerous or emergency situations occurring on campus, academic or financial responsibilities. It is the responsibility of the clinical teachers and interns to regularly check and respond to UNT Dallas email.

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Clinical Internship Co-Teaching Model

UNT Dallas has adopted a co-teaching model for field experiences. Clinical Teachers are required to be actively engaged in many of the classroom elements from the very beginning of the semester. Clinical Teachers should assume greater responsibilities, commensurate with their role as a Clinical Teacher.

Clinical 1 Clinical Teachers will use the first 40 hours of clinical placement for observation. During this time Clinical Teachers work with the campus administrator to observe various school settings. Reflected in the table below are activities to involve Clinical Teachers early in the process of Co-Teaching.

Clinical 2: Co-Teaching activities should begin early in the Clinical Placement (See Appendix).

| WEEK | CO-TEACHING STRATEGIES | MINIMUM CLINICAL TEACHER RESPONSIBILITIES |
|--|---|--|
| Weeks 1-7 are for the first rotation or second subject rotation | | |
| 1 to 3 | <ul style="list-style-type: none"> • One Teach One Observe • One teach One Assist | Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan |
| 4 to 6 | <ul style="list-style-type: none"> • The above, plus • Alternative teaching • Station teaching | Co-plan Lead small-group activities |
| 7 to 8* | <ul style="list-style-type: none"> • The above, plus • One Teach One Observe with • Clinical Teacher as lead | Co-plan Lead small-group activities Assume responsibility for whole-group lesson in one subject area |
| 9 to 10 | <ul style="list-style-type: none"> • One Teach One Observe • One teach One Assist • Alternative Teaching • Station Teaching • Parallel Teaching • Team Teaching | Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan Lead small-group activities |
| 11 to 14* | <ul style="list-style-type: none"> • One Teach One Observe • One teach One Assist • Alternative Teaching • Station Teaching • Parallel Teaching • Team Teaching | Co-plan Lead small-group activities Assume responsibility for whole-group lesson in one subject as appropriate |

*Implemented Unit Plans and the Performance Assessment will require one teach | one observe with the Clinical Teacher leading instruction so that the Clinical Teacher can provide feedback about the instructional competency.

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Pre-Conference, Observation and Post-Conference (POP) Cycle Protocol

Pre-Conference

Materials to bring/ have available:

- Completed Lesson Plan
- T-TESS Rubric Assessment Sample
- Completed Student Achievement Chart (SAC Chart see Appendix M)
- Ability to articulate most recent Reinforcement (R+) and Refinement (R-).
- Be Prepared to discuss the lesson:
 - What TEKS will be addressed during the lesson?
 - What is the lesson objective and expected student outcome (What will students know and be able to do at the end of the lesson?)
 - How is this lesson relevant to students?
 - How does this lesson connect to prior learning?
 - What is the Academic Vocabulary for the lesson and how will it be addressed?
 - What is the lesson structure? (e.g., Five-E or Gradual Release)
 - What lesson visuals and support will be used during the lesson? (e.g., anchor charts, manipulatives, etc.)
 - Practice the Direct Instruction of your lesson
- Be Prepared to Discuss the Assessment:
 - Show an example of the assessment.
 - What is the expected level of performance?
 - Clearly explain how the assessment aligns with the TEKS objective
 - Explain how and why the assessment(s) needs to be differentiated.
 - Explain how checking for understanding will occur throughout the lesson.

Observation – Minimum of 45 min.

- Analyze student assessment data and reflect on the findings to complete the SAC Chart.
- Use the T-TESS Rubric to score the lesson; select Reinforcement R+, and Refinement R-.

Post Conference

Materials:

- Bring Self-Reflection Summary
- Utilize the T-TESS Rubric
- Review the SAC Chart

Be prepared to Discuss:

- Analyze the assessment data to determine lesson effectiveness?
- Share the self-reflection of the lesson, the scores, and the self-selected Reinforcement R+ / Refinement R-.

Determine Next Steps:

- Clinical Teachers will share reinforcement R and Refinement R
- Improvement task will share a timeline for completion.

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Guidelines for Reassignment or Removal from Clinical Placements

The Clinical Teaching program is a cooperative relationship between the Clinical Teacher, the Cooperating Teacher from the partner campus, and the University Field supervisor. Each Clinical Teacher is to be made aware that his/her presence at the campus, and in a particular classroom, is that of a guest. UNT Dallas Clinical teachers and interns are accountable for adhering to the guidelines in the *Clinical Teaching Handbook*, the State of Texas Educator *Code of Ethics (Texas Administrative Code Title 19, Part 7, Chapter 247)*, and school district policies where placed and applicable state regulations, school board policies, and state and federal laws. Clinical teachers and interns may be reassigned or removed from a clinical placement for failing to comply with the State of Texas Educator Code of Ethics, the policies of the school district where the student is placed, UNT Dallas policies or applicable state or federal laws. The UNT Dallas School of Education may remove students from a clinical teaching field assignment if it is determined that the student has failed to comply with the aforementioned policies, guidelines, and laws which may result in: (a) clinical placement reassignment or (b) removal from the placement and clinical teaching or internship.

If a Clinical Teacher or Intern is removed from a clinical placement, the student may not be permitted to continue in the UNTD Educator Preparation Program, depending on the nature of the infraction and the decision of the program faculty and staff.

A student who receives three or more disposition infractions may be removed from the program. (See Appendix).

Reassignment for Lack of Progress or Inadequate Development

A Clinical Teacher or Intern may experience problems during the clinical placement. If a Clinical Teacher or Intern encounters difficulty, the student should schedule a time to consult with the Cooperating or Mentor Teacher. Also, a school district may request removal of a clinical teacher or intern from the school district or building. The University Field Supervisor or Director of Clinical Practice will consult with a representative of the school district and obtain information concerning the reason for the removal. The Director of Clinical Practice will inform the student of the reason for the removal and give the student an opportunity to respond.

The University Field Supervisor will meet with the student and the Cooperating /Mentor Teacher to review the circumstances and collaboratively devise an approach to address the situation. If the concern persists, the University Field Supervisor and Director of Clinical Practice will jointly recommend options to the student. Options may include: (a) a meeting with the student, the Cooperating or Mentor Teachers, and the University Field Supervisor, (b) the Professional Improvement Plan, (c) reassignment to another classroom, school or district, and/or (d) removal from clinical teaching or internship.

After the meeting, when a Clinical Teacher or Intern demonstrates a lack of progress or inadequate development, the University Field Supervisor and the Cooperating Teacher, in consultation with the student, will develop a Professional Improvement Plan. (See PIP procedures and form in the Appendix). The Professional Improvement Plan will include a reasonable timeline for additional professional learning,

demonstration of expected behaviors, and evaluation. At the end of the Professional Improvement Plan, the University Field Supervisor, Cooperating Teacher, and student will discuss expectations and progress.

After the joint meeting with student, the Cooperating or Mentor Teacher and the University Field Supervisor, and/or the PIP process(es), the University Field supervisor will recommend to the Director of Clinical Practice: (a) to continue with the clinical assignment at the same site or a new school or district or (b) to initiate action to remove the student from clinical teaching or internship.

