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UNIVERSITY OF NORTH TEXAS AT DALLAS

School of Education



## Mentor Teacher Handbook Fall 2024-Spring 2025

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**Dear Mentor/Cooperating Teacher:**

**Thank you for agreeing to mentor a clinical teacher! We want to extend our appreciation to you for helping to mold our new teachers. Your experience and expertise are invaluable assets that will give our students an opportunity to be the very best first year teachers in the field.**

**If you experience any issues, need any support from UNT Dallas, or just want to share ideas and speak, please do not hesitate to contact me. My contact information is below.**

**The purpose of this handbook is to provide information and guidelines about the Clinical Teaching Program for clinical teachers, interns, cooperating and mentor teachers, and University Field Supervisors. We hope you will find this resource invaluable as you engage in UNT Dallas field experiences and support our students.**

**This handbook has been designed to ensure that UNT Dallas Clinical Teachers and those who support them understand the philosophy, expectations, and requirements of the UNT Dallas Clinical Teaching Program. Adherence to these guidelines and procedures will facilitate an environment conducive to rigorous and robust preparation for future educators. We look forward to a tremendous year of success.**

**Special thanks for your support, cooperation, patience, and flexibility! May your dedication to students in the schools you serve be evident to everyone you encounter.**

**Sincerely,**

*Emily Waneck*

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Director of Clinical Practice  
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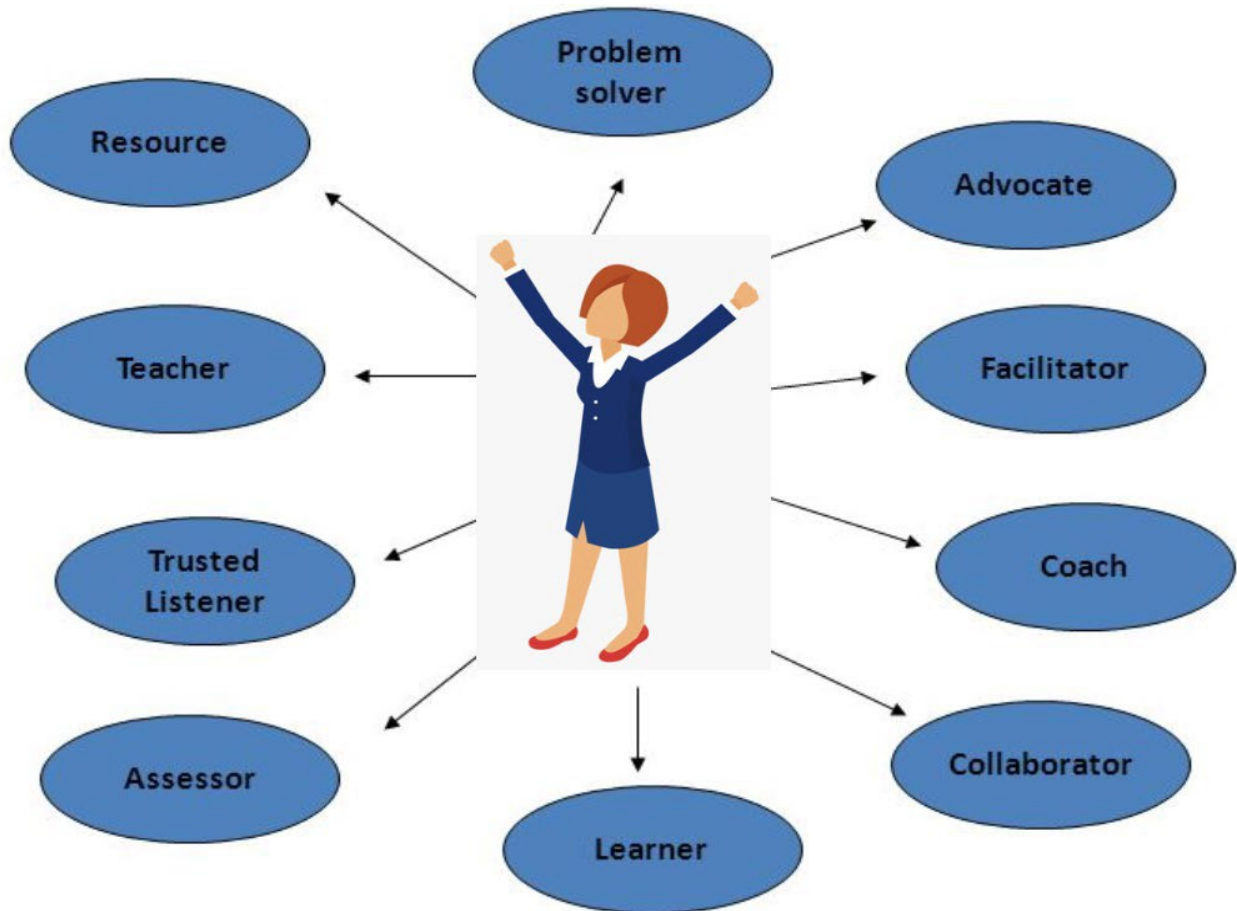
# **Cooperating and Mentor Teachers in Partner Districts**

