

# UNT Dallas<sup>TM</sup>

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## School of Education



## Field Supervisor Handbook Fall 2025-Spring 2026

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**"Once children learn how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another." ~ Marva Collins**

## UNT Dallas Field Supervisor Role and Responsibilities

**W**elcome to the *UNT Dallas Clinical Teaching Program!* As a seasoned educator, hired by UNT Dallas School of Education, we acknowledge your educational accomplishments. Thank you for accepting the challenge to support, guide, teach and assist Clinical teachers to be highly effective in fostering student achievement. Our program is on the road to being exemplary and recognized as a leading Educator Preparation Program in Texas. We recognize you as a valuable resource for Clinical Teachers and Interns in helping us to attain this goal.

### Role of the Field Supervisor

As a UNT Dallas Clinical Teaching Field Supervisor, you will have the opportunity to work in tandem with Cooperating Teachers, who are partners in our success and that of Clinical teachers, who are seeking to become certified educators. Therefore, it is imperative to:

- Treat all stakeholders with dignity and respect and adhere to the Texas Code of Ethics and Standard Procedures for Texas Educators, as described in TAC §228.50 and TAC §247.2.
- Establish and maintain regular and effective communication, mutually trusting and positive relationships, and strict confidentiality with Clinical Teachers, school and district personnel, and program faculty.
- Supervise Clinical Teachers during Clinical I, Clinical II, and Graduate Intern placements.
- Conduct a minimum of four (4) walk-through observations per semester with each Clinical Teacher.
- Conduct 45-minute formal observations for Clinical Teachers:
  - A minimum of one (1) with Clinical I Teachers per semester.
  - A minimum of four (4) with Clinical II Teachers per semester.
  - A minimum of five (5) with Clinical Graduate Interns in year-long placements (i.e. three in the fall, two in the spring in each area of intended certification).
- Engage in the POP Cycle for formal observations (i.e., a pre-conference, observation and post-conference).
- Conduct Cooperating Teacher training with the support of the Director of Clinical Practice.
- Prepare and deliver timely professional development sessions for Clinical Teachers and Interns.
- Attend and participate in Field Supervisor meetings, ongoing professional learning and clinical training.
- Analyze, interpret and apply data findings to improve the competency of Clinical Teachers, implementing Professional Improvement Plans for growth when warranted.
- Follow rules, guidelines and policies of partner school districts for professional dress and conduct.
- Communicate regularly with the Director of Clinical Practice to request support or guidance, provide additional information, make program suggestions, offer solutions to areas of concern, etc.
- Effectively use the Ipad to document observations etc. within 48 hours of event or before the specified deadline.
- Read and adhere to Clinical Teaching Policies and Rules for Clinical Teachers.

## Applicable Texas Administrative Code

Ongoing educator preparation program support for initial certification of teachers.

Supervision of each Clinical Teacher shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact with the assigned Clinical Teacher or Intern must occur within the **first three weeks** of assignment. For each formal observation, the field supervisor shall:

- Participate in an individualized pre-observation conference with the Clinical Teacher and Intern.
- Document educational practices observed.
- Provide written feedback through an individualized, synchronous, and interactive pre-observation Conference with the Clinical Teacher; and
- Provide a copy of the written feedback to the Clinical Teacher, cooperating/mentor teacher and principal.
- Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements
- Informal observations and coaching shall be provided by the field supervisor as appropriate.
- The field supervisor shall collaborate with the Clinical Teacher and cooperating teacher/mentor throughout the clinical experience.
- Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the Clinical Teacher's site in a face-to-face setting.
- The EPP (Field Supervisor) must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments. For intern candidates, the University Field Supervisor must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship.

Texas Administrative Code, Title 19, Part 7, Chapter 228, Rule §228.35, pp. 20

## Policies

### Assessment and Evaluation

Evaluation is an ongoing process in which the Clinical Teacher is informed continually of progress formally and informally during the Clinical Teaching experience. On a regular basis, the Cooperating Teacher and the University Field Supervisor will evaluate the performance of the Clinical Teacher and provide constructive feedback. The University Field Supervisor will observe and evaluate the Clinical Teacher an appropriate number of times during the Clinical Teaching experience. The University Field Supervisor will provide a final evaluation at the conclusion of the Clinical Teacher semester. The final grade will be “Pass/No Pass”. The Clinical Teacher will have the opportunity to discuss his/her final grade with the University Field Supervisor.