Reasons for Removal from the Clinical Placement

A student can be removed from the Clinical Placement for the following reasons:

- Mutual consent and agreement for termination by the Clinical Teacher or Intern, Cooperating Teacher and University Field Supervisor for reasons of illness, injury, or another unforeseen problem.
- Failure by the Clinical Teacher to abide by the policies of: *The Code of Ethics and Standard Practices for Texas Educators*, the Texas Education Agency, the State Board for Educator Certification, and the partner district or school and UNT Dallas policies, rules, and procedures. Unprofessional conduct towards the partner school faculty, administration, and/or students or parents.

Procedures for Removal of a Clinical Placement (School or District)

Failure by the Clinical Teacher to establish and maintain a satisfactory level of performance or provide required evidence of potential for success as a teacher.

The following procedures are required for termination of the Clinical Teaching assignment:

- . The Clinical Teacher shall be informed by the Cooperating Teacher and/or the University Field Supervisor of unsatisfactory performance. This shall be done through a written evaluation from the University Field Supervisor, Cooperating Teacher or through a joint conference between all three, and/or written documentation of any infractions of performance, school policy, or professionalism.
- . When it is evident that a Clinical Teacher does not comply with prescribed verbal and written suggestions for improvement, a Professional Intervention Plan for growth shall be initiated by the University Field Supervisor and/or Cooperating Teacher and presented to the Clinical Teacher. Copies of this signed contract shall be submitted to the UNTD Director of Clinical Practice. Within one-week following the PIP conference, the Clinical Teacher, Cooperating Teacher, and University Field Supervisor will confer to assess progress.
- . If inadequate progress in teaching effectiveness and/or professional conduct continues, a formal Probation Contract will be administered, with a clear time limit for compliance. A copy will be submitted to the school principal and the Director of Clinical Practice.
- . The University Field Supervisor or student may request the Director of Clinical Practice to conduct an observation and evaluation. A conference of all parties will follow. When the Clinical Teacher is placed on probation and the reassessment indicates unfavorable progress, the Clinical Teacher will meet with the Director of Clinical Practice to discuss possible options. The options offered will depend upon the individual case and what is deemed to be in the best interest of the Clinical Teacher, the partner school,

the Cooperating Teacher, and the students in the classroom. Some options that may be considered include the following:

- a. Withdrawal from clinical teaching, with the option to reapply at a later date.
- 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. The final termination decision is made by the Director of Clinical Practice, the Program Coordinator, and the Dean of the School of Education.

If the Clinical Teacher is to be terminated from the Clinical Teaching assignment, (s)he 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. This letter is generated by the Director of Clinical Practice and approved by the Dean of the School of Education before dissemination.

Removal from Clinical Teaching or Internship

A Clinical Teacher or Intern may be removed from the program for failing to complete a clinical placement or demonstrating a lack of progress or inadequate development. A student also may be removed from the program for failing to comply with the State of Texas Educator Code of Ethics, the policies of the school district where the student is placed, UNT Dallas policies or applicable state or federal laws.

In the event that the Clinical Teacher is dismissed from Clinical Teaching, the student will receive a grade of "F" or "No Pass."

Complete Termination of the Clinical Teaching Experience

1. The Director of Clinical Practice will evaluate whether a clinical teacher or intern is eligible for reassignment based on the nature of the action warranting immediate culmination (e.g. violation of Educator Code of Ethics) or failure to successfully complete a PIP(s). If ineligible for reassignment to another campus/district, the Director proceeds to Step 2.
2. The Director of Clinical Practice and Chair of the Clinical Committee notifies the faculty of record of the field placement site termination. Given the nature of the situation, the Director and Chair will indicate the reasons the program is not recommending an additional placement i.e. terminating the placement. The Director (who may also be an instructor) will communicate with the course professor(s) of record to request agreement in terminating the placement. The Assistant Dean may participate in the meeting.
3. In consultation with the Director of Clinical Practice (who may also be an instructor) with the program faculty, this team will make the final decision on the course grades to assign no pass/fail.
4. Removal from Program Decision Letter – Based on failing the courses, students are not eligible to proceed to higher level clinical courses (i.e. C2 EDUC 4200 Student Teaching or EDCI 5386) nor complete the certification program. For these reasons, a student is ineligible to continue in teacher education programs and the certification and/or degree track since the clinical teacher or intern does not meet the

guidelines for field experiences set by TAC (TEA). The Clinical Teaching Director or Chair of Clinical Teaching/Internship will submit the letter to the student with the final decision.

5. The student will have the opportunity to respond in writing within 5 days. Students may appeal through the Admission to Teacher Education Committee (ad hoc sub-committee appointed to hear the appeal) who would make recommendations to the Assistant Dean and Dean) on whether to reinstate clinical teaching or agree with the termination of the placement. The Dean's decision is final.

Appendices

- A. Code of Ethics and Standard Practices for Texas Educators
- B. Professional Improvement Plan (PIP)
- C. Professionalism Rubric and Disposition Statement
- D. Clinical Teaching Coursework and Certification Program Testing Matrix
- E. Clinical Teaching Orientation Experiences
- F. Clinical Teaching Field Experience Log
- G. Lesson Plan
- H. T-Tess Rubric
- I. Co-Teach Model Definitions
- J. Co-Teaching Models and Pacing Guide
- K. Walkthrough Form
- L. POP Cycle Observation Form
- M. Student Achievement Chart (SAC) Chart
- N. Absence Make-Up Form
- O. Certification Checklist
- P. Teacher Aide Exemption
- Q. Student Acknowledgement Form

School of Education

Educator's Code of Ethics

Please read the Educator's Code of Ethics below and sign acknowledgement on the last page.

(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 intentionally, knowingly, or recklessly 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 that are used 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, knowingly, or recklessly 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, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or 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.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward 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.

Professional Improvement Plan

A **Professional Improvement Plan (PIP)** is a tool designed to support clinical teachers and interns who are not demonstrating progress on the T-TESS POP Cycle Observation Report including the T-TESS rubric competencies. The PIP outlines specific action steps a student must complete in order to show progress in the domains and criteria identified in the plan.

The University Field Supervisor or the Director of Clinical Practice can initiate a PIP using data collected from the Cooperating Teacher, campus administrators, walkthrough data, program faculty, or personal observations. The following steps are to be taken in completing the PIP.

Stage 1 Intervention

The initiating personnel will discuss concerns with the Clinical Teacher. This discussion will include:

- o reasons and examples of the problem;
- o noted behaviors that may be affecting progress or success; and
- o review of periodic academic or performance status (as appropriate).

The clinical teacher or intern will have the opportunity to reflect and discuss performance status which will be used to identify strengths and areas of growth. The PIP will be the written document that initiates the steps to improve performance. The clinical teacher or intern will have a maximum of 14 days to complete the Action Steps of the PIP and have a follow-up meeting with the initiating personnel. The initiating personnel maintains written documentation from the meeting with the clinical teacher or intern. If the issue(s) is resolved, no further action is necessary. The concern, suggestions and progress are documented in writing.

NOTE: If the Clinical Teacher does not meet all requirements of Stage 1 of the PIP, the Clinical Teacher will move to **Stage 2**.

