Clinical Teaching Handbook

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UTPB College of Education / Office of Educator Preparation Program

Clinical Teaching Handbook revised 1_11_19
Clinical teaching is the culmination of the teacher preparation program at The University of Texas of the Permian Basin. This handbook is designed to provide an overview of the purposes and objectives related to clinical teaching, and contains guidelines for individuals involved in this phase of teacher preparation.

If questions persist, contact the Office of Educator Program Services (432) 552-2121.

The components of a good teacher preparation program include a broad general education, a sound preparation in one or more academic specializations, a solid foundation in pedagogy, and a variety of practical experiences in school settings. Teacher preparation at UTPB is a collaborative venture between the university and local public and private schools.

Clinical teaching at UTPB is a full-time 14-week assignment, thereby offering maximum teaching opportunities during this phase of preparation. Practicum experiences occur in accredited public and private schools, supported by host cooperating teachers, school administrators, and university field supervisor personnel.

Eligibility Requirements for Clinical teachers

A partial checklist for eligibility for Student teaching includes the following.

If questions persist, please contact the Office of Educator Program Services (432) 552-2121.

1. Candidates must file an application for admission student teaching by the published deadline.
2. Candidates must have been admitted to regular status in the certification program.
3. Candidates must have a 2.50 or higher overall grade point average (GPA).
4. Candidates must have a 2.75 or higher GPA in the content area, with no grade lower than a C.
5. Candidates must have a 2.75 or higher GPA in the education/pedagogy courses, with no grade lower than a C.
6. *Candidates must have attempted the TExES content-area and PPR exams. Candidates in bilingual education also must have attempted the BTLPT.
7. Undergraduate candidates may lack no more than 6 credit hours (other than student teaching) to finish their degree, unless permission to take more hours is granted. Post-baccalaureate candidates must have at least three pedagogy courses completed.
8. Candidates must receive a favorable review from the Clinical Teaching Admission Committee.
9. Candidates who fail to meet one or more of the admission requirements may submit a petition to the Dean of the College of Education, requesting conditional admission, but the Dean is under no obligation to grant any such petition.

*Candidates must have received a passing score on the appropriate exams to be recommended for certification.
It is intended that clinical teaching will be a positive, productive learning experience for all concerned. In order to facilitate that experience, the following policies have been established.

**Appearance**

Appropriate dress and grooming is expected of all clinical teachers, who should comply with the faculty dress code of their assigned school. This dress code, whether written or unwritten, should be clarified at the first meeting with the cooperating teacher and the principal.

**Attendance**

Regular attendance is expected of clinical teachers. **Documentation is required for 3 or more absences.** Absences will be made up by extending the clinical teaching period. Three or more absences will be cause for review by the Student Teaching Admission Committee and may be cause for dismissal from clinical teaching.

When illness occurs, the clinical teacher is responsible for contacting the cooperating teacher, university supervisor and the policy of the assigned school as soon as possible. The university field supervisor should be notified immediately if an observation is scheduled for that day.

The clinical teacher’s workday is the same as that required of all teachers on their assigned campus. Candidates are expected to arrive early enough to allow adequate time for planning and organizing before classes begin. Should unforeseen problems arise that hinder the clinical teacher’s ability to be on their assigned campus at the required times, the Director of Clinical Teaching should be notified immediately so alternative arrangements can be made. Changes to the clinical teacher’s start and end times must be in writing from the Director of Clinical Teaching.

**Calendar**

Student teaching assignments begin and end on the dates indicated in the placement letter. During this time period, clinical teachers are expected to follow the calendar of the district in which they teach, rather than the university calendar. Therefore, the clinical teacher will observe only holidays and vacations designated by the host school/district. Split assignments are in increments of two seven week periods. Clinical teachers are expected to attend workdays and in-service days with their cooperating teacher.

**Conduct**

UTPB practicum students are guests in the schools in which they teach and observe. They must concur with all regulations established by the principal and district administration.

**Discipline of Pupils**

Disciplinary measures should conform to the policies of the host school and the cooperating teacher. Clinical teachers are **never** to administer corporal punishment nor serve as a witness of corporal punishment. The cooperating teacher at all times, in terms of legal responsibility, retains the final authority for the classroom.

**Evaluations of Pupils**

The clinical teacher should collaborate with the cooperating teacher in evaluating pupils.

**Instructional Planning**

Clinical teachers are expected to have a plan for every teaching assignment; it is permissible and appropriate to use the cooperating teacher’s plans initially. Plans should be discussed with the cooperating teacher well in advance of the date on which the lesson is to be taught. Guidelines for appropriate lesson plan formats are included in this handbook.
Outside Activities during Student Teaching

The primary responsibility of the clinical teacher is the instructional experience. Students are urged not to work, enroll in additional courses, or participate in extracurricular activities during student teaching. Such activities often mean the demands of student teaching cannot be met successfully.

Parent Contacts

Clinical teachers should take advantage of every opportunity to observe their cooperating teacher’s interactions with parents, except in cases where confidentiality is a concern. Clinical teacher contact with parents should, at all times, be in the presence of the cooperating teacher. If a problem arises with a parent, it should immediately be referred to the cooperating teacher.

Safety of Pupils

Safety of the pupils is the legal responsibility of the cooperating teacher. However, the clinical teacher must do his/her share to provide a safe learning environment. Activities are to be properly supervised and pupils must be appropriately advised about potential hazards.

Clinical teachers Serving as Substitute Teachers

Pursuant to SB 1 and HB 339, in certain situations a clinical teacher may serve as a substitute teacher, but may not be required to serve as a clinical teacher.

- A clinical teacher may substitute only if he/she has completed the district’s substitute training program.
- A clinical teacher may substitute only after successfully completing four weeks of the semester.
- A clinical teacher may substitute only in the classroom where he/she is clinical teacher.
- A clinical teacher may serve as a substitute teacher only if he/she is willing to do so and if the cooperating teacher and the university field supervisor recommend him/her for substituting.
- A clinical teacher is limited to five days only of substituting during the 14 weeks and is to be paid by the district at the same rate paid to other district substitutes. The substitute’s schedule must include a lunch period and conference period.
- Clinical teachers who substitute must abide by all district guidelines for substitute teachers.
- The campus principal or the principal’s representative must be readily available in the building, must take responsibility for monitoring the clinical teacher when he/she is substituting, and must be responsive as a resource for discipline problems.
- Substitute training and substitute teaching days (as outlined above) will count toward required student teaching days.
- Any exceptions to this policy must be approved in advance by the Director of Clinical Teaching at UTPB (432/552-2121).
During clinical teaching, the candidate has opportunities to apply the academic and professional knowledge that he/she has acquired and to experience the responsibilities of a classroom teacher. While guiding and directing the learning of pupils, the clinical teacher is helped to develop insight into the processes of learning and the utilization of a variety of methods and techniques.

During the clinical teaching experience, the candidate is responsible for:
1. conducting himself/herself in a manner appropriate to a professional educator;
2. complying with the policies outlined in this handbook, as well as any applicable campus or district policies and procedures;
3. interacting appropriately with students, teachers, and the school community;
4. conferring with the cooperating teacher, administration, and university field supervisor regarding roles and expectations during the experience;
5. preparing lesson plans well in advance of teaching assignments, with copies shared with the cooperating teacher and, if requested, with the university field supervisor;
6. making himself/herself available for regular planning and feedback sessions with the cooperating teacher and/or university field supervisor;
7. attending all required professional development seminars and student teaching seminars and submitting required written work for the seminars;
8. developing competence in planning, organizing, and assessing instruction;
9. developing competence in classroom management;
10. developing competence in employing effective teaching behaviors; and
11. completing other requirements in a satisfactory manner.

A partial checklist of such requirements includes the following:

1. Complete the minimum weeks required in the classroom. This must include at least twenty (20) days during which the clinical teacher has primary responsibility for planning and instruction. These days do not need to be consecutive, and co-teaching with the cooperating teacher is encouraged.

2. Teach at least two instructional units—i.e., a series of coordinated lessons. This should be done in close consultation with the cooperating teacher. You do not need to re-invent the wheel! Students with split assignments should do one unit in each placement.