### Clinical Teaching Documents

The Field Supervisor will ensure that prior to Clinical Teaching, Clinical Teachers have signed and maintain documents, as described in TAC §228.50. These documents are:

1. *FERPA Consent to Release Educational Records and Information*
2. *Texas Educators’ Code of Ethics and Standard Practices for Texas Teachers*
3. *Receipt of the Clinical Teaching Handbook*

### Planning and Teaching

After the Cooperating Teacher models the preparation and teaching of the lesson, the Clinical Teacher will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the Cooperating Teacher at least two days prior to the pre-conference to receive constructive feedback for revisions. The Clinical Teacher may not teach lessons that have not been approved by the Cooperating Teacher.

### Canvas

Some coursework requires assignments to be uploaded and assessed in the UNT Dallas Canvas course for EDUC 4200. Clinical teachers must upload appropriate Clinical assignments and/or Checkpoints into Canvas. The University Field Supervisor will assist with the initial upload if needed.

### Walkthroughs and Observations

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 assume greater responsibilities, commensurate with their role as a Clinical Teacher. University Field Supervisors will focus on the observation of Co-teaching activities during Walkthrough visits. When the Clinical Teacher is actively involved, the indicators from the T-TESS rubric will be used. At each visit, the Clinical Teacher and University Supervisor will document the Walkthrough in Canvas.

## Clinical Observation Procedures

### Traditional Clinical I Students

(Placement: Attend 1 full day per week/2 half days per week for 14 weeks)

University Field Supervisors will use the T-TESS rubric to support and evaluate growth in the overall teaching performance of the Clinical I student.

- Informal walkthroughs (10-15-minute) may be scheduled or unscheduled (Minimum: 4).
- Formal observations (45-minute) will be completed using the POP Cycle (Pre-conference, Observation, Post-conference) (Minimum:1).
- If there are two certification areas, there should be one 45-minute observation in each assignment.

### Paid Residency Clinical I Students

(Placement: Attend 4 full days per week - Monday -Thursday)

University Field Supervisors will use the T-TESS rubric to support and evaluate growth in the overall teaching performance of the Clinical I student.

- Informal walkthroughs (10-15-minute) may be scheduled or unscheduled (Minimum: 4).
- Formal observations (45-minute) will be completed using the POP Cycle (Pre-conference, Observation, Post-conference) (Minimum:1).
- If there are two certification areas, there should be one 45-minute observation in each assignment.

### Clinical II Students

(Placement: Attend daily for 14 weeks. If there are two certification areas, each placement is 7 weeks)

University Field Supervisors will use the T-TESS rubric to support and evaluate growth in the overall teaching performance of the Clinical II Clinical Intern.

- Informal walkthroughs (10-15-minute) may be scheduled or unscheduled (Minimum: 4).
- Formal observations (45-minute) will be completed using the POP Cycle (Pre-conference, Observation, Post-conference). The UFS will complete a minimum of 4 formal observations.
- If there are two certification areas, there should be two 45-minute observations in each assignment.

### Graduate Teacher of Record Interns

(Placement: Attend daily for full year. If there are two certification areas, each placement is 1 semester)

University Field Supervisors will use the T-TESS rubric to support and evaluate growth in overall teaching performance of the Graduate Intern.

- Informal walkthroughs (10-15-minute) may be scheduled or unscheduled (Minimum: 4 for the year).
- Formal observations (45-minute) will be completed using the POP Cycle (Pre-conference, Observation, Post-conference) The UFS will complete a minimum of three (3) formal observations in the Fall and two (2) in Spring.
- If there are two certification areas, there should be a minimum of three 45-minute observations in each assignment.