Stage 2 Action Plan Development

1. The University Field Supervisor schedules a meeting with the clinical teacher or intern to discuss the issue(s) which may include a lack of progress. This is documented on the Professional Improvement Plan.
2. The PIP Committee, comprised of the University Field Supervisor, Director of Clinical Practice, and Assistant Dean of the School of Education, will meet to review PIP documentation.
3. The PIP Committee will develop an Action Plan for the clinical teacher or intern. Signatures are required.
4. The Clinical Teacher will have 14 days to complete the task(s) on the Action Plan.
5. Copies of the PIP are distributed to the clinical teacher or intern, the Cooperating Teacher, the University Field Supervisor and the Director of Clinical Practice.

Stage 3 Final Intervention and/or Evaluation

- . The University Field Supervisor will work with the Director of Clinical Practice (and other roles as appropriate) to determine further action(s) to be taken.
- . A clinical teacher or intern may request termination of the Clinical Teaching experience for medical or personal reasons.
- . The Director and Chair of the Clinical Committee can recommend removal of the candidate from a placement and termination of the clinical teaching experience.

Professional Improvement Plan

Clinical Teacher Name: _____

Student ID: _____

Date: _____

| | |
|--------------------|--|
| Expectation | Clinical Teacher will |
| Evidence | <ul style="list-style-type: none"> • Documentation by ---- • Responses from ---- |
| Concerns | <p><i>Evidence from four sources suggest that ----:</i></p> <ul style="list-style-type: none"> a. did not fulfill the minimum requirements for ... b. failed to provide... c. |
| Strategies | |
| Deadline | Satisfactory progress |

University Field Supervisor

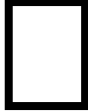
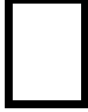
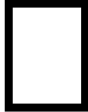
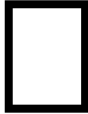
Date

Clinical Teacher

Date

Comments:

Professionalism Rubric

| | SIGNIFICANTLY ABOVE EXPECTATIONS (5) | AT EXPECTATIONS (3) | SIGNIFICANTLY BELOW EXPECTATIONS (1) |
|--|--|---|---|
| <p>Professional Growth and Learning</p>  | <ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • Consistently prepared and highly engaged in professional learning opportunities • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth | <ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric | <ul style="list-style-type: none"> • Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice. Self-reflections do not match the expectations of the rubric or assessment of the evaluator |
| <p>Use of Data</p>  | <ul style="list-style-type: none"> • Systematically and consistently utilizes formative and summative school and individual student achievement data to: <ul style="list-style-type: none"> ○ Analyze the strengths and weaknesses of all his/her students, ○ Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students ○ Plan future instructional units based on the analysis of his/her students' work ○ Reflect on use of instructional strategies that led or impeded student learning | <ul style="list-style-type: none"> • Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement • Analyzes student work to guide planning of instructional units | <ul style="list-style-type: none"> • Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement |
| <p>School and Community Involvement</p>  | <ul style="list-style-type: none"> • Regularly organizes and leads school activities and events that positively impact school results and culture • Always adheres to school and district personnel policies and serves as a leader and model for others • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture | <ul style="list-style-type: none"> • Regularly supports and contributes to school activities and events • Regularly adheres to school and district personnel policies • Regularly works with peers to contribute to a safe and orderly learning environment | <ul style="list-style-type: none"> • Rarely supports school activities and events. Inconsistently adheres to school and district personnel policies • Rarely works with peers to contribute to a safe and orderly learning environment |
| <p>Leadership</p>  | <ul style="list-style-type: none"> • Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community <ul style="list-style-type: none"> ○ Coaching mentoring ○ Supervising clinical experiences ○ Leading data driven professional opportunities | <ul style="list-style-type: none"> • Contributes to the school community by assisting others, including at least two of the following: • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • Coaching/mentoring • Supervising clinical experiences | <ul style="list-style-type: none"> • Inconsistently contributes to the school community by assisting and/or mentoring others |

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School of Education

Professional Dispositions Statement

The Teacher Education program at the UNT Dallas School of Education focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments.

Over the course of your teacher preparation program, it is expected that you have measurable growth in the following 12 points:

1. Exhibits sound and professional judgment by following established university or public-school policies when interacting with peers, students, parents, or members of the community.
2. Maintains confidentiality of student records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.
4. Demonstrates professional appearance and uses appropriate hygiene.
5. Maintains and uses a professional teacher-student and teacher-parent relationship.
6. Demonstrates positive attitudes toward the profession, students, parents, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the profession and Texas rules and regulations ([Code of Ethics and Standard Practices for Texas Educators](#)), or accessed at <https://teach.untDallas.edu/clinical-teaching>
8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to tests, assignments, interactions with UNT Dallas professors and personnel (**UNT Dallas Code of Conduct**). This document can be found at https://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.001_code_of_students_rights_responsibilities_and_conduct.pdf.
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, faculty, parents, and administration.
10. Demonstrates the ability to work with diverse individuals.
11. Exhibits qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one's education through university or community-based programs.
12. Exhibits professional competence in oral and written language, which includes electronic devices.

The instructor or student teaching supervisor who identifies a deficiency or behavior inconsistent with established dispositions for teaching will follow procedures that will include meetings with the student, problem-solving plan(s), and the possibility of dismissing a student from the program.

Please sign and date below indicating your understanding of the Professional Dispositions Statement as a student at the Emerging Teacher Institute with the University of North Texas Dallas. Remove this page from your syllabus and return it to the instructor.

Student Signature

Date

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School of Education

Disposition Infraction Form

Student: _____ Student ID# _____

Current Placement (if applicable): _____

Updated Placement (if applicable): _____

Mentor Teacher: _____ Field Supervisor: _____

Certification Area: _____

Cause(s) for concern:

_____ Communication _____ Integrity/Ethics _____ Personality

_____ Professionalism _____ Physical Health (Job-related functions)

Briefly describe the specific cause for concern. Attach any additional documentation.

| |
|--|
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| |
| |
| |

List the measure the student will implement to address concern. Attach any additional documentation.

| |
|--|
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| |
| |
| |

*Signatures below confirm that the student, _____ will continue to fulfill measures of improvement for the aforementioned concern during Clinical 1/Clinical 2 SOE placement. Student is aware that after two (2) documented infractions, School of Education will proceed with further disciplinary actions, which may include, but are not limited to **program dismissal**.*

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Email Program Coordinator/Advisor

SOE Courses Restricted to Clinical Students Only

Undergraduate Clinical I Methods Requirements by Certification Area

| ELAR 4-8 | MATH 4-8 | SCIENCE 4-8 | SS 4-8 | EC-6/SPED | EC-6/BILG | EC-6/ESL | LOTE EC-12 | SCIENCE 7-12 | MATH 7-12 |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 | EDSP/EDUC 4340 |
| EDRE 4861 | EDME 4351 | EDME 4330 | EDRE 4861 | EDEE 4330 | EDEE 4330 | EDEE 4330 | EDBE 4395 | | EDSE 4060 |
| EDRE 4820 | EDEE 4350 | EDEE 4330 | | EDEE 4350 | EDEE 4350 | EDEE 4350 | EDBE 4480* | | |
| | | | | EDRE 4861 | EDRE 4861 | EDRE 4861 | EDBE 4370* | | |

*Restricted to LOTE students only.