# Roles and Responsibilities of the Mentor Teacher

Welcome to the UNT Dallas Clinical Teaching program! We recognize you as a highly accomplished, veteran educator. For this reason, we are sincerely grateful for your willingness to assist in training a new Clinical Teacher. Because your certification matches the intended certification of the Clinical teacher, and because you have been successful with students, you have a wealth of information and experiences to share with your Clinical Teacher or Intern. During this semester you will have the opportunity to teach, guide, support, assist, train, monitor, and evaluate your Clinical teacher, as described in (TAC) §228.35. The goal is for the Clinical Teacher or Intern ultimately to assume all responsibility for classroom instruction and management. Hopefully these next few pages will shed more light on your role as a Cooperating or Mentor Teacher. You play a vital role in supporting the Clinical teacher or Intern and helping to "unpack" the processes and expertise needed to become an expert teacher.

## Responsibility to the Clinical Teacher

We view the role of the Cooperating/Mentor Teacher similarly to the University of California – Santa Cruz New Teacher Center model (2007). Your responsibility to the clinical intern begins before his/her arrival on your campus and ends when the Clinical Teacher or Intern receives the final evaluation from you. Your role is complicated and multi-faceted as you can see in the diagram below. A list of clinical teaching orientation experiences has been provided to your clinical teacher in their handbook.



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 by the Clinical Teacher and submitted to the Cooperating Teacher at least two days prior to the pre-conference so the Cooperating Teacher can provide constructive feedback and revisions to promote success. The Clinical Teacher may not teach lessons that have not been approved by the Cooperating Teacher.

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 by the Clinical Teacher and submitted to the Cooperating Teacher at least two days prior to the pre-conference so the Cooperating Teacher can provide constructive feedback and revisions to promote success. The Clinical Teacher may not teach lessons that have not been approved by the Cooperating Teacher.

Gradually, the Cooperating Teacher will increase the Clinical Teachers daily responsibility to move him/her from co-teaching to full teaching responsibility. To assist in planning the first few days with your Clinical teacher, please use the following Field Experiences Checklist.

Preparing for the Clinical Teacher	
	<ul style="list-style-type: none"> <li>• Confirm his/her arrival date and time with principal.</li> <li>• Make contact and exchange important phone numbers and email addresses.</li> <li>• Prepare a dedicated workspace for your Clinical teacher.</li> <li>• Prepare your students to receive the Clinical teacher as a professional co-worker.</li> <li>• Duplicate class rosters, seating charts, building map, and classroom behavior management plan.</li> <li>• Prepare copies of your daily schedule and the school or district calendar.</li> <li>• Add the Clinical teacher's email address to the staff email, if possible.</li> <li>• Assist the Clinical teacher in obtaining a district or campus ID badge.</li> </ul>
Week 1: Orientation	
	<b>First Day:</b> <ul style="list-style-type: none"> <li>• Review class and school emergency and drill procedures.</li> <li>• Review specific health/participation restrictions of students (e.g., allergies, diabetes, etc.).</li> <li>• Share a copy of the district, school, and faculty-specific regulations.</li> <li>• Introduce the Clinical teacher to office staff, administrators, and colleagues.</li> <li>• Outline expectations regarding arrival / departure times and procedures or arrival or departure.</li> <li>• Provide access to Teacher and Student Handbooks.</li> </ul>
Orientation to classroom	
	Explain and share classroom policies: <ul style="list-style-type: none"> <li>• Classroom rules and behavior management plan.</li> <li>• Recording student absences and tardies.</li> <li>• Procedures for Hall Passes.</li> <li>• Discipline referral procedures.</li> </ul>

<b>Orientation to Instructional Resources</b>	
	<ul style="list-style-type: none"> <li>• Media center, computer labs, and other classroom technology</li> <li>• District and school websites</li> <li>• TEKS resources and District Curriculum</li> <li>• Instructional materials</li> <li>• Lesson plan expectations</li> </ul>
<b>Orientation to Assessment, Curriculum and Instruction</b>	
	<ul style="list-style-type: none"> <li>• Assessment and analysis to drive instruction</li> <li>• Lesson planning using assessment</li> <li>• Teaching using the lesson plan created</li> <li>• Checking for understanding and evaluating student learning</li> <li>• Lesson refinement</li> <li>• Reteaching and enrichment</li> <li>• Teacher-led small group instruction and/or rotations</li> </ul>
<b>Community and Student Needs</b>	
	<ul style="list-style-type: none"> <li>• Share general information about students (culture, background, special needs, etc.)</li> <li>• After school activities</li> </ul>
<b>Classroom Culture</b>	
	<ul style="list-style-type: none"> <li>• Specific ways the learning environment is managed to maintain student engagement, motivation to learn, and appropriate behavior.</li> <li>• Instructional decision-making processes and use of strategies before, during, and after teaching.</li> <li>• Explain the method of assessment, grading, record-keeping, and documentation.</li> <li>• Review learning objectives and lesson plans for the day, week, and long-term.</li> <li>• Identify opportunities for the Clinical teacher to assist with daily classroom procedures and support student learning.</li> <li>• Debrief with Clinical teacher at the end of each day during the first week</li> <li>• Classroom transitions and routines</li> <li>• Develop a weekly implementation plan to clarify what the Clinical teacher will do</li> </ul>
<b>Week 2: Shadow and Assist</b>	
	<ul style="list-style-type: none"> <li>• Review learning objectives and lesson plans for the day and week. Then, review for long-term objectives.</li> <li>• Model both planning and teaching. After modeling the preparation of lesson planning and teaching, the Clinical teacher assumes some of the responsibility for planning and teaching.</li> <li>• Identify opportunities for the Clinical teacher to assist with daily classroom procedures and supporting student learning.</li> <li>• Share ongoing guidance and provide informal feedback and suggestions.</li> <li>• Assist Clinical teacher with analyzing and reflecting on student data and assigned tasks.</li> </ul>
<b>Week 3: From Co-teaching to Full responsibility</b>	
	<ul style="list-style-type: none"> <li>• Gradually increase daily responsibilities for planning and teaching.</li> <li>• Develop a weekly implementation plan to clarify the activities for which the Clinical teacher will take responsibility.</li> <li>• Guide, monitor, support and reflect daily at first and later, weekly.</li> <li>• Continue to increase substantive and specific feedback on Clinical teacher performance</li> </ul>

## Required Paperwork

### Formal Observations

You will observe a 45-minute lesson and score your clinical teacher on your own T-Tess rubric for your records. If you would like, you can request to be present at the Pre and Post-conferences if the University field supervisor will allow it.

At the end of the semester, you will receive a link to submit your evaluation of the Field Supervisor and your clinical teacher. You will receive this link from the Director.

Your evaluation will look like a T-Tess evaluation and you use your scoring notes and any other evidence you have to score your clinical teacher. This will happen the last week of November/April! A copy of the TTESS POP Cycle observation form has been included in the required forms section of this handbook for your use and reference.

Additionally, you will initial at the end of the semester if your clinical teacher has met all requirements to qualify for certification. If an issue arises, it is your responsibility to inform the University field supervisor so that we can address the issue in a timely manner.

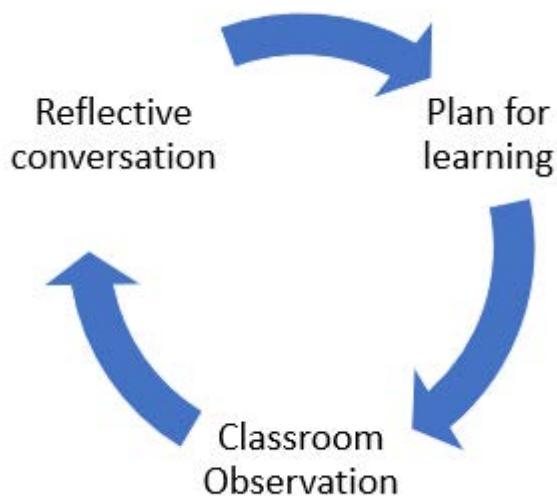
The University field supervisor will be in your classroom often, and will conduct 4 formal 45 minute observations on the clinical teacher.

### Walkthroughs

Conference with your clinical teacher after each walk through and observation conducted by the University Field Supervisor. When the forms arrive for your signature, they student has 24 hours to get them back to their University Field Supervisor. If we cannot get signatures, the walkthrough or observation cannot be considered valid, and we will need to do another one.

A copy of the walkthrough observation form has been included in this handbook for your use and reference in the required forms section.

### Coaching Cycle





# Suggested Coaching Protocol

## Conference Sample Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation. These TTESS questions can help guide pre and post-conference discussions.

### Planning Domain (Dimension 1.1: Standards and Alignment)

- How are the goals for learning aligned to state content standards?
- How will technology be integrated into the lesson to support mastery of the lesson's goal(s)?
- How do you plan for activities, materials and assessments that are sequenced and relevant to the students?
- How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, lesson and lesson closure?
- How do you decide on activities, materials and assessments that are appropriate for diverse learners?
- How are lesson structure and pacing addressed in this lesson?
- How does the sequence of the lesson address scaffolded learning and complex concepts as it progresses?
- In what ways are other disciplines integrated and supported?
- How do you ensure that your lessons are aligned horizontally with the team? Vertically?

### Planning Domain (Dimension 1.2: Data and Assessment)

- What assessment data was examined to inform this lesson planning?
- What are some ways you communicate your classroom and school goals to stakeholders?
- What does pre-assessment data indicate about student learning needs?
- What formal and informal techniques do you use to collect evidence of students' knowledge and skills?
- How will your assessment data help you identify student strengths and areas of improvement?
- In what ways do you provide specific and timely feedback to students? Families? Other school personnel?
- How is data provided to students to help them identify their own learning needs and track progress?
- How do you compare student results to your own teaching strategies to determine what works for specific students? When are you most successful? When do students struggle? Why? How does this help you plan for future lessons?
- What processes do you use to collect and analyze data over time?

### Planning Domain (Dimension 1.3: Knowledge of Students)

- How will this lesson demonstrate your familiarity with the students' prior knowledge, life experiences and interests?
- How will the instructional strategies provide opportunities for all students' learning needs?
- How will developmental gaps be addressed?
- How do you assess students' learning styles and needs?
- When students have individualized learning plans, how are their needs included in planning for lessons?
- How are students with similar needs grouped and supported during the planning and instruction phases?
- When students are struggling, how do you determine the cause and address their needs?
- How are students' backgrounds, language and/or cultural differences used to plan for instruction?
- How are students' social-emotional needs incorporated into planning for lessons?

### Planning Domain (Dimension 1.4: Activities)

- Why is it important for teachers to ask higher order questions during a lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem solving?
- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do the activities, resources, technology and instructional materials align to the instructional goals?
- How are activities varied to address different ability levels and learning needs?
- What opportunities do you provide for students to set individual goals and hold each other accountable for meetings those goals? How does goal setting happen within instructional groups?
- How do you ensure that the activities planned are engaging and keep students focused and motivated to learn? How do they engage students in ownership of their own learning?

#### Instruction Domain (Dimension 2.1: Achieving Expectations)

- Why is it important to have academic expectations that are high and demanding for all students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How will students take initiative for their own learning and self-monitor their progress?
- What are some examples of high expectations with this unit of study/lesson/activity?
- What opportunities do you provide for students to set high socialemotional expectations for themselves?
- How are students expected to persist with instruction to demonstrate progress towards mastery of learning? What types of strategies do you use to keep them motivated and focused?
- How do you anticipate student mistakes and/or misunderstandings? What types of common learning pitfall do you generally see with this lesson/unit?
- When you know students will struggle with what is presented, what do you do?
- In what ways are students expected to take initiative for their own learning? What role do you play in this?

#### Instruction Domain (Dimension 2.2: Content Knowledge and Expertise)

- How do you develop or select instructional strategies to teach (insert topic to be taught)?
- How do you decide on ways in which to you will connect the content to other disciplines and real-world experiences?
- How will you sequence the instruction so students understand how the lesson fits within of the discipline and real world scenarios?
- How do you plan for opportunities for students to engage in different types of thinking?
- What are some examples related to how you model thinking for students?
- What do you believe are the key concepts with this unit of study/ lesson?
- How do you know when to provide differentiated explanations for students?
- What content, if any, do you anticipate will present challenges for students? What cues will tell you that they do not understand what is presented? What might you do to prepare for these misunderstandings up front? What techniques do you/ might you use to mitigate those concerns? How is instruction sequenced to allow students to see the connections within and across disciplines?
- What are some examples of how you continuously refine your knowledge and expertise?
- How do you stay current in the field?

#### Instruction Domain (Dimension 2.3: Communication)

- How will the goals for learning be communicated to students?
- How will you provide opportunities for students to elaborate and extend their learning?
- How do you provide for wait time when questioning during a lesson?
- Why is it important for teachers to ask higher order questions that are aligned to the lesson's objective?
- How do you communicate your expectations to your students?
- How is student-to-student communication encouraged and established during instruction?
- How do you make decisions about the types of technology and/ or visual tools to use during the lesson?
- How are technology and visual tools used to engage students and communicate learning?
- How do you know when your explanations or direct teach are clear and coherent? What strategies do you use to assess whether students understood what was explained? What happens when students do not understand?
- How are questions leveled to increase complex thinking during the lesson? In what ways do they promote deeper thinking and a broader understanding of the objective(s)? What are some strategies you use to provoke and guide discussions with students?
- How are students expected to communicate what they have learned?

#### Instruction Domain (Dimension 2.4: Differentiation)

- How will the instructional strategies address all students' learning needs?
- How do you provide differentiated instructional methods within your lessons?
- How will the lesson engage and challenge students of all levels?
- Why is it important to provide varied options for student mastery?
- Why is it important to provide multiple strategies to teach and assess students?
- How are lessons adapted and presented using a variety of strategies to reach all students?
- In what ways do you monitor student participation and performance? What do you do when these expectations are not present?
- What student behaviors do you look for during the lesson as signals that differentiation may be needed?
- How do you know when students are confused?
- What do you do when students become disengaged? How do you refocus instruction?

#### Instruction Domain(Dimension 2.5: Monitor and Adjust)

- How will you check for understanding during the lesson?
- How will you use student feedback to make adjustments to your instruction?
- How does student engagement impact student achievement?
- What strategies do you use to gather input from students? How is this information used to monitor and adjust instruction?
- How are activities adjusted to align with the lesson objective and yet meet students' needs?
- How is pacing monitored and adjusted to maximize learning and keep students progressing towards mastery? What behaviors might you see to indicate that pacing needs to be adjusted?
- What strategies do you use for ongoing checks for understanding?
- What kinds of questions do you ask when purposefully checking for understanding?
- What are some examples of specific, academic feedback you provide to students? How do students provide academic feedback to each other? What are students expected to do with the feedback?

#### Learning Environment Domain (Dimension 3.1: Classroom Environment, Routines and Procedures)

- How do you ensure that routines, procedures and transitions are efficient in order to maximize student learning?
- How will different grouping strategies be used to encourage student responsibility for resources and materials?
- How do you build safety in the classroom, promoting open communication and/or collaboration?
- What are some strategies for involving students in leading and managing responsibilities within the classroom?
- How are students encouraged to take risks?
- What would students say about the environment – from both instructional and social-emotional aspects? How do you know that?
- If you could refine your routines and procedures, what would you do? Why?

#### Learning Environment Domain (Dimension 3.2: Managing Student Behavior)

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior should that become an issue during the lesson?
- How are students involved in developing classroom procedures (e.g., classroom rules, procedures for supplies, routines)?
- How are clear behavioral expectations communicated and monitored?
- What types of consequences do you use when behavior is inconsistent?
- What types of non-verbal signals do you use with students to redirect behavior?
- What is the relationship between student behavior and student engagement?
- How does your behavior management system extend beyond classroom walls?

#### Learning Environment Domain (Dimension 3.3: Classroom Culture)

- How do you determine/plan appropriate procedures to ensure a respectful classroom culture?
- How do you provide opportunities for students to collaborate?
- In what ways does your classroom culture reflect high expectations for performance and student-centered behaviors?
- How does the classroom culture ensure that relevant, meaningful learning is the norm?
- How are activities structured so that students are expected to collaborate positively with each other?
- How is positive rapport amongst students established and maintained?
- In what ways are students empowered to build a positive classroom culture that they own and respect?

#### Professional Practices and Responsibilities Domain (Dimension 4.1: Professional Demeanor and Ethics) Consider the number of required conferences due based upon the individual teacher.

- How do you model professional ethics as a teacher?
- How do you model respectful behavior and integrity as a teacher?
- How do you maintain a classroom where students are valued and respected?
- In what ways do you advocate for the needs of all your students?
- Why is professional appearance important?
- What is the relationship between teacher attendance and student performance?
- How do you ensure that all legal and statutory requirements are met for students who participate in special programs?
- When student information is shared, how do you ensure that it's attributed to their learning needs?

#### Professional Practices and Responsibilities Domain (Dimension 4.2: Goal Setting)

- What types of teacher and student data might you review to self-assess your professional growth needs?
- How do you establish self-assessment of teaching practices as an ongoing process?
- When establishing goals, how do you decide which action items will yield the best results?
- How will your goal(s) help you grow professionally, refine your practices, and stay current in the field?
- What do you know about individuals who continuously set goals and work to meet those goals? How does this parallel your thinking?
- What types of support do you need to reach your goals?
- How will you formatively review your goals and progress towards the goals?
- What are some short and long term professional goals you have set for yourself?
- How have your professional goals had a direct impact on student performance?

## Clinical Student Teaching Obligations

### Clinical I

Clinical Teachers are placed in the classroom for eight hours weekly, one full day or two half-days for a total of 14 weeks. The goal of this time is to scaffold the Clinical Teacher into full Student Teaching and to begin integrating and generalizing the theory and knowledge learned, in real settings, with support from a Cooperating Teacher and a University Field Supervisor. The Clinical Teacher should have consistent time in the field with increasing levels of instructional responsibilities.

Clinical Teachers who split their Clinical I methods coursework during one semester are recommended to spend one (1) day per week on the campus as they take the Classroom and Behavioral Management course. If Clinical Teachers need observation hours before taking this course, they can request the Clinical Teaching Director to connect them with a University Field Supervisor at a partner campus. Once clearing district required background checks, the Clinical Teacher can complete any required observation hours.

#### Weeks 1-5

<b><u>Goals</u></b> Relationship Building & Observation	<b><u>Co-Teaching Models</u></b> “One Teach (Cooperating Teacher), One Observe (Clinical I Teacher)”
<b><u>Setting</u></b> Observe your placement teacher and get to know students. Begin scheduling times to observe in other grade levels/content areas around the school.	<b><u>Products</u></b> Complete your field experience log with the state’s minimum documentation of 30 hours and a written reflection. Ensure you are observing instruction as assigned by methods course faculty.

#### Weeks 6-10

<b><u>Goals</u></b> Begin to take responsibility for supporting student learning through 1:1 and small group instruction, in partnership with your cooperating teacher	<b><u>Co-Teaching Models</u></b> “One teach (Cooperating Teacher), One Observe (Clinical I Teacher)” and “Station Teaching”
<b><u>Setting</u></b> Your Clinical I placement classroom	<b><u>Products</u></b> Reflections on what you are learning about yourself as a teacher in your clinical journal. Reflections based on walk-through feedback.

#### Weeks 11-14

<b><u>Goals</u></b> Begin co-planning with your cooperating teacher and ease into more responsibility; execute one full pre-meeting/observation/post-meeting cycle with video analysis.	<b><u>Co-Teaching Models</u></b> “One teach (Cooperating Teacher), One Assist (Clinical I Teacher)” and “Station Teaching” and One time - “One teach (Clinical I Teacher), One observe (Cooperating Teacher)”
<b><u>Setting</u></b> Your Clinical I placement classroom	<b><u>Products</u></b> Panopto video of classroom instruction and post-observation analysis of student learning outcomes, video reflection, and refinement/reinforcement

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## Clinical II Suggested Pacing Guides

### Clinical II Student Teachers and ATCP Graduate Clinical Teachers

Clinical Teachers are placed in the classroom for eight hours daily, 5 days a week for a total of 14 weeks. The minimum required time in placement is 70 days. The goal of this time is to scaffold the Clinical Teacher into full Clinical Student Teaching and to integrate the theory and knowledge learned, in real settings, with support from a Cooperating Teacher and a University Field Supervisor. The Clinical Teacher should have increasing levels of instructional responsibilities until they assume all teaching responsibilities.

### EC-6 Clinical II Undergraduate and ATCP Graduate Clinical Teaching

WEEK	RESPONSIBILITIES
<b>Weeks 1-7 are for the first rotation or second subject rotation</b>	
<b>1</b>	<b>Actively Observe and Assist</b> The majority of the time is focused on learning classroom routines, actively observing students and the Cooperating Teacher. The Clinical teacher can assist when possible.
<b>2</b>	<b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so the Clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>3</b>	<b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so the Clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>4</b>	<b>Independently plan teach 2-3 subjects/periods per day</b> As the Clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods has taught the longest may be dropped. This assures that the Clinical teacher will teach at most three subjects/periods per day. By the end of Week 5, the Clinical teacher should have taught all subjects/periods.
<b>5-7</b>	<b>Full Responsibility</b> Full instructional responsibility demands total commitment on the part of both the Clinical teacher and Cooperating Teacher. For a minimum of 10 consecutive days, the Clinical teacher should have the full responsibility of planning and teaching the entire school day as if (s)he were the regular classroom teacher. All other responsibilities the teacher has during this time will also be assumed by the Clinical teacher. The determination of full responsibility is at the discretion of the Cooperating Teacher.

**Note: This Pacing Guide is a suggestion. It can be changed to meet individual Clinical teacher needs.**

## Middle/High School Clinical Teaching Pacing Guide

WEEK	RESPONSIBILITIES
1	<b>Actively Observe and Assist</b> The majority of the time is focused on learning classroom routines, actively observing students and the Cooperating Teacher. The Clinical teacher can assist when possible.
2	<b>Team teaching</b> To initiate the teaching experience in the class, the Clinical teacher may begin by co-planning and co-teaching a selected lesson. This may be done in a number of ways. Some examples: <ul style="list-style-type: none"> <li>• Divide the class into two groups with the Cooperating Teacher and Clinical teacher each taking a group for instruction.</li> <li>• Divide the instructional time – one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson. One person may present the lesson content while the other one supervises the cooperative group work</li> </ul>
3	<b>Co-plan and teach 1-2 classes</b> This should be a lesson that the Cooperating Teacher has modeled on the previous day or class. This will give the Clinical teacher the opportunity to plan with the Cooperating Teacher and observe the lesson being taught before having to assist with it.
4	<b>Co-plan and teach 1-2 classes</b> This should be a lesson that the Cooperating Teacher has modeled on the previous day or class. This will give the Clinical teacher the opportunity to plan with the Cooperating Teacher and observe the lesson being taught before having to assist with it.
5 -6	<b>Independently plan and teach a defined set of classes.</b>
7-9	<b>Full Responsibility</b> Full instructional responsibility demands total commitment on the part of both the Clinical teacher and Cooperating Teacher. For a minimum of 10 consecutive days, the Clinical teacher should have the full responsibility of planning and teaching the entire school day as a regular classroom teacher. All other responsibilities the teacher has during this time will also be assumed by the Clinical teacher. The determination of full responsibility is at the discretion of the Cooperating Teacher.
10-12	<b>Plan and teach 2-3 additional classes</b> Progressively add periods that build toward the full second responsibility.
13-14	<b>Second Full Responsibility</b> Full instructional responsibility demands total commitment on the part of both the Clinical teacher and Cooperating Teacher. For a minimum of 10 consecutive days, the Clinical teacher has the full responsibility of planning and teaching the entire school day as a regular classroom teacher. All other responsibilities the teacher has during this time will also be assumed by the Clinical teacher. The determination of full responsibility is at the discretion of the Cooperating Teacher.

**Note: This Pacing Guide is a suggestion. It can be changed to meet individual Clinical teacher needs.**

## Required Forms:

[Administrator Verification Form](#)

[TTESS POP Cycle Form](#)

[Walkthrough Observation Form](#)

[Verification of Completion of Training](#)



## Administrator Verification Form

Co-Operating/Mentor Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

Clinical Teacher Name \_\_\_\_\_ UFS \_\_\_\_\_

1. The Cooperating Teacher listed has at least three (3) years of teaching experience: (if NO, please document reason for selecting this cooperating teacher).

\_\_\_\_\_ YES \_\_\_\_\_ NO

Statement (if above response is NO) \_\_\_\_\_

2. The Cooperating/Mentor Teacher currently holds certification in the same category as the Clinical Teacher. (if NO: Please document the reason for selecting this cooperating teacher).

\_\_\_\_\_ YES \_\_\_\_\_ NO

Statement (if above response is NO) \_\_\_\_\_

3. The Cooperating/Mentor Teacher is an accomplished educator as shown by student learning.

\_\_\_\_\_ YES \_\_\_\_\_ NO

Evidence that this Cooperating/Mentor Teacher is accomplished as an educator (Note: Special district criteria may be included.). \_\_\_\_\_

\_\_\_\_\_

\*\*\*If the Cooperating/Mentor Teacher listed above **does not meet** the listed requirements, please document the reason for selecting this individual as a Cooperating/Mentor Teacher.

\_\_\_\_\_

\_\_\_\_\_

### Acknowledgement

I attest that the information provided above is accurate to the best of my knowledge.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
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)
<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

**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.

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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.



## 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						
<b>Planning 1.1</b> Standards and Alignment	<b>Planning 1.2</b> Data and Assessment	<b>Planning 1.3</b> Knowledge of Students	<b>Planning 1.4</b> Activities	<b>Instruction 2.1</b> Achieving Expectations	<b>Instruction 2.2</b> Content Knowledge and Expertise	<b>Instruction 2.3</b> Communication
<b>Instruction 2.4</b> Differentiation	<b>Instruction 2.5</b> Monitor and Adjust	<b>Learning Environment 3.1</b> Classroom Routines and Procedures	<b>Learning Environment 3.2</b> Managing Student Behaviors	<b>Learning Environment 3.3</b> Classroom Culture	<b>Professional Practices and Responsibilities 4.1</b> Professional Demeanor and Ethics	<b>Professional Practices and Responsibilities 4.2</b> Goal Setting
Comments:						
Refinement Area						
<b>Planning:1.1</b> Standards and Alignment	<b>Planning 1.2</b> Data and Assessment	<b>Planning 1.3</b> Knowledge of Students	<b>Planning 1.4</b> Activities	<b>Instruction 2.1</b> Achieving Expectations	<b>Instruction 2.2</b> Content Knowledge and Expertise	<b>Instruction 2.3</b> Communication
<b>Instruction 2.4</b> Differentiation	<b>Instruction 2.5</b> Monitor and Adjust	<b>Learning Environment 3.1</b> Classroom Routines and Procedures	<b>Learning Environment 3.2</b> Managing Student Behaviors	<b>Learning Environment 3.3</b> Classroom Culture	<b>Professional Practices and Responsibilities 4.1</b> Professional Demeanor and Ethics	<b>Professional Practices and Responsibilities 4.2</b> Goal Setting



Comments:

Next Steps:

Reflection Question:

**All Signatures are REQUIRED**

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Completion of Required Training

Please go to the link to fill out the form verifying that you have read through the mentor handbook and have completed training for the 2024-2025 academic school year. Please complete this training within the first 3 weeks of the school year.

Once the form response is submitted, you will receive a completion certificate within 3-5 business days at the email address you provide in the form.

Again, thank you for your support of our clinical teachers! Without you, this would not be possible!!

**Link for completion of training:**

<https://forms.office.com/r/ejTisnRvxP>

**Or Scan QR Code:**