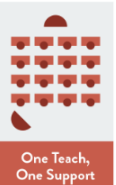
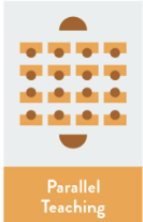

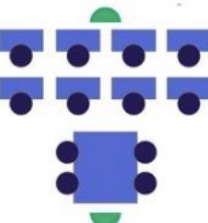
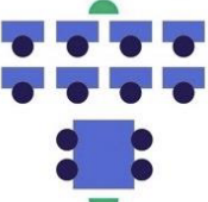
***NOTE: There must be at least 21 calendar days between each formal observation. Clinical Interns who do not complete the minimum number of formal evaluations will receive a grade of incomplete until all formal evaluations are completed.***



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# Co-Teaching Models

Essentials: Common Language, Co-Planning Time, Communication, Shared Responsibility, Mindset & Environment

Resource: [St. Cloud State University](#)

VISUAL	STRATEGY	EXPLANATION
<p><b>Observe</b></p> 	<b>One Teach, One Observe</b>	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the instruction.
<p><b>Assist</b></p> 	<b>One Teach, One Assist</b>	One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments.
	<b>Parallel Teaching</b>	Each teacher instructs half of the students. The two teachers address the same instructional material using the same teaching strategies.
	<b>Station Teaching</b>	The co-teaching pair divide 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.
<p><b>Alternative Teaching</b></p> 	<b>Alternative Teaching</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
<p><b>Supplemental Teaching</b></p> 	<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while other teacher works with those students who need the information and/or materials extended or remediated.

	<p><b>Team Teaching</b></p>	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p>
	<p><b>Total Teach</b></p>	<p>The teacher resident takes the lead responsibility for instruction and classroom management. The host teacher is present and available to support as needed.</p> <p>NOTE: the goal of total teach is to mimic a solo teach opportunity as much as possible in a co-teach environment.</p>



## **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.

### **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 Clinical Teaching Director will consult with a representative of the school district and obtain information concerning the reason for the removal. The Clinical Teaching Director 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 Clinical Teaching Director 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. 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 Clinical Teaching Director: (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 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:

1. 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.
2. 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 Clinical Teaching Office. Within one-week following the PIP conference, the Clinical Teacher, Cooperating Teacher, and University Field Supervisor will confer to assess progress.
3. 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 Clinical Teaching Office.
4. The University Field Supervisor or student may request the Clinical Teaching Director 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 Clinical Teaching Director 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 Clinical Teaching Director, 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 Clinical Teaching Director 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 Clinical Teaching Director 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 CTD proceeds to Step 2.
2. Clinical Teaching Director and Chair of Clinical Internship notifies the faculty of record of the field placement site termination. Given the nature of the situation, the Clinical Teaching Director and Chair of Clinical Internship will indicate the reasons the program is not recommending an additional placement i.e. terminating the placement. CTD (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 Clinical Teaching Director (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, 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

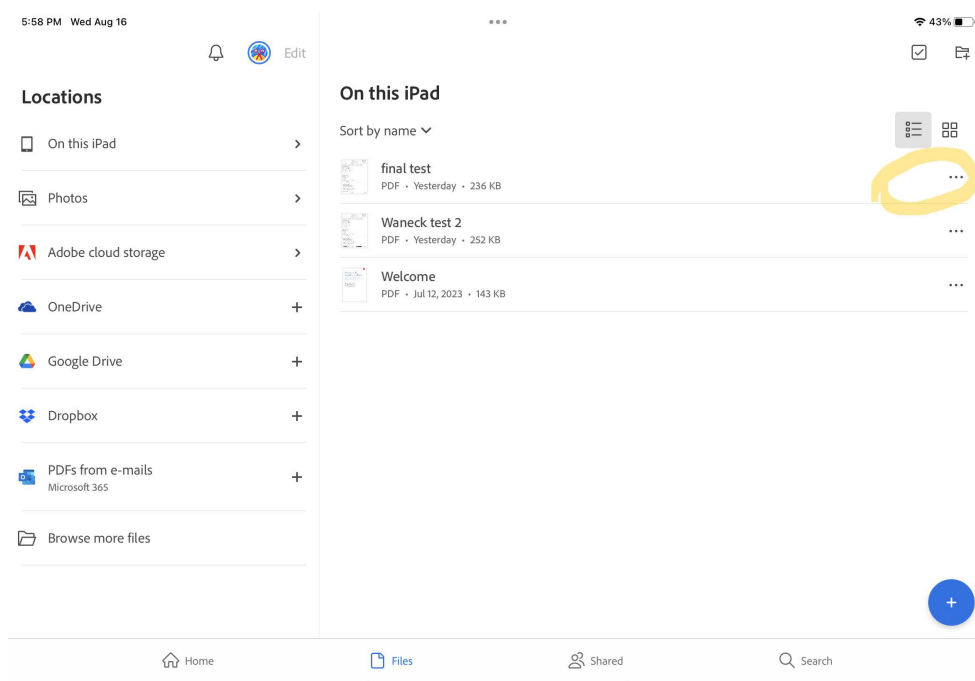
guidelines for field experiences set by TAC (TEA), the program. The Clinical Teaching Director or Chair of Clinical Teaching/Internship will submit the letter to the student with the final decision.