Undergraduate Clinical II Internship Requirements by Certification Area

| |
|---|
| ELAR 4-8, MATH 4-8, SCIENCE 4-8, SS 4-8, EC-6 and SPED, EC-6 and BIL, EC-6 and ESL, LOTE EC-12, Mathematics 7-12, and Science 7-12 |
| EDUC 4200: Student Teaching |

CLINICAL TEACHING ORIENTATION EXPERIENCES

This is a list of possible clinical teaching experience orientation items. It is not essential to complete all the items listed, but efforts should be made to address those appropriate to your situation, grade or subject level.

Meeting Building Personnel

Principal
Secretary
Teachers
Specials Teachers
Custodian
Cafeteria Staff
Other Staff

Locate Building Areas

Tour of the building
Library
Playground
Cafeteria
Teacher Workroom
Teacher Lunchroom
Gym
Specials Area (Music, Art)
Restrooms

Clinical Teacher or Intern Orientation

COVID Procedures
Textbook use and Curriculum Materials
Instruction and Discussion Techniques
Classroom media and technology
Whole group processes
Small group and Rotation processes
Student information (ADA, Gifted, etc.)
Time management
Classroom procedures
Classroom management and Discipline
Experiments and Equipment
Arrival and Dismissal Procedures
Student Evaluation and grades
Parent Involvement and Communication
Hall pass procedures
Restroom procedures
Data-driven instruction
Transitions
ARD procedures
Grouping
Cultural and linguistic factors
Substitute Procedures
Lesson Plan procedures

School Policy Discussion

Discipline and Hall Procedures
Dress Code
Emergency Procedures (Drills)
Injury and Illness
Absences (student and teacher)
School and Class Rules
Faculty meetings
Team meetings
Testing procedures
Record keeping
Curriculum records
District standards
Campus Handbook
Duplication Policy or Procedure

TEACHER CANDIDATE FIELD EXPERIENCE TIME LOG

Instructions: Each teacher candidate will complete and upload this form along with observation reflections to verify time in the field. Maintain a copy for your files. Use the space provided below to report dates of experiences. Include a daily summary of activities and 3 to 4 sentences of reflection about what you observed. Additional pages may be used if needed. Please print or type into this form.

Student Name _____ UNTD ID # _____

TEA ID # _____ Assigned School District _____

Assigned Campus _____

| | Date (MM/DD/YY YY) | Time In (00:00 XM) | Time Out (00:00 XM) | Total Time | Subject Area, Grade Level, Campus/District, and Interactions with Students Extra pages may be needed for documentation of interactions. . Write a reflection (3-4 sentences) of what you observed at your placement or on the video you watched. | Teacher Signature |
|------------------------------|--------------------------|-----------------------|------------------------|-----------------|--|----------------------|
| <i>Placement Example</i> | 09/03/2023 | 8:00 A.M. | 4:15 P.M | 8 hr, 15 min | <i>Subject Area: Texas History Grade Level: 7th Campus/District: Sanger MS/DISD Note: Add your reflection here.</i> | |
| | | | | | | |

| | Date (MM/DD/YY YY) | Time In (00:00 XM) | Time Out (00:00 XM) | Total Time | Subject Area, Grade Level, Campus/District, and Interactions with Students Extra pages may be needed for documentation of interactions. <i>. Write a reflection (3-4 sentences) of what you observed at your placement or on the video you watched.</i> | Teacher Signature |
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| | Date (MM/DD/YY YY) | Time In (00:00 XM) | Time Out (00:00 XM) | Total Time | Subject Area, Grade Level, Campus/District, and Interactions with Students Extra pages may be needed for documentation of interactions. <i>. Write a reflection (3-4 sentences) of what you observed at your placement or on the video you watched.</i> | Teacher Signature |
|-------------|--------------------------|-----------------------|------------------------|---------------|--|----------------------|
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| | | | | | | |
| Total Time: | | | | | | |

Standards-Based Lesson Plan Template

| | | |
|---|-------------------------------|--|
| Lesson Title and Duration | | |
| Learner Outcomes / Objectives (Write on the board so students and visitors are aware of student learning outcome) | | |
| Standards (Texas Essential Knowledge and Skills – TEKS /English Language Proficiency Standards – ELPS) | | |
| Materials Needed | | |
| | Differentiated Learning Needs | |
| Anticipatory Set – activities that help focus students on the lesson of the day (the “hook”) | | |
| Teaching the Lesson <ul style="list-style-type: none"> ➤ Modeling – how will you demonstrate the skill or competency? ➤ Instructional Strategies – how will you deliver the lesson? ➤ Check for Understanding – how will you ensure the skill or competency is understood by the students? | | |
| | Differentiated Learning Needs | |
| Guided Practice / Monitoring – an activity directly supervised by the instructor that allows students to demonstrate grasp of new learning. Instructor moves around the room determining the level of mastery and providing individual remediation as needed. | | |
| | Differentiated Learning Needs | |
| Closure – Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned. | | |
| Independent Practice – a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment. | | |
| | Differentiated Learning Needs | |
| Summarize / Evaluate / Reflect – after teaching the lesson, ask students to reflect on their learning. Teacher also reflect on the lesson, its success, and how it can be improved. | | |

T-TESS Rubric

The following pages include the TTESS rubric. Below, you will see a broad overview of the domains and dimensions.

| Four Domains of the T-TESS Rubric | |
|---|--|
| Planning | Instruction |
| <ol style="list-style-type: none">1. Standards and Alignment2. Data and Assessments3. Knowledge of Students4. Activities | <ol style="list-style-type: none">1. Achieving Expectations2. Content Knowledge and Expertise3. Communication4. Differentiation5. Monitor and Adjust |
| Learning Environment | Professional Practices and Responsibilities |
| <ol style="list-style-type: none">1. Classroom Environment, Routines and Procedures2. Managing Student Behavior3. Classroom Culture | <ol style="list-style-type: none">1. Professional Demeanor and Ethics2. Goal Setting3. Professional Development4. School Community Involvement |

Texas Teacher Evaluation and Support System (T-TESS) Rubric

| PLANNING | | | | | |
|--|--|---|---|--|--|
| Standards and Alignment (Dimension 1.1) | | | | | |
| Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
| <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes</p> | <ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are logically sequenced ○ are relevant to students’ prior understanding and real-world applications ○ integrate and reinforce concepts from other disciplines ○ provide appropriate time for student work, student reflection, lesson and lesson closure ○ deepen understanding of broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson’s goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s). | <ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students’ prior understanding ○ integrate other disciplines ○ provide appropriate time for student work, lesson and lesson closure ○ reinforce broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson’s goal. • Integration of technology to enhance mastery of goal(s). | <ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students ○ provide appropriate time for lesson and lesson closure ○ fit into the broader unit and course objectives ○ are appropriate for diverse learners. • All objectives aligned to the lesson’s goal. • Integration of technology when applicable. | <ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson’s goal. | <ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson’s goal. |
| STUDENT-CENTERED ACTIONS ← | | | → TEACHER-CENTERED ACTIONS | | |

| <p style="text-align: center;">PLANNING Data and Assessment (Dimension 1.2)</p> | | | | | |
|---|---------------|--|--|---|--|
| <p>Dimension 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p> | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
| | | <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. | <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. | <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. | <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. |
| STUDENT-CENTERED ACTIONS ← | | | → TEACHER-CENTERED ACTIONS | | |

| PLANNING | | | | | |
|--|---------------|--|---|---|---|
| Knowledge of Students (Dimension 1.3) | | | | | |
| Dimension 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
| | | <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. | <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. | <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. | <ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. |
| STUDENT-CENTERED ACTIONS ← | | | → TEACHER-CENTERED ACTIONS | | |