3. Maintain a notebook or binder pertinent to student teaching. This notebook must be current and available for review by the university field supervisor when he/she visits. The following information is to be included:
   - Basic school information: seating charts, list of students with special needs, class schedules, arrival and dismissal procedures, emergency procedures, etc.
   - Lesson plans, organized by period or subject. *Students may use the UTPB format or the prescribed lesson plan format of their assigned school as long as it includes all the elements of the UTPB format (See pg 14-15)*
   - Tests and handouts made by the clinical teacher.
   - Evaluation forms completed by the cooperating teacher and university field supervisor.
   - Weekly summary of the teaching experience and conferences with the cooperating teacher. Include weekly reflections and information concerning discipline problems and parent conferences.

4. Earn satisfactory performance evaluations from the cooperating teacher and university field supervisor.

5. Prepare a Candidate Work Sample Portfolio. This CWS will be submitted into TK20. The Director will announce the date of submission.
Clinical Teaching Candidate

Work Sample

The Candidate Work Sample (CWS) is prepared by each clinical teacher as his or her final portfolio. The completed CWS is submitted through the College of Education’s Tk20 online assessment management portal. It must be received no later than 11:00 p.m. on the date given at the student teaching orientation meeting.

**Purpose:**
This candidate work sample gives you the opportunity to gain experience in the use of assessment as a tool to:
1. determine the effect of instruction on your students’ learning;
2. guide decisions about future instruction; and
3. communicate performance results to others.

**Directions:**
Select a class or group of students whom you are teaching and a unit, project, or related group of lessons that you will be teaching. You will need to decide on an assessment plan including measures of student performance before (pre-assessment), during, and after (post-assessment) instruction. The assessments you choose should be aligned with your instructional goals and objectives. Assessments can be authentic, traditional, or a combination of both. Finally, you will need to analyze and reflect on the degree of learning demonstrated by your students.

In assessing the impact of your teaching on all students’ learning, you will need to interpret the results within the context of the setting and student diversity. Contextual factors are important for teachers to know because they often help explain student behaviors and achievements.

**General Information:**
***Do not include any student names anywhere in your completed Candidate Work Sample. Refer to students by number or alias.

1. **Contextual Factors:**
   a. Describe six or more district, school, and student characteristics that may affect the teaching, learning, and assessment in the class you have chosen for your work sample. Some characteristics to consider might include students’ age range, classroom ethnic/cultural and gender make-up, students with special needs or at-risk, students’ achievement or developmental levels, language proficiency, socioeconomic levels (SES), physical features of the classroom, and the availability of instructional resources. **It is recommended that you include a chart or graph to represent the contextual characteristics of your class to accompany your written narrative.**
   b. Discuss the implications of the contextual factors for teaching and student learning.
      • How do district and community factors affect your instruction and assessment?
      • How do school factors affect your instruction and assessment?
      • How do classroom student factors affect your instruction and assessment?

2. **Overview and Instructional Design:** Provide a unit or project overview that summarizes the learning and assessment activities that will occur each day. Explain how the unit/project you have chosen fits into the overall curriculum and how it is aligned with state standards (TEKS). Provide copies of your lesson plans for the unit or project.

3. **Assessment Procedures:** Include copies of formal assessments used (pre, during, and post instruction), as well as the instruction given to the students and the scoring guide or rubric if one was used. Provide a description of each informal assessment. Include an explanation of why you chose these particular informal and formal assessments.
4. **Analyzing and Reporting the Data:** Analyze the students’ progress on three levels:
   - **Whole group:** Compile the data for the whole group or class by using simple descriptive techniques. If you gave a pre-test or did a pre-assessment, compare the results to the post-test or final assessment. Based on the data, interpret the results and draw conclusions regarding the students’ learning.
   - **Sub group:** Compare the data for two groups within the class. For example, you could compare the progress of students from two ethnic groups or from two gender groups, etc. Based on the data, interpret the results and draw conclusions regarding the students’ learning.
   - **Individuals:** Select two students who represent different levels of performance and examine the data you have on them. Based on the data, interpret the results and draw conclusions regarding the students’ learning.

5. **Self-assessment and Reflection:** After analyzing and reporting the data, reflect on your performance as a teacher. Describe your strengths and areas for future development. You might consider some or all of the following:
   - The learning objective where your students were most successful;
   - The learning objective where your students were least successful;
   - Possible reasons for your students’ levels of performance on those items;
   - Possible relationships between instructional strategies and students’ performance; and
   - The implications of the results to instruction and what might be changed or given a different emphasis if the unit/lessons/project were to be taught again.

**Submitting the Candidate Work Sample:**
The completed candidate work sample will be uploaded to the College of Education’s Tk20 online assessment and portfolio management system at [https://utpb.tk20.com](https://utpb.tk20.com). Submission instructions will be provided during a seminar meeting and through a more detailed document. The files submitted will include:

1. Your demographic information (web-based form completed within Tk20).
2. Contextual information.
3. Lesson plans.
4. Assessment procedures; copies of assessments and scoring guides/rubrics.
5. Analysis of students’ performance: whole group, sub groups, and two individual students.
Clinical Teaching Process

Orientation and Observation
During the first week of student teaching, the candidate is to observe the classroom environment, instructional strategies and interpersonal communications. The clinical teacher should take reflective notes throughout this time with the purpose of asking questions of the cooperating teacher regarding reasons for her/his interactions and instructional methods. Notes will be used to record in the weekly reflection/summary. Ongoing observation and communication between the cooperating teacher and the clinical teacher will establish the foundation for a successful clinical teaching experience.

Assistance
After a short period of observation time, the clinical teacher will be ready to become more involved with the students in the classroom. The cooperating teacher will guide clinical teacher into a more active role in the class and offer specific suggestions for activities for them to become involved. Examples might include preparing resources, assisting students at their desks with assignments, distributing materials, and record keeping.

Co-Teaching (within a week the clinical teacher should teach a lesson within this framework.)
To begin the actual teaching experience, the clinical teacher may begin by co-planning and co-teaching selected lessons. Co-teaching with the cooperating teacher gives the clinical teacher initial experiences guiding the students with the support from the cooperating teacher and shows the students the cooperative relationship. This may be accomplished by the following:

- PARALLEL TEACHING
  Each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

- DIFFERENTIATED TEACHING
  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.

- ONE TEACH, ONE ASSIST
  One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would be hesitant to participate or add comments.

- STATION TEACHING
  The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.

- SUPPLEMENTAL TEACHING
  This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.
**Teaching/Lesson Plans**

After a period of observing and co-teaching, the clinical teacher will assume some of the responsibility for planning and teaching lessons. Lessons plans should be written and submitted to the cooperating teacher and university supervisor by 8p.m. **two days** prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success. Lessons must have the approval of the cooperating teacher prior to teaching the lesson.

**Full Responsibility**

This gradual, culminating process of teaching leads to the full responsibility experience, which requires total commitment on the part of both the clinical teacher and the cooperating teacher. For a number of days, the clinical teacher has the **full responsibility** of planning and teaching the whole school day as if he or she were the teacher of record. All other responsibilities that the teacher has during the day such as grading, duty, etc. will also be assumed by the clinical teacher. We realize the school personnel may determine the objectives, curriculum and assessments to meet the district requirements and the learning needs of the classroom students. Full responsibility should be for approximately 20 days throughout the 14 week assignments. More time of full responsibility by mutual consent is encouraged.)

**Mid-Term and Final Evaluations and Conferences**

During the 6th or 7th week (Mid-Term) and the 13th-14th week (Final) of the student teaching, the cooperating teacher and the university field supervisor meet to discuss the clinical teacher’s progress. A three way conference is held to discuss the evaluation. The Mid-Term will be submitted upon completion to the Director of Clinical Teaching/Field Experience to ensure that adequate progress is being made up to this point. All evaluations will be submitted to the Education Program Services Office at the conclusion of the semester to indicate that you have successfully fulfilled the clinical teaching requirements.
Proficiencies and Expected Outcomes

Student teaching is a chance to demonstrate attainment of the proficiencies adopted by the Texas Education Agency, as outlined in *Learner-Centered Schools: A Vision of Texas Educators*. These include:

- **Learner-Centered Knowledge** – The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
- **Learner-Centered Instruction** – To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
- **Equity in Excellence for All Learners** – The teacher responds appropriately to diverse learners.
- **Learner-Centered Communication** – While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal skills.
- **Learner-Centered Professional Development** – The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain personal integrity and professional ethics.