5. Student will have the opportunity to respond in writing within 5 days. Student may appeal through Admission to Teacher Education Committee (adhoc sub-committee appointed to hear the appeal) who would make recommendation 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. Student may also follow the School of Education Candidate Complaint Processes at <https://teach.untDallas.edu/educator-certification-candidate-complaint-processes>.

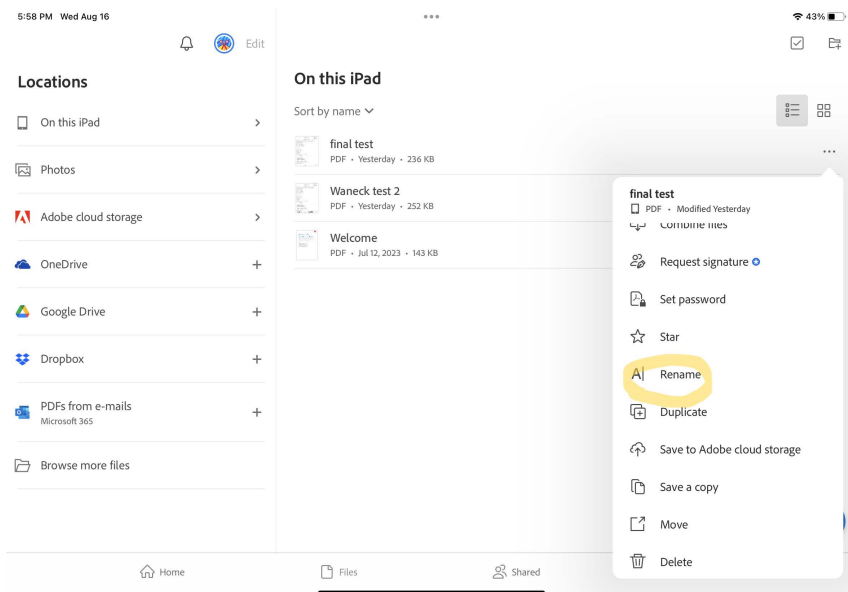
## Instructions for iPad Use

This year we will be collecting our TTESS POP cycle forms digitally! We will use this to help us pull real time data from our observations to aid in student growth. Please follow the following directions below to access, edit, save and send the TTESS forms from your UNTD issued Ipad. Digital copies of forms can be found on our website: <https://www.untDallas.edu/soe/resources/clinical-teaching.php>.