PLANNING
Activities (Dimension 1.4)

| <p>Dimension 1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p> | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|--|---|--|---|---|---|
| | <ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. | <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. | <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. | <ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. | <ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes. |
| STUDENT-CENTERED ACTIONS ← | | → TEACHER-CENTERED ACTIONS | | | |

| INSTRUCTION | | | | | |
|---|----------------------|--|---|--|---|
| Achieving Expectations (Dimension 2.1) | | | | | |
| Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
| | | <ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social- emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. | <ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social- emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. | <ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is 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. | <ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning. |
| STUDENT-CENTERED ACTIONS ← | | | → TEACHER-CENTERED ACTIONS | | |

INSTRUCTION

Content Knowledge and Expertise (Dimension 2.2)

| <p>Dimension 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p> | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|--|--|---|--|--|---|
| | <ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. | <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. | <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. | <ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). | <ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). |
| STUDENT-CENTERED ACTIONS ← | | → TEACHER-CENTERED ACTIONS | | | |

INSTRUCTION

Communication (Dimension 2.3)

| <p>Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p> | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|--|---|---|---|---|---|
| | <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. | <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. | <ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. | <ul style="list-style-type: none"> Leads lessons with some opportunity for dialogue, clarification or elaboration. Recognizes student misunderstandings but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. | <ul style="list-style-type: none"> Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson. |
| STUDENT-CENTERED ACTIONS ← | | → TEACHER-CENTERED ACTIONS | | | |

| INSTRUCTION | | | | | |
|--|---------------|--|--|--|---|
| Differentiation (Dimension 2.4) | | | | | |
| Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs. Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
| | | <ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. | <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. | <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. | <ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. |
| STUDENT-CENTERED ACTIONS ← | | | TEACHER-CENTERED ACTIONS | | |

| INSTRUCTION | | | | | |
|--|---|--|--|---|---|
| Monitor and Adjust (Dimension 2.5) | | | | | |
| Dimension 2.5 Monitor and Adjust: | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
| <p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p> | <ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. | <ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. | <ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. | <ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. | <ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested. |
| STUDENT-CENTERED ACTIONS ← | | | → TEACHER-CENTERED ACTIONS | | |


LEARNING ENVIRONMENT

Classroom Environment, Routines and Procedures (Dimension 3.1)

| <p>Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p> | <p>DISTINGUISHED</p> | <p>ACCOMPLISHED</p> | <p>PROFICIENT</p> | <p>DEVELOPING</p> | <p>IMPROVEMENT NEEDED</p> |
|--|--|---|--|--|---|
| | <ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. | <ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. | <ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. | <ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. | <ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials. |
| | <p>STUDENT-CENTERED ACTIONS ←</p> | | | <p>TEACHER-CENTERED ACTIONS →</p> | |

| LEARNING ENVIRONMENT | | | | | |
|--|---------------|---|---|--|--|
| Managing Student Behavior (Dimension 3.2) | | | | | |
| Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
| | | <ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. | <ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. | <ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. | <ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. |
| STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS | | | | | |

LEARNING ENVIRONMENT
Classroom Culture (Dimension 3.3)

| Dimension 3.3 | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|---|--|--|--|--|--|
| <p>Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p> | <ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. | <ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. | <ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. | <ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. | <ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher. |
| <p align="center">STUDENT-CENTERED ACTIONS ←  → TEACHER-CENTERED ACTIONS</p> | | | | | |

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Demeanor and Ethics (Dimension 4.1)

| <p>Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others</p> | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|---|---|---|---|---|--|
| | <ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. | <ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. | <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. | <ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). | <ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements. |
| STUDENT-CENTERED ACTIONS ← | | TEACHER-CENTERED ACTIONS → | | | |

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Goal Setting (Dimension 4.2)

| <p>Dimension 4.2 Goal Setting: The teacher reflects on his/her practice.</p> <p>Standards Basis: 5D, 6A, 6B</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data</p> | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|--|--|--|--|---|--|
| | <ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. | <ul style="list-style-type: none"> Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. | <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. | <ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. | <ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time. |
| STUDENT-CENTERED ACTIONS ← | | TEACHER-CENTERED ACTIONS | | | |

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Development (Dimension 4.3)

| <p>Dimension 4.3 Professional Development: The teacher enhances the professional community.</p> <p>Standards Basis: 3A, 6A, 6B, 6C</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others</p> | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|--|--|---|---|---|---|
| | <ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus. | <ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. | <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. | <ul style="list-style-type: none"> Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed. | <ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice. |
| <p align="center">STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p> | | | | | |

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
School Community Involvement (Dimension 4.4)

| Dimension 4.4 | DISTINGUISHED | ACCOMPLISHED | PROFICIENT | DEVELOPING | IMPROVEMENT NEEDED |
|---|---|---|--|---|--|
| <p>School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p>Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher, including the end-of-year conference; classroom artifacts; student data; daily interaction with others</p> | <ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Initiates collaborative efforts that enhance student learning and growth. Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. | <ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Joins colleagues in collaborative efforts that enhance student learning and welfare. Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. | <ul style="list-style-type: none"> Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities Communicates the mission, vision and goals of the school to students, colleagues, parents and families. | <ul style="list-style-type: none"> Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families. | <ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities. |
| <p align="center">STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS</p> | | | | | |

Co-Teaching Model Definitions

| Strategy | Definition/Example |
|-----------------------------------|---|
| ONE TEACH, ONE OBSERVE | <p>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.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p> |
| ONE TEACH, ONE ASSIST | <p>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.</p> <p>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.</p> |
| STATION TEACHING | <p>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.</p> <p>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.</p> |
| PARALLEL TEACHING | <p>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.</p> |
| ALTERNATIVE TEACHING | <p>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.</p> <p>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.</p> |
| TEAM TEACHING | <p>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.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p> |
| | <p>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 adaptations from) Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education Teacher Quality Enhancement Grant</p> |

Co-Teaching Models and Pacing Guide

| WEEK | CO-TEACHING STRATEGIES | MINIMUM CLINICAL INTERNS RESPONSIBILITIES |
|--|---|--|
| Weeks 1-7 are for the first rotation or second subject rotation | | |
| 1 to 3 | <ul style="list-style-type: none"> • One teach one observe • One teach one assist | Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan |
| 4 to 6 | <ul style="list-style-type: none"> • The above, plus • Alternative teaching • Station teaching | Co-plan Lead small-group activities |
| 7 to 8* | <ul style="list-style-type: none"> • The above, plus • One teach one observe with • TC as lead | Co-plan Lead small-group activities Assume responsibility for whole-group lesson in one subject area |
| 9 to 10 | <ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching • Station teaching • Parallel teaching • Team teaching | Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan Lead small-group activities |
| 11 to 14* | <ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching • Station teaching • Parallel teaching • Team teaching | Co-plan Lead small-group activities Assume responsibility for whole-group lesson in one subject as appropriate |

*Implemented Unit Plans and the Performance Assessment will require one teach | one observe with the Clinical Intern leading instruction so that the Clinical Intern can provide feedback about the instructional competency.

Walkthrough (Choose one)

1 2 3 4 5

CLINICAL TEACHER WALKTHROUGH FORM

| | | | | | | | |
|--|--|--|---|--|--|--|----------|
| University Field Supervisor: | | | | Teacher Candidate: | | | |
| Cooperating Teacher: | | | | Grade/Content: | | | |
| Date: | | | | Start Time/End Time: | | Start Time | End Time |
| | | | | | | | |
| Co-Teaching Approaches Observed | | | | | | | |
| Teach/Observe | | Teach/Assist | | Alternative Teaching | | | |
| Team Teaching | | Parallel Teaching | | Station Teaching | | | |
| Reinforcement Area | | | | | | | |
| Planning 1.1 Standards and Alignment | Planning 1.2 Data and Assessment | Planning 1.3 Knowledge of Students | Planning 1.4 Activities | Instruction 2.1 Achieving Expectations | Instruction 2.2 Content Knowledge and Expertise | Instruction 2.3 Communication | |
| Instruction 2.4 Differentiation | Instruction 2.5 Monitor and Adjust | Learning Environment 3.1 Classroom Routines and Procedures | Learning Environment 3.2 Managing Student Behaviors | Learning Environment 3.3 Classroom Culture | Professional Practices and Responsibilities 4.1 Professional Demeanor and Ethics | Professional Practices and Responsibilities 4.2 Goal Setting | |
| Comments: | | | | | | | |
| Refinement Area | | | | | | | |
| Planning:1.1 Standards and Alignment | Planning 1.2 Data and Assessment | Planning 1.3 Knowledge of Students | Planning 1.4 Activities | Instruction 2.1 Achieving Expectations | Instruction 2.2 Content Knowledge and Expertise | Instruction 2.3 Communication | |
| Instruction 2.4 Differentiation | Instruction 2.5 Monitor and Adjust | Learning Environment 3.1 Classroom Routines and Procedures | Learning Environment 3.2 Managing Student Behaviors | Learning Environment 3.3 Classroom Culture | Professional Practices and Responsibilities 4.1 Professional Demeanor and Ethics | Professional Practices and Responsibilities 4.2 Goal Setting | |



Comments:

Next Steps:

Reflection Question:

All Signatures are REQUIRED

Teacher Candidate Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

University Field Supervisor Signature: _____ Date: _____

T-TESS POP Cycle Observation Report

Directions: University Field Supervisors and Cooperating Teachers use this form for formal observations of Teacher Candidates. Clinical 1 teacher candidates receive 1 45 minute formal observation near the end of the semester. Clinical 2 student teachers receive four 45 minute formal observations during the semester. Each observation includes a pre and post conference.

Teacher Candidate Information:

Teacher Candidate First Name:

Teacher Candidate Last Name:

Teacher Candidate UNTD ID number:

Teacher Candidate TEA ID number:

School and District:

Grade level/Subject:

Cooperating Teacher Name:

Cooperating Teacher TEA ID:

UFS Name:

UFS TEA ID:

Part 1 - Pre-Conference Discussion Guide and Checklist

Date and Time:

The pre-conference is used as a checklist prior to the 45 minute observation. The University Field Supervisor and Cooperating Teacher may use this form as a guide for the Pre-conference.

- Completed Lesson Plan
- TTESS rubric (hard copy or electronic)
- Assessment Sample (exemplar at the Meets level)
- Student achievement levels identified in writing

Additional questions may be asked by Teacher candidate:

- Pre-written questions to ask University field supervisor
- Materials (text, handouts, website) to be considered for use
- Pass codes or access to electronic portions of lesson

Signatures and Dates are required:

Teacher Candidate:

Date:

University Field Supervisor:

Date:

Part 2 - T-TESS Observation Score Report

Observation Date:

Start Time:

End Time:

Please Note: Each observation must be 45 minutes in length per TEA guidelines.

| Domain 1: Planning | Proficient (3) | Developing (2) | Improvement Needed (1) |
|--|---|--|--|
| Dimension 1.1 - Standards and Alignment | <ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> • are sequenced • are relevant to student • provide appropriate time for lesson and lesson closure • fit into the broader unit and course objectives • are appropriate for diverse learners • All objectives aligned to the lesson's goal. • Integration of technology when applicable. | <ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> • are sequenced • sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. | <ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> • are sequenced • rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal. |
| Evidence: | | | |
| Dimension 1.2 - Data and Assessment | <ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of all students. • Consistent feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies. | <ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data. | <ul style="list-style-type: none"> • Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data. |
| | Proficient (3) | Developing (2) | Improvement Needed (1) |
| Evidence: | | | |
| Dimension 1.3 - Knowledge of Students | <ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. | <ul style="list-style-type: none"> • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students | <ul style="list-style-type: none"> • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students. |
| | Proficient (3) | Developing (2) | Improvement Needed (1) |
| Evidence: | | | |

Dimension 1.4 - Activities

- Questions that encourage all students to engage in complex, higher order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Proficient (3)

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

Developing (2)

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.
- Lack of student understanding of their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

Improvement Needed (1)

Evidence:

Domain 2: Instruction

Proficient (3)

Developing (2)

Improvement Needed (1)

Dimension 2.1 - Achieving Expectations

- Sets academic expectations that challenge all students.
- Persists with the lesson until there is 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.

- Sets academic expectations that challenge most students.
- Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.
- Sometimes addresses student mistakes.
- Sometimes provides opportunities for students to take initiative of their own learning.

- Sets expectations that challenge few students.
- Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.
- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
- Rarely provides opportunities for students to take initiative of their own learning.

Evidence:

Dimension 2.2 - Content Knowledge and Expertise

- Conveys accurate content knowledge in multiple contexts.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

Proficient (3)

- Conveys accurate content knowledge.
- Sometimes integrates learning objectives with other disciplines.
- Sometimes anticipates possible student misunderstandings.
- Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

Developing (2)

- Conveys inaccurate content knowledge that leads to student confusion.
- Rarely integrates learning objectives with other disciplines.
- Does not anticipate possible student misunderstandings.
- Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

Improvement Needed (1)

Evidence:

**Dimension 2.3 -
Communication**

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. •Uses probing questions to clarify and elaborate learning.

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
- Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

Proficient (3)

Developing (2)

Improvement Needed (1)

Evidence:

**Dimension 2.4 -
Differentiation**

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

- Provides one-size-fits all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Proficient (3)

Developing (2)

Improvement Needed (1)

Evidence:

**Dimension 2.5 - Monitor
and Adjust**

- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Adjusts instruction and activities to maintain student engagement.
- Monitors student behavior and responses for engagement and understanding.

- Sometimes utilizes input from students in order to monitor and adjust instruction and activities.
- Adjusts some instruction within a limited range.
- Sees student behavior but misses some signs of disengagement.
- Is aware of most student responses but misses some clues of misunderstanding.

- Rarely utilizes input from students in order to monitor and adjust instruction and activities.
- Persists with instruction or activities that do not engage students.
- Generally does not link student behavior and responses with student engagement and understanding.
- Makes no attempts to engage students who appear disengaged or disinterested.

Proficient (3)

Developing (2)

Improvement Needed (1)

Evidence:

Dimension 3.1 - Classroom Environment, Routines and Procedures

- All procedures, routines and transitions are clear and efficient.
- Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
- The classroom is safe and organized to support learning objectives and is accessible to most students.

- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.
- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.
- The classroom is safe and accessible to most students, but is disorganized and cluttered.

- Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
- Students often do not understand what is expected of them.
- The classroom is unsafe, disorganized and uncomfortable.
- Some students are not able to access materials.

Evidence:

Dimension 3.2 - Managing Student Behavior

- Consistently implements the campus and/or classroom behavior system proficiently.
- Most students meet expected classroom behavior standards.

- Inconsistently implements the campus and/or classroom behavior system.
- Student failure to meet expected classroom behavior standards interrupts learning.

- Rarely or unfairly enforces campus or classroom behavior standards.
- Student behavior impedes learning in the classroom.

Proficient (3)

Developing (2)

Improvement Needed (1)

Evidence:

Dimension 3.3 - Classroom Culture

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

Proficient (3)

Developing (2)

Improvement Needed (1)

Evidence:

Dimension 4.1 - Professional Demeanor and Ethics

- 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.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

Evidence:

Dimension 4.2 - Goal Setting

- 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.

Proficient (3)

- Sets short-term goals based on self-assessment.
- Meets most professional goals resulting in some visible changes in practice.

Developing (2)

- Sets low or ambiguous goals unrelated to student needs or self assessment.
- Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

Improvement Needed (1)

Evidence:

Part 3 - Post Conference Discussion Guide

Conference start time:

Note: Post conferences must be a minimum of 20 minutes in length.

Conference end time:

Previous Reinforcement:

Previous Refinement:

Strengths (Current Reinforcement):

Challenges (Current Refinement):

Resources needed:

Support needed from Cooperating Teacher or UFS:

Recommendations/Goals/Next Steps:

Part 4 - Signatures

TAC 19, Chapter 228.35, (k)(1)(c): Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

Clinical Teacher signature

Date

Cooperating Teacher signature

Date

University Field Supervisor

Date

Please initial to the following statement:

Yes, the candidate has made sufficient progress to be on track at this point in the clinical experience to be recommended by the Educator Preparation Program for teacher certification.

No, the candidate has not made sufficient progress to be on track at this point in the clinical experience to be recommended by the Educator Preparation Program for teacher certification. My concerns have been noted and are on file with the Office of Clinical Practice.

Notice to Principals and Cooperating Teachers: The office of Clinical Practice at UNT Dallas or the University field supervisor has sent you this form to fulfill UNTD's obligation to provide you the record of this clinical teacher's formal observation. This record is confidential. Please do not copy, distribute, or share this record unless permitted by applicable law or policy. We value your partnership in preparing our teachers and we thank you.

Post Conference Score Report

DIRECTIONS: The Teacher Candidate will use this form to reflect on the formally observed lesson. Then, complete this form. Provide a copy to the Cooperating/Mentor Teacher and the UFS.

| | |
|--------------------------|--------------------|
| Teacher Candidate Name: | |
| Campus: | Grade and Subject: |
| Date of Post-Conference: | |

Previous Reinforcement (R+):

Previous Refinement (R-):

Teacher Candidate Overall Reflection on Current Lesson:

(Some reflection questions to consider: On a scale of 1-10, how close was that lesson to your ideal lesson? What pleased you about the lesson? What was the strongest part of the lesson? Why do you think so? What would have to change to move the lesson closer to a 10? What would students be doing differently? How could you measure the change?)

Student Data Results

Did the students learn the key concepts in the lesson? Use the table below to describe student results.

| Assessment Levels | Number of Students/ Percent of Total Class | What evidence do you have that demonstrates student learning? (Include results from Assessment and Check for Understanding) |
|---------------------------|---|---|
| <i>Exceeds</i> | | |
| <i>Meets</i> | | |
| <i>Approaches</i> | | |
| <i>At-risk of Failure</i> | | |

Note: If the above data is not available for primary students, use reading results.

DIRECTIONS: Please reflect on each area of the rubric. You do not have to answer every question, but use the questions to reflect on various aspects of the lesson.

| Planning Instruction | Self –Score (Clinical Teacher) | Rating (UFS/CT) |
|---|-----------------------------------|--------------------|
| 1.1 Standards & Alignment | | |
| 1.2 Data & Assessment | | |
| 1.3 Knowledge of Students | | |
| 1.4 Activities | | |
| Reflection: (What did not go as planned? What would you do differently to specifically address these areas?) | | |
| | | |

| Instruction | Self –Score (Clinical Teacher) | Rating (UFS/CT) |
|--|-----------------------------------|--------------------|
| 2.1 Achieving Expectations How were you able to alleviate or address misunderstandings? | | |
| 2.2 Content Knowledge and Expertise What opportunities were provided for higher order thinking? | | |
| 2.3 Communication How was student communication established and encouraged? | | |
| 2.4 Differentiation What opportunities were provided for participation? How did you adjust procedures for various student populations? | | |
| 2.5 Monitor and Adjust What strategies or questions did you use for ongoing checks for understanding? How did this work for students? What opportunities do students have to process and master information? | | |
| Reflection: (What areas of your lesson do you feel could be improved? What support do you need in preparing the next lesson?) | | |

| Learning Environment | Self –Score (Clinical Teacher) | Rating (UFS/CT) |
|--|-----------------------------------|--------------------|
| 3.1 Classroom Environment, Routines and Procedures What procedures have you implemented to make efficient use of instructional time? | | |
| 3.2 Managing Student Behavior What strategies have been implemented to monitor and maintain student behavior? | | |
| 3.3 Classroom Culture How did you engage students in relevant, meaningful learning? | | |
| Reflection: (What procedures have you implemented to make efficient use of instructional time? What makes this a safe classroom?) | | |

| Professional Practices and Responsibilities | Self –Score (Clinical Teacher) | Rating (UFS/CT) |
|---|-----------------------------------|--------------------|
| 4.1 Professional Demeanor and Ethics What systems have you put into place to communicate regularly with students, parents or caregivers? How are you contributing to team, PLC, faculty or other professional meetings? | | |
| Reflection: | | |
| 4.2 Goal Setting How are you communicating your students’ progress to them individually? What are some goals you have set for your growth? | | |
| Reflection: | | |

Reinforcement (R+): What strength would you like to work on in the next lesson?

Refinement (R-): What area of growth would you like to improve in the next lesson you teach? What supports do you need?