In demonstrating attainment of these proficiencies, clinical teachers should be able to:

1. demonstrate a strong working knowledge of subject matter in the areas to be taught
2. analyze and use student achievement data to guide planning and instruction
3. develop and implement lesson plans that reflect continuity of instruction
4. plan and implement instruction that recognized individual and group differences
5. plan and implement a variety of individual, small-group, and whole-group activities
6. apply different, developmentally appropriate AVID and instructional strategies
7. plan and implement a variety of formal and informal instructional strategies
8. maximize student participation in learning activities
9. monitor students and provide constructive feedback
10. apply technology as an instructional and management tool and resource
11. apply proactive classroom organization and management skills
12. create a classroom climate conducive to instruction and learning
13. positively address issues of diversity and equity in the classroom
14. demonstrate effective written, oral, and non-verbal communication skills
15. clearly communicate expectations to students and parents
16. demonstrate understanding of the many responsibilities of a teacher
17. with supervision, perform a teacher’s duties in a professional manner, and
18. demonstrate the ability to analyze his/her teaching for professional and personal growth.
Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is to guide, encourage, and support the clinical teacher as a developing professional and to provide a psychologically safe environment in which to grow. The cooperating teacher must be a role model, sounding board, cheerleader, coach, and assessor. In order to be eligible to serve as a mentor, a cooperating teacher must:

- hold a standard teaching certification
- be regularly employed in his/her field of certification
- have at least three years of teaching experience in his/her field of certification
- consistently model exemplary teaching behaviors
- have the recommendation and approval of the campus administrator, and
- voluntarily accept the responsibilities of a cooperating teacher.

The Cooperating Teacher is expected to:

1. help the clinical teacher to be viewed and respected by the pupils as a co-teacher in the classroom, rather than as a student or helper
2. familiarize the clinical teacher with classroom routines, instructional procedures, and the curriculum
3. provide the clinical teacher with copies of necessary instructional materials
4. involve the clinical teacher in activities from the first day by starting with duties such as attendance, hall supervision, and working with individuals or small groups
5. provide for a gradual transition into teaching, in accordance with guidelines provided in this handbook. This timeline should be clarified with the university field supervisor.
6. work closely with the clinical teacher in planning for the initial lessons in a subject:
   - cooperatively establish goals and clarify expectations
   - discuss the lesson plan before and after the lesson is taught
7. provide the clinical teacher with regular verbal and written feedback, pointing out basic strengths as well as identifying areas needing improvement (includes 2 formal written observations)
   - make follow-up suggestions that emphasize the improvement of learning for the class instead of criticism of the clinical teacher’s performance
8. model effective teaching behaviors and discuss strategies with the clinical teacher
9. allow the clinical teacher to try various teaching methods and techniques
10. notify the university field supervisor if the clinical teacher is unable to do required work. This should be done as early as possible, so that an appropriate growth plan may be implemented to remedy the perceived deficiencies in a timely fashion.
11. collaborate with the university field supervisor to provide a final evaluation.
Pre-planning on the part of the classroom teacher can create a good learning atmosphere and alleviate problems before they arise. This checklist is to help a cooperating teacher to better prepare for a clinical teacher.

**Preparing the students (and parents)**
- discuss advantages of having two teachers with the students and any concerned parents
- explain that another teacher will have the same authority as you do

**Organizing the room and materials**
- provide the clinical teacher with a well-supplied desk or work area, including storage space for coat and books
- provide copies of necessary texts and teacher’s manuals
- provide access to a district and school handbook
- provide a copy of the school and district calendar
- provide a class schedule and seating chart for each class
- explain the school and classroom rules and discipline policies
- *tell the clinical teacher what the “unwritten rules” are at the school*
- alert the clinical teacher to pupils with special needs or schedules
- explain emergency procedures such as fire drill, tornado drill, etc.

**Familiarizing the clinical teacher with service facilities**
- tour the school and introduce the clinical teacher to the principal, office staff, custodians, security personnel, other teachers, etc.
- acquaint the clinical teacher with the location and policies for use of audio-visual materials, photocopying machines, etc.
- familiarize the clinical teacher the location of supplies and materials

**Pre-planning for teaching**
- familiarize yourself with the clinical teacher’s background
- familiarize yourself with the clinical teacher handbook
- plan a tentative sequence of activities for the clinical teacher
- allocate sufficient time for lesson planning and conferences
- locate an appropriate place for conferences if the classroom is unavailable
- be ready to discuss your teaching and classroom management strategies with the clinical teacher if he/she asks about them
Responsibilities of the Campus Administrator

On many campuses the principal assumes an active role in the orientation of clinical teachers, such as providing a school handbook or giving a tour of the school.

1. Orient himself/herself to the requirements of the teacher preparation program
2. select capable cooperating teachers from those teachers interested in mentoring a clinical teacher, in accordance with the guidelines provided in this handbook
3. introduce the clinical teacher to the staff and help orient him/her to the school
   - tour of the building and introduction to staff
   - discuss the general school philosophy
   - explain the written or unwritten faculty dress code, if any
   - outline the school calendar and general daily schedule
   - clarify the expected arrival and departure times for teachers
   - explain campus-wide discipline policies and procedures, etc.
4. communicate with clinical teachers, cooperating teachers, and the university field supervisor regarding problems or concerns that may arise

Responsibilities of the University Field Supervisor

The University Field Supervisor is a university faculty member or qualified adjunct, who acts as a liaison between the university and the participants in the cooperating school – the clinical teacher, cooperating teacher, and principal. He/she collaborates with the cooperating teacher to support the clinical teacher’s professional development. The university supervisor will:

1. participate in conferences with clinical teachers and cooperating teachers to facilitate understanding of university expectations and to formulate the general plan for the student teaching experience
2. visit clinical teachers and cooperating teachers in the schools at regular intervals, making at least five (5) visits of at least 45 minutes each during the 14-week student teaching experience and conduct five (5) written observations. This includes an orientation visit within the first 10 days of the clinical teacher’s placement, five (5) observations, a midterm, and final collaborative conference and evaluations.
3. attend introductory clinical teacher’s orientation and collaborate with university personnel on goals for clinical teachers, as well as address goals of campus where clinical teachers are assigned
4. observe the clinical teacher in a teaching environment and confer with the clinical teacher and cooperating teacher regarding progress or problems observed
5. offer constructive suggestions for continued growth and improvement and provide assistance as concerns arise.
6. review teaching plans and provide constructive feedback to the clinical teacher
7. provide information to the clinical teacher and/or cooperating teacher as requested
8. collaborate with the cooperating teacher to provide a midterm and final evaluation of the clinical teacher’s performance
9. notify the Director of Clinical Teaching/Field Experience if the clinical teacher is unable to do required work, and request implementation of an appropriate intervention plan
10. assign a final grade after consultation with the cooperating teacher and the clinical teacher
11. submit required paperwork to the Education Preparation Program office in a timely manner, and
12. serve on probationary review committees when necessary and appropriate.
Clinical teachers are expected to teach at least two instructional unit plans with supporting lesson plans for one or more subjects. Units should meet the needs of the host classroom, and it is permissible to use resources provided by the cooperating teacher.

- Complete an outline of what you expect to cover and when.
- Indicate how you intend to address different levels and styles of learning.
- Specify student accountability – means of evaluation, expected products, etc.
- Develop specific daily lesson plans to meet unit goals and objectives.

Lesson Planning

Lesson plans are to be developed for every lesson taught. The format is based on the standards of the Texas Beginning Educator Support System (T-TESS).

Basic Information
- Grade level for which the lesson was designed
- Name or brief description of the lesson
- Estimate of the time to carry out the lesson

Goals and Objectives
- **Standards** – Why are you doing this lesson? What TEKS are you addressing?
- **Instructional Objective(s)** – What are the specific objectives? What should students know or be able to do as a result of the lesson?

Assessment
- How will you assess how well the students are meeting the objectives during the lesson?
- How will you assess how well the students have achieved the learning objectives?
- How will you let the students know how well they have done?

Resources and Materials
- Using APA format, list everything you will need to do the lesson, including materials for the activity, written materials, resource books and web sites, etc.