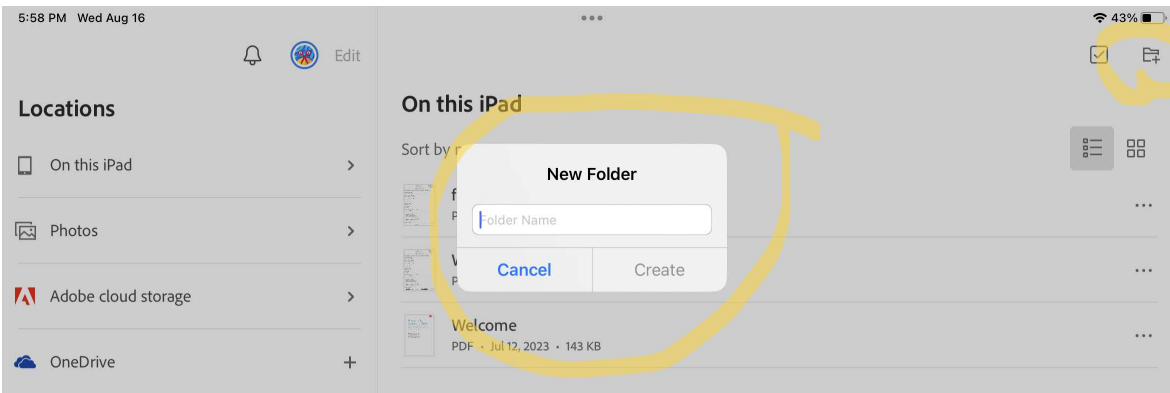
1. Create a passcode for your iPad and write it down. Do not lose it and give a copy of your passcode to the Director of Clinical Practice in case you get locked out of the Ipad.
2. The email (Microsoft Outlook) and Adobe have already been set up on your Ipad. You also have an Apple pencil and keyboard that you can use on site. While you are observing a student, have the mentor teacher and student go ahead and sign the TTESS POP cycle observation form in all sections. We will go over this in training.
3. When you open the original TTESS POP cycle observation form, save a few copies on your Ipad for you to use and rename for each student. You can also create student folders to house them in. Click the 3 dots next to each PDF.



4. Scroll down and click Rename. Name the file the students first and last name and POP #1, 2, 3, or 4.



5. Create a folder with the students name to hold all formal observations in.



6. To fill in a form, you can touch the boxes and type into them. To have signatures on the form, follow these 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	<input type="text"/>	Date	<input type="text"/>
Cooperating Teacher signature	<input type="text"/>	Date	<input type="text"/>
University Field Supervisor	<input type="text"/>	Date	<input type="text"/>

#### 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



7. Click on the blue pen in the bottom right corner.

#### Part 4 - Signatures

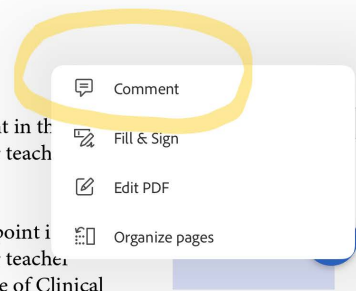
TAC 19, Chapter 228.35, (k)(1)(c): Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. 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	<input type="text"/>	Date	<input type="text"/>
Cooperating Teacher signature	<input type="text"/>	Date	<input type="text"/>
University Field Supervisor	<input type="text"/>	Date	<input type="text"/>

#### Please initial to the following statement:

Yes, the candidate has made sufficient progress to be on track at this point in the 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 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



## 8. Choose the pen and color that you want.

5:59 PM Wed Aug 16 43%

Done

Part 4 - Signatures

TAC 19, Chapter 228.35, (k)(1)(c): Clinical... efficiency 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.


## 9. You can use the Apple pencil or your finger to sign each section of the form. When you are finished, click Done to exit from the writing section of the form.

5:59 PM Wed Aug 16 43%

Done

Part 4 - Signatures

TAC 19, Chapter 228.35, (k)(1)(c): Clinical... efficiency 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	

### After completing Observation #4, please initial to the following statement:

#### For Field Supervisor to Initial:

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.