Clinical Teacher _____ Date _____

Remember: Provide a copy of the completed form for the UFS and Cooperating/Mentor Teacher.

updated 12/30/2020

STUDENT ACHIEVEMENT CHART (SAC)

Reminder: Bring all student assessments to your pre- and post-conference!

| FAME Levels | Mastery | Description of Student Work in each Mastery Category <i>(# Correct <u>AND</u> characteristics of work)</i> | | |
|------------------------|----------------|--|---|------|
| Exceeds | | Description for ‘Exceeds’ the standard: # Correct: Student work to include: <input type="checkbox"/> <input type="checkbox"/> | | Post |
| | | | <input type="checkbox"/> <u>Number</u> of students: | |
| | | | <input type="checkbox"/> <u>Percent</u> of Total class: | |
| Meets | | Description for ‘Meets’ the standard: # Correct: Student work to include: <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <u>Number</u> of students: | |
| | | | <input type="checkbox"/> <u>Percent</u> of Total class: | |
| | | | <input type="checkbox"/> Student Names: | |
| Approaches | | Description for ‘Approaches’ the standard: # Correct: | <input type="checkbox"/> <u>Number</u> of students: | |
| | | | <input type="checkbox"/> <u>Percent</u> of Total class: | |
| | | Student work to include: <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Student Names: | |
| Falls Far Below | | Description for ‘Falls Far Below’ the standard: # Correct: Student work to include: | <u>Number</u> of students: | |
| | | | <input type="checkbox"/> <u>Percent</u> of Total class: | |
| | | | <input type="checkbox"/> Student Names: | |

Absence Make-Up Form

| University Field Supervisor Name: | | Date: |
|---|---|-----------------------------|
| Clinical Teacher Name: | | Clinical Teacher ID Number: |
| Cooperating Teacher Name: | | Clinical Teacher Campus: |
| <p>I propose to make up all absences planned or unplanned on the following dates with Cooperating Teacher and University Field Supervisor approval (prior to date in which grades are due according to the UNT Dallas academic calendar). I understand that failure to make up these absences according to the approved plan will result in a failing grade in student teaching.</p> | | |
| Date of Absence | Followed Protocol for Absence Request (Yes/No) | Suggested Make-up Date |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| <p>Cooperating Teacher Signature _____ Date: _____</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</p> <p>University Field Supervisor Signature _____ Date: _____</p> <p>Comments/Additional Notes:</p> | | |

CHECKLIST TO COMPLETE PROGRAM AND CERTIFICATION

To Complete the program:

_____ *Successfully complete prescribed Education and Pedagogy courses on degree plan.*

_____ *Successfully complete Clinical (Student) Teaching.*

_____ *Have a final, minimum 2.75 cumulative (true) GPA overall, core and pedagogy.*

_____ *Graduate with a Bachelor's degree.*

To Be Eligible for Teacher Certification:

_____ Successfully complete the Teacher Education Program including Clinical Teaching.

_____ Complete a Bachelor's degree.

Must be officially conferred by Registrar's Office, which can take at least 4-6 weeks after the graduation ceremony.

_____ Pass appropriate state certification exams (TExES) for content AND pedagogy.

_____ Submit fingerprinting application and fee once you have passed necessary exams.

If you have already been fingerprinted by a District, you should not have to apply again.

_____ Submit certification application and fee to TEA once you have passed necessary exams.

**Email Certification Officer once application has been submitted.*

_____ Pass Federal background check.

_____ Receive recommendation from the UNT Dallas.

_____ TEA grants teacher certification.

Posts to your TEA Account – no hard copy – may be viewed, attached or printed.

_____ *Renew every 5 years - Continuing Professional Education (CPE) – 150 clock hours*

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/continuing-professional-education-cpe>

Adding additional certifications

Loan Forgiveness Programs (TEACH Grant)

Texas Educator Aide Exemption Processes

Step 1: Qualifications and State Requirements

Note qualifications and program requirements under Texas Administrative Code **§228.35. Preparation Program Coursework and/or Training**. Review information for the state of Texas requirements Certified Educator Aides from the Texas State Board for Educator Certification (SBEC).

- (k) Candidates employed as certified **educational aides**.
 - (1) Clinical Teaching Assignment. Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirements through their instructional duties.
 - (A) If an EPP permits candidates employed as certified educational aides, as defined by Chapter 230, Subchapter E, of this title (relating to Educational Aide Certificate), to satisfy the clinical teaching assignment requirements through their instructional duties, the clinical teaching assignment must be for a minimum of 490 hours (14-week equivalent).
 - (B) An EPP may permit an educational aide employed in a clinical teaching to be excused from up to 35 of the required hours due to maternity leave, military leave, or illness.

July 24, 2020

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State Board for Educator Certification

Adoption of Proposed Amendments to
19 TAC Chapter 228



Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.



Step 2: Educator Aide Tuition Support

Regarding tuition-related matters for the Educator Aide Exemption, request information with financial aid (financialaid@untDallas.edu). Financial Aid is housed within the Division of Student Affairs and they have processes to complete to obtain financial support.

Educational Aide Exemption

To encourage certified educational aides to complete standard teacher certification, Texas provides need-based exemptions of tuition payments and certain mandatory fees at Texas public institutions of higher education for qualified individuals where funding is available.

Eligibility: Currently employed, full-time, certified educator aides

Academic Requirements: Satisfactory academic progress

Other Requirements: Note UNTD Financial Aid Division guidelines and timelines.

Step 3: Submission of Records and Verification of Qualifications

- A. Connect with the Director of Clinical Practice and provide required records and documentation: (a) current and valid Educator Aide certification by the Texas Education Agency State Board for Educator Certification and (b) copy of your service record and employment with the district where you are wanting to obtain certification.
- B. Submit all records to SOEclinical.field@untDallas.edu.
- C. Note your district placement should be in the area where you want to obtain standard teacher certification.
- D. We must still collect documentation of your professional teaching to demonstrate mastery of all standards commensurate with 19 TAC Chapter 228 Section (k), (1), (C) copied above.
- E. Complete an Educational Aide Verification form and have your campus principal sign it. Return it to the Director of Clinical Practice.

CLINICAL AND FIELD EXPERIENCE CONSENT FORMS

This consent form is to be signed by all Clinical I, Clinical II, ATCP Graduate Clinical Students

TEXAS ADMINISTRATIVE CODE OF ETHICS

I, _____, declare that I have read and agree to abide by the Code of Ethics and Standard Practices for Teacher Educators as stated in the Texas Administrative Code, Title 19, Part 7, and Chapter 247.2.

I understand that violation of this code may result in my immediate removal from Clinical Field experiences and possible dismissal from the Teacher Educator Program at the University of North Texas at Dallas. I understand that a copy of the Code of Ethics is provided in the Clinical Teaching Handbook – Appendix A.

STUDENT TEACHING HANDBOOK INFORMATION

I, _____, acknowledge that I have received and read the University of North Texas at Dallas Clinical Teaching Handbook. I agree to abide by the standards, policies, and procedures defined or referenced in the Handbook. I understand that I am responsible for ensuring that I meet or exceed all expectations as outlined in the UNTD Clinical Teaching Handbook.

I understand that I have an obligation to inform my University Field Supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my University Field Supervisor if I have any questions, concerns or need further explanation. By signing this document, I agree to adhere to the UNTD Clinical Teaching guidelines.

FERPA CONSENT TO RELEASE EDUCATIONAL RECORDS

This release represents your written consent to permit University of North Texas at Dallas to disclose educational records to the specific individual(s) identified below.

I, _____, am a teacher candidate at the University of North Texas at Dallas Teacher Education Program and hereby give my voluntary consent to officials to disclose information from my records for my field-based experiences and relating to my clinical teaching performance to school districts, campuses, and cooperating/mentor teachers associated with field-based experiences.

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without this release of records, I will be unable to participate in any field-based experiences.

WAIVER OF LIABILITY

By signing below, I understand and accept the condition the University of North Texas at Dallas, School of Education and the assigned school campus are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary field experience activities. I acknowledge that it is the recommendation of the UNTD School of Education that I obtain general medical/health insurance if I am not already covered.

Print Name _____ UNTD ID _____

Signature _____ Date _____