Instructional Procedures
- **Grouping** – Is the activity for whole class, small groups, learning stations, individuals, etc.? If students are working in pair or groups, how will you decide on placement?
- **Introduction** – How will you begin the lesson? How will you establish a purpose for the lesson? Will you pose a problem, ask a question, do a demonstration, tell a story, etc.?
- **Body of the Lesson** – What activities have you planned for your students to do, and how will you transition from one activity to another? Be sure to include enough detail that someone else could take your plan and teach the activity.
- **Conclusion** – How will you conclude the lesson (bring closure)? How will you review important information or concepts? How will you help students to pull together what they have learned so that they take it with them?
Basic Lesson Planning Guide

**Grade/Class:**

**Title/Topic/Theme/Unit:**

**Length of Lesson:**

**TEKS or Pre-K Curriculum Guidelines**

**Objective**

- **Condition:**
- **Behavioral verb:**
- **Criteria:**

**Assessment**

**Accommodations/Modifications/Enhancement**

- **Accommodations**
- **Modifications**
- **Enrichments**

**Materials**

**Resources**

**Introduction**

**Procedures**

- **WICOR-**
  - **W:**
  - **I:**
  - **C:**
  - **O:**
  - **R:**

**Closure**

**AVID Strategy:**

*Why did you select this strategy?*
Basic Lesson Planning – Explanation of the Format

**UTPB Basic Lesson Plan Format:** These are general explanations for most UTPB classes.

**Grade/Class:** Grade level and the classroom teacher’s name

**Title/Topic/Theme/Unit:** The name of the assignment or subject

**Length of Lesson:** How much time will you need to teach the lesson?

**Grouping:** Is the activity for whole class, small groups, learning stations, individuals, etc.? If students are working in pairs or groups, how will you decide on placement?

**TEKS or Pre-K Curriculum Guidelines**

Why are you doing this lesson? List the TEKS or PreK Guidelines that are addressed in the lesson. Please list the title, subject area(s), number(s) and write (cut and paste) a brief description of the TEKS/Guidelines incorporated in the lesson

**Objectives** (See websites for Dr. Kizlik’s description (see the three parts below. Retrieved 2016) [http://www.adprima.com/objectives.htm](http://www.adprima.com/objectives.htm), Bloom Taxonomy websites and Howard Gardner’s Multiple intelligence websites.)

What is it that you want the learner to be able to do or know by the end of the lesson? What is the rationale for selecting this objective?

Behavioral objectives are written for the student and they state what the student is expected to do following instruction. Objectives are specific, observable, and measurable learning outcomes.

Try the ABCD method of writing objectives. A is the audience, always the student. B is the behavior or the action verb. C is the condition for the objective and D is the degree of achievement or acceptable criteria.

**Order and Tense**

There is a preferred order when writing objectives. The **condition** is usually placed first, followed by the **behavior or verb**, and then the **criteria**. Objectives are written in the future tense.

1. **Conditions**
   (a statement that describes the conditions under which the behavior is to be performed) usually begins with a simple declarative statement such as the following:

   Given (physical objective) the student will (this means the student is actually given something, such as a map, a number or multiplication problems, a literary passage, etc. that relates to performing the intended behavior). Or
   During story time the student will (this means the student is in a specific situation that relates to performing the intended behavior) or
   **This is more generic (try not to use this one when possible.): Upon request the student will** (this means the student is given an oral or written request to do something)

2. **Behavior or Verb**

The behavioral verb is an action word that connotes an observable student behavior, is the most important element of an objective and can never be omitted. The action verb states precisely what the student will do following instruction. Verbs are categorized by domains of learning and various hierarchies.
Key Verbs Cognitive Domain (what the student will know; concepts)  
(Bloom's Taxonomy)

The following key verbs will help to write good objectives:

**Level 1: Recall**

**Knowledge** (Knowledge is defined as the remembering of appropriate, previously learned information)

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<tr>
<td>Cite</td>
<td>Choose</td>
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<td>Recognize</td>
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<td>Select</td>
<td>State</td>
<td>Write</td>
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**Comprehension** (Comprehension is defined as grasping/understanding the meaning of informational materials)

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<tbody>
<tr>
<td>Arrange</td>
<td>associate</td>
<td>clarify</td>
<td>classify</td>
<td>convert</td>
<td>describe</td>
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<td>Diagram</td>
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<td>discuss</td>
<td>estimate</td>
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<td>express</td>
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<td>Identify</td>
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<td>outline</td>
<td>paraphrase</td>
<td>report</td>
<td>restate</td>
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<tr>
<td>Review</td>
<td>sort</td>
<td>summarize</td>
<td>transfer</td>
<td>translate</td>
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**Level 2: Interpretation**

**Application** (Application is defined as the use of previously learned information in new and concrete situations to solve problems that have single or best answers)

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<td>interpolate</td>
<td>interpret</td>
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<td>modify</td>
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<tr>
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<td>prepare</td>
<td>produce</td>
<td>relate</td>
<td>sketch</td>
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<td>Submit</td>
<td>tabulate</td>
<td>transcribe</td>
<td>use</td>
<td>utilize</td>
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**Analysis** (Analysis is defined as the breaking down of informational materials into their component parts, examining such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations)

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<td>discriminate</td>
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<td>inspect</td>
<td>investigate</td>
<td>question</td>
<td>reason</td>
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<td>survey</td>
<td>test</td>
<td>uncover</td>
<td>verify</td>
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**Level 3: Problem-solving**

**Synthesis** (Synthesis is creatively or divergently applying prior knowledge and skills to produce a new or original whole)

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<td>Combine</td>
<td>Compile</td>
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<td>Conceive</td>
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<td>create</td>
<td>design</td>
<td>devise</td>
<td>discover</td>
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<td>generate</td>
<td>integrate</td>
<td>make</td>
<td>manage</td>
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<tr>
<td>Organize</td>
<td>plan</td>
<td>predict</td>
<td>prepare</td>
<td>propose</td>
<td>reorder</td>
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<tr>
<td>Reorganize</td>
<td>set up</td>
<td>structure</td>
<td>synthesize</td>
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**Evaluation** (Evaluation is defined as judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.)
Criteria
The criteria are specified as the acceptable level of achievement desired. The criteria part of a behavioral objective is a declarative statement that describes how well the behavior must be performed to satisfy the intent of the behavioral verb. Usually, criteria are expressed in some minimum number or as what must be, as a minimum or within a given time period, included in a student response. For example, an objective might be of the form: *Given a list of the first 100 numbers arranged in ascending order (conditions), the student will identify (verb) at least nine prime numbers (criteria).* Notice that the objective doesn’t specify which none numbers, and sets a floor of at least nine as a minimum. Also, the method by which the student identifies the minimum nine prime numbers is not specified; that is determined in the actual assessment. The student could circle the numbers, highlight them, draw a line through them, etc. It is also implied that the student will be correct if he identifies more than nine correctly, but does not specify whether it is acceptable to identify nine correctly and one or more incorrectly. According to the objective, it would be acceptable to circle the following numbers and still meet the intent of the objective: 2-3-5-7-11-13-17-19-23-24-26, because he got nine correct, and two (24-26) incorrect. If the student must identify only prime numbers, then the objective would need to be modified to include that provision.

Nonfunctional Verbs
The following verbs cannot be measured or are redundant. They should be avoided when writing objectives:

- Able to
- Appreciation for
- Awareness of
- Capable of
- Comprehend
- Conscious of
- Familiar with
- Shows interest in
- Knows
- Has knowledge of
- Learns
- Understands
- Will be able to

Note: Objectives should describe potential student behavior, not teacher behavior. Note: Objectives should include one and only one learning outcome per objective.

Assessment
Each lesson must include at least, but preferably more than, one strategy for determining the extent to which students are achieving the lesson’s objectives.

- How will you assess how well the students are meeting the objectives during the lesson?
- How will you assess how well the students have achieved the learning objectives?
- How will you let the students know how well they have done?

To create an assessment for a particular objective may require nothing more than to write a description of the conditions and procedure. For example, if an objective was of the form, “upon request, the student will name at least three of the seven wonders of the ancient world,” the assessment would be pretty straightforward. In this case, a description such as the following would suffice: *The teacher will have the student take out a sheet of blank paper. When all students have done so, the teacher says, “write the names of at least three wonders of the ancient world on your paper.”* That description satisfies the intent of the objective. The objective does not specify a time limit; that is left to the discretion of the teacher who uses reasonable and professional judgment. Notice also that the objective states “at least three” wonders of the ancient world. A student who names all seven has met the objective in the same way as a student who names but three. The objective DOES NOT specify whether extraneous names are acceptable; therefore, a student could satisfy the objective by naming three wonders of the ancient world AND the Eiffel Tower. The Eiffel Tower is certainly not a wonder of the ancient world, but the objective left that possibility open. *The point here is that an assessment is only as good as the objective upon which it is based.*
There must be as nearly perfect correspondence between the objective and the assessment as possible. These two parts of the lesson plan have to be in synchronization, that the assessment must specify nothing less or nothing more than the behavior implied by the verb of the objective.

**Accommodations/Modifications/Enrichment**

Accommodations – changing anything but the curriculum, changing the “how”
Modifications – changing the curriculum based on students’ IEPs
Enrichment – enhancing the curriculum, most commonly for GT students

Helpful Websites:

TeachersFirst [http://www.teachersfirst.com](http://www.teachersfirst.com)
Texas School for the Blind [http://www.tsbvi.edu/tagged-resources](http://www.tsbvi.edu/tagged-resources)
Gifted Talented Education [http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

10 Common Difficulties and Realistic Classroom Adaptations

1. The student who cannot take meaningful, legible notes **needs** copies of the teacher’s notes or copies of another student’s notes.
2. The student who reads significantly below grade level **needs** content presented orally **first** before reading it, textbooks on tape, skeletal outlines and color-coded, highlighted texts.
3. The student who learns by hearing **needs** to study rally at school and at home, needs to listen to text materials and tests read orally and needs to “say” the material internally.
4. The student who fails tests **needs** alternative forms of assessment, modified tests, extra credit, retakes, additional time and review activities.
5. The student who “can’t get started” **needs** one-on-one time with the teacher occasionally.
6. The student experiencing organizational problems **needs** daily, weekly and monthly calendars as well as color-coded notebook system modeled by the teacher.
7. The student who has difficulty with vocabulary **needs** study techniques such as a note card system, operational definitions, vocabulary words paired with common terms and vocabulary limited to the most important words.
8. The student who cannot do the assignment **needs** reduced or alternative tasks, some assignments eliminated more time or alternate ways of learning.
9. The student who learns by “hands-on” involvement **needs** projects, kinesthetic experiences, skeletal outlines, mapping, manipulatives, note cards and learning tools.
10. The student with low self-esteem **needs** teachers who believe and expect that the student **can and will learn**, frequent positive feedback, positive rapport initiated by the teacher, emphasis on success, reduced emphasis on labels, to be called on when the student knows the answer and a caring classroom environment.

**Materials**

List everything you will need to do the lesson, including materials for students to complete the activities, written materials and handouts, resource books for students, videotapes, etc.

**Resources** Use APA format. (see OWL at Purdue for help. Retrieved 2016 [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
All work submitted for a grade must be your original effort. The work cannot be copied from:

* materials purchased or copied from a pre-made kit
* a lesson plan, activities or worksheets downloaded from the Internet (in part or in whole)
* another individual’s work (to include but not be limited to a current or former student, current or former classroom teacher)
* your own work completed for another class
* any other copyrighted materials

If you use any of the materials listed above as an inspiration for your work, you must give credit to that individual. In other words, cite where information used to plan the lesson was found (e.g., textbook, teacher’s guide, instructional magazines, and educational websites) or credit the person whose original ideas were used.

Introduction

This part of the lesson plan is sometimes called the Anticipatory set or Set Induction: sometimes called a “hook” to grab the student’s attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson; a way to put students into a receptive frame of mind.

to focus student attention on the lesson

to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called “advance organizers”).

to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.

In other words, how will you begin the lesson? How will you establish a purpose for the lesson? How will you link the lesson to prior knowledge? Will you review yesterday’s lesson, pose a problem, ask a question, do a demonstration, tell a story, etc.?

Body of the Lesson: When possible include an AVID strategy.

(Teaching/presentation) includes Input, Modeling, and Checking for Understanding.

1. **Input**: The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

2. **Modeling**: Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)

3. **Checking for Understanding**: Determination of whether students have “got it” before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.

4. **Guided practice**: An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher’s direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

5. **Independent practice**: Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned.
How will you transition from one activity to another? This will vary according to the design and purpose of the lesson, but you should be sure to include enough detail that someone else could take your plan and teach the lesson.

**WICOR - How is your lesson “AVIDized”?**

W: How does the child write?
I: Child answers question from all three tiers of Costa’s Thinking and Questioning.
C: Is there collaboration with other students or teachers?
O: What is organized?
R: How is the child reading?

**Closure**

These actions or statements by a teacher are designed to bring a lesson presentation to an appropriate conclusion. It is used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any questions? No. OK, let’s move on” is not closure.

Closure is used:

- to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
- to help organize student learning,
- to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.
- to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.

**Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in**
The Schedule below, or a mutually acceptable alternative, may be followed. In both schedules shown, Co-teaching is encouraged and the clinical teacher has at least twenty (20) days of primary responsibility for planning, teaching, and decision-making.

<table>
<thead>
<tr>
<th>Week</th>
<th>Schedule A</th>
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<tbody>
<tr>
<td>Prior to Week 1</td>
<td>Observe and assist with routine tasks. Learn the students’ names, classroom procedures, etc. Work with individual students or small groups. Begin planning first lessons to teach.</td>
</tr>
<tr>
<td>1</td>
<td>Increase level of participation. Assume more management responsibilities; observe &amp; assist. Teach 1-2 lessons in first subject or class.</td>
</tr>
<tr>
<td>2</td>
<td>Assume responsibility for one class or subject. Assist cooperating teacher with remainder of the school day.</td>
</tr>
<tr>
<td>3</td>
<td>Return first class or subject to the cooperating teacher. Assume responsibility for second class or subject. Assist cooperating teacher with remainder of the school day.</td>
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<tr>
<td>4-7</td>
<td>Continue to alternate classes taught each week, returning others to the cooperating teacher. Team with cooperating teacher on some classes. Teach first unit.</td>
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<tr>
<td>9-12</td>
<td>Take primary responsibility for lesson planning and teaching for the school day. Teaming with the cooperating teacher is encouraged, but the clinical teacher should have an extended period of time for “teaching and decision-making.” Teach the second unit.</td>
</tr>
<tr>
<td>13</td>
<td>Begin phase-out. Teach 1-2 classes or subjects. Final evaluation visit by university field supervisor. Observe other classes with prior approval of the cooperating teacher.</td>
</tr>
<tr>
<td>14</td>
<td>Continue phase-out. Work with small groups and teach lesson segments. Observe and assist. Observe other teachers and administrators. Final conferences and completion of paperwork.</td>
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The schedule shown, or a mutually acceptable alternative, may be followed. Co-teaching is encouraged and the clinical teacher has at least two weeks of primary responsibility for planning, teaching, and decision-making. The schedule will be repeated during the second 7-week placement.

<table>
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<tr>
<th>Week</th>
<th>Schedule B</th>
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<tbody>
<tr>
<td>Prior to Week 1</td>
<td>Observe and assist with routine tasks. Learn the students’ names, classroom procedures, etc. Work with individual students or small groups. Begin planning first lessons to teach.</td>
</tr>
<tr>
<td>1</td>
<td>Increase level of participation. Begin teaching one class or subject. Assume more management responsibilities. Assist the cooperating teacher with remainder of the school day.</td>
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<tr>
<td>2-3</td>
<td>Gradually assume responsibility for more classes or activities. Assist the cooperating teacher with remainder of the school day.</td>
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<tr>
<td>4-6</td>
<td>Take primary responsibility for lesson planning and teaching for the school day. Teaming with the cooperating teacher is encouraged, but the clinical teacher should have an extended period of time for “teaching and decision-making.” Teach one unit.</td>
</tr>
<tr>
<td>7</td>
<td>Phase out. Teach 1-2 classes or subjects. Work with small groups. Observe and assist. Observe other classes with prior approval of the cooperating teacher. Final conference and completion of paperwork.</td>
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The goal of the conference is to help the clinical teacher to become a reflective, self-evaluative professional. Growth is more likely to be achieved when the outcomes of teaching activities are discussed daily and the emphasis is on evaluating teaching rather than the teacher.

- Recognize the clinical teacher’s strengths and suggest ways to build on them.
- Ask open-ended questions that give the clinical teacher an opportunity to reflect on his/her own teaching and to suggest how his/her teaching skills might be improved.
- Suggest specific ways in which instruction or management might be improved. Provide informal written suggestions to the clinical teacher.

**Initial conference**

At the beginning of the experience, the university field supervisor will visit with the cooperating teacher and the clinical teacher to clarify responsibilities and expectations.

**Informal evaluation**

Frequent informal conferences, as mentioned previously, help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties that might be caused by misunderstandings or lack of communication.

**Observation and assessment**

Clinical teachers are observed periodically by their university field supervisor, who completes a pre-conference, 45-minute observation and a post-conference to discuss the observation with the clinical teacher. The cooperating teacher will also complete several such formal observations during the practicum. The clinical teacher receives a copy of all anecdotal records. A sample of the observation form may be found in this handbook.

**Midterm evaluation**

The purpose of the midterm evaluation is to recognize perceived strengths and weaknesses observed during the first half of the experience, and to clarify expectations for growth during the remainder of the practicum. Clinical teachers in 7-week placements may not have a midterm evaluation, due to time constraints. Instead, they will have a final evaluation for each of their placements.

**Final evaluation**

The final evaluation is not based on a single observation, but rather on an assessment of the candidate’s proficiency at the conclusion of student teaching and his/her potential as an entry-level teacher. The clinical teacher receives a copy of the written evaluation during the final conference and has the opportunity to attach a response to the copy that goes in his/her certification file. A sample of the evaluation form may be found in this handbook.

**Grades assigned to student teaching**

Clinical teachers are assigned a grade of “S” (Satisfactory), “U” (Unsatisfactory), or “W” (Withdraw). The grade of “S” will be awarded when the clinical teacher has received satisfactory final evaluations and has completed all other requirements. A grade of “U” will be assigned when the clinical teacher has failed to demonstrate the required level of proficiency. A grade of “I” will be given in the seminar course, EDUC 4099, if the clinical teacher has not met all requirements including passing the TExES exams. A grade of “U” in EDUC 4099 may be assigned to students teachers who have not successfully participated in all seminar activities and assignments. A student with a grade of “U” may apply to student teach a second time, but will be required to complete a prescribed growth plan prior to being re-admitted. Such re-admittance requires approval of the Student Teaching Admission Committee and is not automatic.
Probation or Removal of a Clinical Teacher

If, in the judgment of the university field supervisor or the cooperating teacher, the clinical teacher is not progressing satisfactorily, the university field supervisor counsels with the clinical teacher and attempts to remedy the situation. If problems persist which, in the opinion of the university field supervisor or cooperating teacher may prevent the clinical teacher from successfully completing the practicum, the Director of Student Teaching and Field Experiences is contacted.

After conferring with the university field supervisor and the cooperating teacher, if necessary, the Director of Student Teaching and Field Experiences meets jointly with the clinical teacher and the university field supervisor. At this meeting, the clinical teacher is presented with the concerns and given the opportunity to respond.

Initial conference

If the clinical teacher is placed on probation, he/she will receive written notification that details the perceived area(s) of deficiency. A growth plan will be developed to address those deficiencies, including specific suggestions for improvement, as well as a timeline for review of progress. Student teaching may be extended beyond 14 weeks to address issues in the growth plan. When appropriate or when requested by the clinical teacher, additional university faculty members and/or school representatives may be assigned to work with the clinical teacher.

After the specified time and conditions of the growth plan have been concluded, a meeting will be held to determine whether sufficient progress has been made to remove the candidate from probation, progress is evident but further support is needed, or removal and termination from clinical teaching is warranted. The findings will be submitted in writing to the clinical teacher, the cooperating teacher(s), the university supervisor, Director of Student Teaching and Field Experiences, all members of the Student Teaching Admission Committee, and the Dean of the College of Education.

Removal of clinical teacher

In rare instances, a clinical teacher may be removed from student teaching prior to completion of a growth plan, usually where it is determined that children’s welfare is in jeopardy. Termination may be initiated by the clinical teacher, the school district including the cooperating teacher or principal, or UTPB. Issues for which clinical teachers may be terminated include but are not limited to the following:

- failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and/or classroom management,
- failure by the clinical teacher to abide by the policies of the cooperative school and/or unprofessional conduct towards students, school, or university personnel,
- mutual consent and agreement for termination by the clinical teacher, cooperating teacher/school, and university supervisor for reasons to include illness, injury, or other unforeseen problems.

A candidate may be removed from his or her student teaching assignment at any time upon the request of the building principal or cooperating teacher. If the candidate is asked to leave his or her placement early, the candidate will receive an “I” (incomplete). If the Director of Student Teaching and Field Experiences, in collaboration with the candidate’s university field supervisor determines that the candidate may have a successful future experience based on completing an appropriate growth plan, then a second placement will be arranged for the following semester. Should the candidate be asked to leave his/her student teaching during the second placement, he/she will be terminated from the program and receive a “U” (unsatisfactory) for student teaching. If the clinical teacher with an “I” fails to enroll and complete the student teaching requirements within a year, a grade of “U” will replace the “I”. A candidate who has an “I” must submit a letter to the Director of Student Teaching and Field Experiences of his/her intent to enroll in student teaching in subsequent semesters. The letter of intent must be submitted to the Director of Student Teaching and Field Experiences by the deadline of new clinical teacher applicant for the semester.
Appeal Procedure
If the clinical teacher wishes to contest the decision to terminate the assignment, specific procedures must be followed:

1. The student must submit a written appeal to the Director of Clinical Teaching/Field Experience within five (5) days from the date notified of termination. It will be time stamped upon receipt.
2. The Education Preparation Program Office will convene a committee to process the appeal. Members may include:
   a. Clinical Teaching Admission Committee members
   b. University Field Supervisor
   c. Certification officer
   d. Faculty member from the student’s program of study
3. The committee will review the case consisting of written evaluations, growth plan, and other pertinent information, documentation of clinical teacher infractions, the procedures followed by the university field supervisor and cooperating teacher, and the appeal letter from the student.
4. The committee will vote to accept or reject the appeal within 15 business days after stamped receipt. The Director of Clinical Teaching will inform the student of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher, the Dean of the College of Education, and a record will be kept in the student’s file.
5. Further recourse for students may include an appeal to the Dean of the College of Education.
**CLINICAL TEACHING**

**Lesson Observation Report**

<table>
<thead>
<tr>
<th>CLINICAL TEACHER</th>
<th>DISTRICT/CAMPUS</th>
<th>GRADE/SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**PRE-CONFERENCE**

- DATE: ______________________
- OBSERVER: ______________________
- DATE: ______________________
- TIME IN/OUT: ______________________

**POST-CONFERENCE**

- DATE: ______________________
- TIME IN/OUT: ______________________

**SCALE:**

- 5 = Distinguished
- 4 = Accomplished
- 3 = Proficient
- 2 = Developing
- 1 = Needs Improvement

### PLANNING

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
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<tbody>
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</table>

**COMMENTS & RECOMMENDATIONS**

1. Lesson objectives are clear and aligned to TEKS
2. Plans learning opportunities for all learners
3. Formal and informal assessments monitor students’ progress
4. Appropriate activities, resources, materials, and technology
5. Lessons connect to students’ prior knowledge
6. Planned lesson that encourages higher order thinking

### INSTRUCTION

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
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<tbody>
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</tbody>
</table>

**COMMENTS & RECOMMENDATIONS**

7. Conveys accurate content knowledge
8. Uses probing questions and asks questions at different levels
9. Provides clear and accurate explanations
10. Recognizes and responds to student misunderstandings
11. Uses clear and correct verbal and written communication
12. Differentiates instruction to address needs of students
13. Monitors and adjusts instruction to maintain engagement

### LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>1</th>
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<tbody>
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</tbody>
</table>

**COMMENTS & RECOMMENDATIONS**

14. Procedures, routines, and transitions are clear and efficient
15. Classroom is safe and organized to support learning
16. Implements the campus and/or classroom behavior system
17. Communicates and maintains clear expectations for behavior
18. Monitors and responds to student behavior to create a safe, supportive learning environment
19. Fosters a climate of mutual respect and collaboration

### AVID IMPLEMENTATION

<table>
<thead>
<tr>
<th>Strategy utilized:</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
</table>

20. Implemented strategy effectively
21. Strategy makes a positive impact on student engagement
22. Learning expectations are clear and reinforced
23. Effective use of AVID resources & supplementary material

---

**CLINICAL TEACHER** ______________________

**OBSERVER (COOPERATING TEACHER OR FIELD SUPERVISOR)** ______________________

---

**Copying Should be Distributed to:**
- White - Field Experiences Office
- Yellow - Clinical Teacher
- Pink – Cooperating Teacher
## CLINICAL TEACHING Evaluation Report

### Midterm

**CLINICAL TEACHER**  
**DISTRICT/CAMPUS**  
**GRADE/SUBJECT**

**COORDINATING TEACHER**  
**FIELD SUPERVISOR**  
**DATE**  
**TIME IN/OUT**

**SCALE:**  
5 = Distinguished  
4 = Accomplished  
3 = Proficient  
2 = Developing  
1 = Needs Improvement

### PLANNING

<table>
<thead>
<tr>
<th></th>
<th>5</th>
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<th>2</th>
<th>1</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>1. Lesson objectives are clear and aligned to TEKS</td>
<td></td>
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<tr>
<td>4. Appropriate activities, resources, materials, and technology</td>
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<tr>
<td>5. Lessons connect to students’ prior knowledge</td>
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<tr>
<td>6. Plans engaging lessons that encourage higher order thinking</td>
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</tbody>
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<tbody>
<tr>
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<tr>
<td>8. Uses probing questions; asks questions at different levels</td>
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<tr>
<td>9. Provides clear and accurate explanations</td>
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<tr>
<td>14. Implements AVID strategies effectively</td>
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### LEARNING ENVIRONMENT

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<td>16. Classroom is safe and organized to support learning</td>
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<tr>
<td>17. Implements the campus and/or classroom behavior system</td>
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<td>18. Communicates and maintains clear expectations for behavior</td>
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<tr>
<td>19. Monitors and responds to student behavior to create a safe, supportive learning environment</td>
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<tr>
<td>20. Fosters a climate of mutual respect and collaboration</td>
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</table>

### PROFESSIONAL PRACTICES & RESPONSIBILITIES

<table>
<thead>
<tr>
<th></th>
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<th>4</th>
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<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>21. Behaves in accordance with the Code of Ethics</td>
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<tr>
<td>22. Meets professional standards (e.g., attendance and behavior)</td>
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<tr>
<td>23. Reflects on his or her professional practice</td>
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<tr>
<td>24. Participates in scheduled professional development activities</td>
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<td>25. Responds positively to supervision</td>
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</tbody>
</table>

**CLINICAL TEACHER**  
**EVALUATOR (COORDINATING TEACHER OR FIELD SUPERVISOR)**

**Copies Should be Distributed to:**  
White - Field Experience Office  
Yellow - Clinical Teacher  
Pink – Cooperating Teacher
Assessment Rubric for the UTPB Clinical Teaching Evaluation Instrument

The UTPB Student Teaching Evaluation instrument is based on the instrument developed for the Texas-Teacher Evaluation Support System (T-TESS). This rubric is to be used in completing the evaluation instrument and should align with the evaluation form provided to the clinical teacher candidate.

<table>
<thead>
<tr>
<th>Cluster 1. Planning</th>
<th>Distinguished (5)</th>
<th>Accomplished (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays a superior understanding of the content and students’ learning processes. Engages students in activities that will deepen their understanding and broader unit and course objectives.</td>
<td>Displays a measurable understanding of the content and students’ learning processes. Engages students in activities that will deepen their understanding.</td>
<td>Displays strong understanding of content. Most students gain a deeper understanding of the content of the discipline.</td>
<td>Displays a general knowledge of content. May make occasional errors in content that lead to difficulty in learning for some students.</td>
<td>Displays poor understanding of the content and/or structure of the discipline, resulting in misconceptions or shallow learning.</td>
<td></td>
</tr>
<tr>
<td>All lessons are aligned with students’ prior knowledge, and consider their skills, approaches to learning, interests, and cultural heritage in order to engage all students in learning.</td>
<td>Plans are aligned with students’ prior knowledge, and consider their skills, approaches to learning, interests, and cultural heritage in order to engage most students in learning.</td>
<td>Plans are aligned with the background of the class, and have relevance to most students. Provides for varying student skills, approaches to learning, interests, and cultural heritages.</td>
<td>Plans are somewhat aligned with the background of the class, though they may lack relevance to individual students. Makes minimal provisions for varying student skills, interests, approaches to learning, and cultural heritages.</td>
<td>Plans are not aligned with the background of the class and do not reflect knowledge of students’ skills, levels of development, varied learning approaches, interests, and/or cultural heritages.</td>
<td></td>
</tr>
<tr>
<td>Selects knowledge and skills that lead students to progression of new levels of learning and academic success.</td>
<td>Selects knowledge and skills that lead students to advanced levels of learning and application.</td>
<td>Selects knowledge and skills that will cause students to apply and/or analyze new learning.</td>
<td>Selects knowledge and skills that result in no more than superficial learning for most students.</td>
<td>Selects knowledge and skills that are trivial and are not aligned with students’ needs.</td>
<td></td>
</tr>
<tr>
<td>Candidate plans to use school and district resources, including technology, to enhance learning for students with varied and appropriate levels of knowledge, need, and skill.</td>
<td>Candidate plans to use school and district resources, including technology, to enhance learning for students with varying levels of knowledge, need, and skill.</td>
<td>Candidate plans to use school and district resources, including technology, to enhance learning for most students.</td>
<td>Candidate plans to use some school and district resources, including technology, to enhance learning for some students.</td>
<td>Plans do not indicate an awareness of school or district resources that would assist in teaching and student learning; or candidate inappropriately uses materials or resources.</td>
<td></td>
</tr>
<tr>
<td>Activities provide for the needs of all learners and allow students to extend their learning to further inquiry and promote complex, higher order thinking.</td>
<td>Activities provide for the needs of all learners and allow students to extend their learning beyond the scope of the lesson.</td>
<td>Activities provide for the needs of all learners. The activities support the key knowledge and skills and engage students in meaningful learning.</td>
<td>Activities generally support key knowledge or skills, but they do not provide for students’ different learning approaches.</td>
<td>Activities do not support key knowledge and skills, or they lack coherence.</td>
<td></td>
</tr>
<tr>
<td>Distinguished (5)</td>
<td>Accomplished (4)</td>
<td>Proficient (3)</td>
<td>Developing (2)</td>
<td>Needs Improvement (1)</td>
<td></td>
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</tr>
<tr>
<td>Student assessment is fully aligned with the identified knowledge, skills, and activities. The assessment criteria are understood by the students in self-assessment.</td>
<td>Student assessment is fully aligned with the identified knowledge, skills, and activities. The assessment criteria are understood by the students.</td>
<td>The content identified for assessment, the assessment methodology, and the criteria for evaluation are aligned with the identified knowledge, skills, and activities.</td>
<td>The content identified for assessment, the assessment methodology, and the criteria for evaluation are loosely aligned with the identified knowledge, skills, and activities, creating confusion for students between what is taught and what is assessed.</td>
<td>The content identified for assessment, the assessment methodology, and/or the criteria for evaluation are not aligned with key knowledge, skills, and activities.</td>
<td></td>
</tr>
<tr>
<td>All students are cognitively engaged throughout the lesson and make contributions to the content being studied, the activities, and the materials.</td>
<td>Students are cognitively engaged throughout the lesson and make contributions to the content being studied, the activities, and the materials.</td>
<td>Most students are cognitively engaged throughout the lesson with appropriate and relevant activities, materials, and content.</td>
<td>Some students are engaged in learning, but activities, materials, and content are not always aligned, appropriate, or relevant.</td>
<td>Many students are not engaged in significant learning as a result of poor representation of content, or inappropriate or irrelevant activities or materials.</td>
<td></td>
</tr>
</tbody>
</table>

### Cluster 2. Instruction

<p>| Candidate’s oral and written communication is clear and accurate, and encourages the open exchange of student responses to support learning. | Candidate’s oral and written communication is clear and accurate, and encourages the open exchange of questions and ideas. | Candidate’s oral and written communication is clear and accurate. | Candidate’s oral and written communication is generally clear and accurate. Students must occasionally ask for clarification. | Candidate’s oral or written communication and directions contain errors, are unclear, or are inappropriate for students. |
| Asks higher-level questions. Students also formulate high-level questions. All students participate in the discussion. | Asks higher-level questions. Students also formulate high-level questions. Nearly all students participate in the discussion. | Asks higher-level questions. Most students participate in the discussion, asking questions of the candidate and of one another. | Asks some questions, though most are not open-ended and require only a rote response. Most questions are answered by only a small number of students. | Asks low-level questions in a recitation format, resulting in trivial student participation. |
| Lesson structure, sequencing, and pacing allow for student reflections, self-assessment, student-student interaction, and synthesis. | Lesson structure, sequencing, and pacing allow for student reflections, student-student interaction, and synthesis. | Lesson structure, sequencing, and pacing are generally appropriate and result in student-student interaction and learning. | Lesson structure, sequencing, and pacing are not always appropriate; little time for student-student interaction. | Lack of lesson structure and/or inappropriate pacing or sequencing allows no time for student-student interaction. |
| Assessment is aligned with the lesson and is meaningful to the students. Use of results to reflect on teaching | Assessment is aligned with the lesson. The results are frequently used to plan instruction. | Assessment is aligned with the lesson, but the results are not used to plan instruction. | Assessment is somewhat aligned with the lesson, but the results are not used to plan instruction. | Assessment is not aligned with the lesson. |</p>
<table>
<thead>
<tr>
<th>Distinguished (5)</th>
<th>Accomplished (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently provides meaningful feedback to students. Helps the students use feedback to monitor their own learning.</td>
<td>Regularly provides feedback that is appropriate and timely.</td>
<td>Occasionally provides feedback to the students that is appropriate and timely.</td>
<td>Seldom provides feedback to the students.</td>
<td>Provides no feedback to the students.</td>
</tr>
<tr>
<td>Encourages students’ questions, making major lesson adjustments when necessary, and persisting in ensuring the success of all students.</td>
<td>Is flexible in seeking ways to promote successful learning for students, making adjustments as needed.</td>
<td>Occasionally modifies lesson plan but sometimes misses opportunities to build on student interest and questions.</td>
<td>Adheres to the instructional plan despite a lack of student understanding or interest and/or unresponsive to students’ questions.</td>
<td>Continues to adhere to the instructional plan despite a lack of student understanding or interest and/or ignores students’ questions.</td>
</tr>
</tbody>
</table>

**Cluster 3. Learning Environment**

| All students are considerate of each other’s time & property. They anticipate the needs of others. All students maintain high levels of caring among members of the class. | Most students are considerate of each other’s time & property. They anticipate the needs of others. Most students maintain high levels of caring among members of the class. | Interactions reflect warmth and caring and are respectful of individual, developmental, and cultural differences among groups of students. | Interactions, both between the candidate and students and among students, are generally respectful. However, students and candidate pay minimal attention to cultural and developmental differences among groups of students. | Interactions, both between the candidate and students and/or among students, are disrespectful or inappropriate (e.g., sarcasm, putdowns, inappropriate physical contact, conflict). |
| Demonstrates a high level of commitment to use effective leadership role for students. Students take pride in their work. | Demonstrates commitment to students and the content. Students take pride in their work. | Commitment to learning focuses students on relevant interactions with the content. Expectations for achievement are realistic. | Demonstrates commitment to learning through the content taught. The expectations for achievement may not be aligned with students’ needs and strengths. | Demonstrates a low level of commitment to the content and/or low expectations for student achievement. |
| Routines and procedures are highly effective. There is no loss of instructional time, and students take leadership role for the classroom’s smooth functioning. | Routines and procedures are seamless. There is no loss of instructional time, and students assume responsibility for the classroom’s smooth functioning. | Routines and procedures have been established and are being followed consistently, with little loss of instructional time. | Routines and procedures have been established, but are not followed consistently, resulting in loss of instructional time and occasional confusion. | Routines and procedures are haphazard, inefficient, or nonexistent, resulting in loss of instructional time. |
| Consistently establishes clear standards for conduct. Students do not exhibit inappropriate behavior. | Has established clear standards for conduct. Students rarely if ever exhibit inappropriate behavior. | Has established clear standards for conduct. Students seldom exhibit inappropriate behavior. | Has established standards for conduct. Students sometimes exhibit inappropriate behavior. | Lack of clear expectations for conduct. Students often exhibit inappropriate behavior. |
| Consistent monitoring of student behavior is subtle and preventive. Response is sensitive to student needs. | Monitoring of student behavior is subtle and preventive. Response is sensitive to student needs. | Aware of student behavior. Consistent and appropriate response to misbehavior. | Generally aware of student behavior. Inappropriate or inconsistent response to misbehavior. | Lack of monitoring of student behavior. Inappropriate response to misbehavior. |

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<table>
<thead>
<tr>
<th>Distinguished (5)</th>
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<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently models respect for all members of the classroom community. Models fairness and equity.</td>
<td>Frequently models respect for all members of the classroom community. Models fairness and equity.</td>
<td>Generally models respect for all members of the classroom community. Encourages fairness and equity.</td>
<td>Occasionally models respect for all members of the classroom community. Generally encourages fairness &amp; equity.</td>
<td>Fails to model respect for all members of the classroom community. Often displays bias or unequal treatment.</td>
</tr>
<tr>
<td><strong>Cluster 4. Professionalism</strong></td>
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<tr>
<td>Models a reflective process that is consistently accurate &amp; perceptive. Cites specific examples of student interaction with the content. Notes new concepts or activities that could enhance all student learning.</td>
<td>Models a reflective process that is accurate &amp; perceptive. Cites specific examples of student interaction with the content. Notes new concepts or activities that could enhance student learning.</td>
<td>Reflection accurately describes the impact of the lesson on student learning. Cites specific examples of student interaction with the content and makes substantive suggestions on how the lesson might be improved.</td>
<td>Reflection centers on the pace and content of the lesson or is based on only a general understanding of what occurred. Cites a few general suggestions on how the lesson could be improved.</td>
<td>Does not know if a lesson was effective or achieved its purpose, misjudges the success of a lesson, and/or does not suggest how a lesson can be improved in the future.</td>
</tr>
<tr>
<td>Consistently maintains good professional relationships with all school personnel. Contributes to school goals and projects.</td>
<td>Maintains good professional relationships with all school personnel. Contributes to school projects.</td>
<td>Maintains good professional relationships with colleagues and other school personnel.</td>
<td>Attempts to build professional relationships with colleagues and other school personnel.</td>
<td>Avoids minimal relationships with colleagues and other school personnel.</td>
</tr>
<tr>
<td>Seeks out suggestions for changes and enthusiastically tests new methods and instructional strategies to improve instruction.</td>
<td>Seeks suggestions for changes and enthusiastically tests new methods and strategies.</td>
<td>Seeks suggestions for changes and improvement.</td>
<td>Listens to suggestions by supervisors.</td>
<td>Resists suggestions by supervisors.</td>
</tr>
</tbody>
</table>
Verification of Understanding of the
Code of Ethics and Standard Practices for Texas Educators

The Code of Ethics and Standard Practices for Texas Educators as established in the Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 sets forth the “standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom” that must be maintained by educators in Texas.

Instructional faculty and staff, field supervisors, and other university staff involved in the training of educator certification candidates must verify that they understand and will adhere to the Code of Ethics for Texas Educators.

This form is to be completed and given to the UTPB College of Education’s Certification Officer as your verification of your understanding of the Educator Code of Ethics. Please read the statement carefully, and sign and date the statement where indicated.

I have read the Texas Educator Code of Ethics and/or I have viewed the series of ethics videos on the TEA YouTube channel. I understand the information presented and my responsibilities as an educator. I have resolved any questions that I had about the information, and I can adhere to the Code of Ethics and promote understanding and adherence to the Code of Ethics in our educator candidates.

_________________________________________  __________________________________________
Signature                                      Date of Signature

___________________________________________
Printed Name

Role in Educator Preparation Program (check all that apply)

___ Faculty/Instructional staff  ___ Field supervisor  ___ Clinical teacher
### Clinical Teacher Attendance Record

<table>
<thead>
<tr>
<th>Clinical Teacher:</th>
<th>School/District:</th>
<th>Campus Principal (1)/Campus Principal (2)</th>
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<tbody>
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<thead>
<tr>
<th>Cooperating Teacher (1):</th>
<th>Contact No./Campus email:</th>
<th>Grade/Room No.</th>
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<tbody>
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<thead>
<tr>
<th>Cooperating Teacher (2):</th>
<th>Contact No./Campus email:</th>
<th>Grade/Room No.</th>
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<table>
<thead>
<tr>
<th>University Supervisor:</th>
<th>Contact No./Campus Email:</th>
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### Spring 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>December 12, 2018</td>
<td>8:30 am - 3:00 pm</td>
<td>MB, Multi-Purpose Room</td>
</tr>
<tr>
<td>Seminar I</td>
<td>January 15, 2019</td>
<td>4:30 pm - 7:30 pm</td>
<td>MB, Multi-Purpose Room</td>
</tr>
<tr>
<td>Seminar II</td>
<td>February 19, 2019</td>
<td>1:30 pm - 4:30 pm</td>
<td>MB, Multi-Purpose Room</td>
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