#### For Mentor Teacher to Initial:

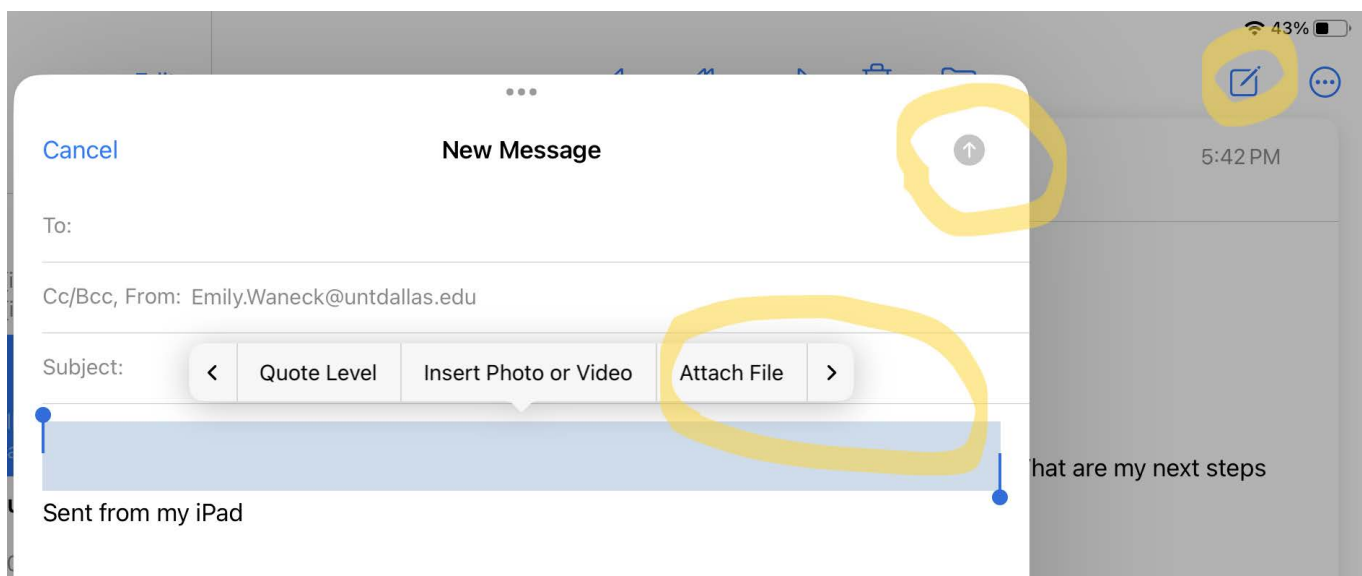
Yes, the candidate has made sufficient progress to be on track at this point in the clinical experience to be recommended by the Educator Preparation Program for teacher certification.

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.

On the last observation, please have the mentor initial and also please initial.

10. After completing the form and getting it signed, email it to the Director of Clinical Practice. Go to the Outlook app, and click on new message in the top right corner. Fill in the email fields and hold down your finger to bring up the menu. Select attach file. It will populate to Adobe and you can choose and attach the file you want to send.

11. Please title the subject of the email with the students name and POP #1, 2, 3, or 4.



Make sure for each formal POP you are emailing it to the following parties:

1. student
2. mentor
3. Director
4. principal

All done!! If you have any issues, feel free to email the Director of Clinical Practice at [emily.waneck@untdallas.edu](mailto:emily.waneck@untdallas.edu). Thank you!

#### Requirement to Log all observations:

In addition to completing the POP cycle observation forms, all formal observations must be logged on our internal form for record keeping purposes.

This will ensure that no observations are too close together.

No more than 48 hours after completing an observation, log the information at this link: <https://forms.office.com/r/3DQNfd9RzR>.

It will also be emailed to you.



# Calendar of Important Dates

## August 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Have Triad conference within first 3 weeks

## September 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

Have 1st observation in mid to early September

## October 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Have 2nd or 3rd observation in October - 21 days apart

## November 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

Schedule the last observation in Nov.

Monthly Check In Meetings  
Via TEAMS  
Every 3rd Monday of the month

11 am  
September 15th  
October 20th  
November 17th  
December 8th

## December 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Students last day  
in the field

### Events:

Educational Advisory  
Committee luncheon -  
noon October 22nd

Cord Ceremony: 6 pm  
December 3rd

Graduation: 11 am  
December 16th

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

**Domain 4: Professional Practices**

Proficient (3)

Developing (2)

Improvement Needed (1)

**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

**After completing Observation #4, please initial to the following statement:**

**For Field Supervisor to Initial:**

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.

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**For Mentor Teacher to Initial:**

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.



### 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: \_\_\_\_\_

# 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.
2. A clinical teacher or intern may request termination of the Clinical Teaching experience for medical or personal reasons.
3. 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: \_\_\_\_\_

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

\_\_\_\_\_  
University Field Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments: