

# TEXAS A&M UNIVERSITY – SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM & INSTRUCTION

**TERM:** Spring 2022

**COURSE:** EDFR 4613: Clinical Teaching

**DAY(S)/TIME:** M-F/per District

**INSTRUCTOR:**

**EMAIL:**

**OFFICE LOCATION:**

**LOCATION:** Assigned Campus

**CONTACT INFO:** OFFICE

Cell:

**OFFICE HOURS:**

## **Student Learner Outcomes (SLO):**

1. Deepen their understanding of the multifaceted roles of a professional teacher through planned, sequenced activities.
2. Apply the principles and methods from their college classes in an authentic classroom setting.
3. Employ researched strategies in working with students from different cultural and socioeconomic backgrounds.
4. Apply knowledge of the content, skills, professional attributes, and design of curriculum, instruction, and assessments.
5. Communicate about and discuss all phases of experience with both the cooperating teacher and the university supervisor.
6. Receive feedback from structured observations, including conferencing and suggestions for improvement from the university supervisor.
7. Participate in departmental learning communities, extracurricular activities, Parent Teacher Student Association Meetings, and other opportunities for professional development.
8. Develop understanding of teaching as a profession through self-evaluation, problem solving, and reflection about teaching and learning experiences.

## **Pedagogy and Professional Responsibilities (PPR) Standards Addressed During Clinical Teaching**

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.7s organize and manage groups to ensure that students work together cooperatively and productively;
2.8s schedule activities and manage class time in ways that maximize student learning;
2.9s manage transitions to maximize instructional time;
2.10s implement routines and procedures for the effective management of materials, supplies, and technology;
2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
2.13s use volunteers and paraprofessionals to enhance and enrich instruction and evaluate their effectiveness.
3.11s use flexible grouping to promote productive student interactions and enhance learning
3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.
4.2s apply procedures for conducting effective parent-teacher conferences;
4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns
4.4s engage families in their children's education and in various aspects of the instructional program.
4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being
4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;
4.10s participate in decision making, problem solving, and sharing ideas and expertise; and
4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

### Required Reading

1. Course Syllabus
2. Educator CAFé Handbook

### CLINICAL TEACHING ACTIVITIES/TASKS

The following activities are the required assignments for all students enrolled in clinical teaching. Although different activities/tasks may be weighted differently in the calculation of the overall grade for clinical teaching, failure to complete any of these activities WILL result in not passing clinical teaching; students who do not receive full support from both the Field Supervisor and cooperating teacher to be recommended for certification will not pass clinical teaching. Students who do not earn credit for clinical teaching WILL be required to repeat clinical teaching the following semester. Although all activities are completed and/or submitted in Blackboard; students may be required to turn in paper copies of selected assignments at the last Professional Development Seminar meeting or at a different date determined by their Field Supervisor. All assignments are listed in Blackboard under Modules 1-4 and are due in Blackboard by the stated due date.

Attendance at all monthly Professional Development Seminars is mandatory. Attendance will be taken; *bring your student ID if face-to-face*. **Must attend all Seminars to earn credit; no partial credit will be given.**

1. Affidavit for Educator CAFé Handbook and Orientation/Training to be completed with Cooperating Teacher
2. Resume and a Letter of Interest
3. Study for and pass remaining TExES Exam(s) for certification. NOTE: Students cannot be recommended for certification or hired by a school district for a teaching position until they have passed ALL required TExES exams.
4. TEA Required Professional Development Trainings (Suicide Prevention, Mental Health, Substance Abuse)
5. Sixteen (16) weeks of clinical teaching-full days during this a Full teach of 3 weeks of all subjects is required . Completed and signed time sheets must be uploaded in Blackboard by the last monthly Professional Development Seminar meeting.
6. Context for Learning Reflection
  1. Data Driven Instruction

2. Final Reflection
3. One (1) Mid-term Candidate Disposition Form completed by the cooperating teacher (uploaded to Blackboard by the end of the 9th week).
4. A minimum of five (5) Formal Lesson Plans (see new templates for lesson planning below) with Delivery – three (3) will be observed by the Field Supervisor and two (2) by the cooperating teacher
  - a. These observation cycles will be referred to as the POP cycle (Pre-Observation Conference; Observation; Post Observation Conference)
  - b. There must be a minimum of three (3) weeks between the observations by the same observer
5. Students are required to submit a formal lesson plan in Blackboard a minimum of two (2) school days before the scheduled observation.
6. Field Supervisor observations must occur within the first five weeks (not before Sept. 1<sup>st</sup> in the Fall), before the end of the 12<sup>th</sup> week of the semester and before the end of the 16<sup>th</sup> week.
7. One (1) Final Disposition Form with recommendation for certification (completed by the Cooperating Teacher and uploaded to Blackboard by the student) by the last Seminar meeting.
8. One (1) Final Disposition Form with recommendation for certification (submitted by the University Field Supervisor by the last Professional Development Seminar meeting).

\*Clinical Teachers must have the full support and recommendation of both the cooperating teacher and the university Field Supervisor to successfully complete clinical teaching. Students who do not receive recommendation from both may receive an “F” and be required to reenroll in clinical teaching the next semester that it is offered. If the reasons for not recommending are serious, a student may be removed from the Educator CAFé Program.

## CLINICAL TEACHER RECOMMENDED PACING GUIDE

This is a RECOMMENDED pacing guide; dates are at the discretion of your Field Supervisor. **Your Field Supervisor will determine the due dates for all Assignments/Tasks associated with Clinical Teaching.**

### January/February

	Apply for Spring 2022 graduation – last day to submit application is January 26.
	Register for actual/real TExES PPR exam (if you have not passed them already). <b>Note:</b> Practice exam must have been passed within the last 90 days. (Note: edTPA pilot replaces PPR)
	Meet with your mentor teacher and attend the staff development and workdays that are required of your mentor.
	Exchange important contact information with your Cooperating Teacher and Field Supervisor.
	Review the Clinical Teacher Handbook and View the Cooperating Teacher Orientation Video with your cooperating teacher. Sign and turn in the Affidavit by the end of the first week of CT.
	Email your Field Supervisor the cooperating teacher’s daily schedule. Include their conference period, lunch period and the time each subject is taught. Any changes to the schedule will need to be approved by the mentor and Field Supervisor.
	Make your own seating chart to learn the names of your students; identify students with (RTI, SE, 504, Dyslexia, ESL, Allergies) specialized accommodations and modifications. Utilize the Context for Learning document.
	Work with mentor to decide which subjects you will pick up first, second, etc.
	Write a letter introducing yourself to your students’ parents to be sent home during the first week. Obtain the approval of your cooperating teacher <b>before</b> sending (and sometimes the principal;

	check the school policy; a sample editable draft is available in your appendix)
	Familiarize yourself with the IEPs, textbooks, school and district handbook, curriculum guides, and emergency procedures, etc. from the school. Review these carefully.
	Ask your mentor teacher for all available materials and technology in his/her classroom and the school library. Inquire about the Acceptable Use Policy (AUP) and obtain a temporary district email if possible)
	Field Supervisor and Cooperating Teacher 1 <sup>st</sup> formal observations including preconference, observation and post-conference (POP cycle) (due by end of week 5)
	Teach your first subject using your-Teacher's Lesson Plans
	View Substance Abuse Training and submit certificate
	Complete and submit an updated resume and letter of interest
	Daily - check your Jaguar email for updates from your Field Supervisor or the EPP.
	Complete Journal Entry #1 (Context for Learning) and upload to Blackboard

### February/March

	Co-Plan and Co-Teach one to two lessons per day using your Cooperating Teacher's Lesson Plans.
	Cooperating Teacher must review your lessons the Friday before you are to teach the lesson.
	Plan with Cooperating Teacher and team and gradually add responsibilities to your daily routine.
	Teach your second subject using agreed upon lesson plans with your Cooperating Teacher.
	Cooperating Teacher will give oral and written feedback using the Preconference, Observation, and Post Conference Lesson Observation Forms. (POP cycle) (due by end of week 7)
	Teach your second subject/section using your plans agreed upon lesson plans and add a third subject using agreed upon lesson plans.
	Attend Mandatory TAMUSA Friday Seminar.
	View Mental Health Training and submit certificate
	Submit Midterm Disposition Form and Supervisor Checklist (by end of week 9)
	Field Supervisor 2 <sup>nd</sup> formal observation including pre-conference, observation, post-conference (POP cycle) (due by end of week 9)

### April

	View Suicide Prevention Training and submit certificate
	Teach all subjects/sections using your plans approved by the Cooperating Teacher <b>Minimum of three weeks total teaching is required.</b>
	Begin Data Driven Instruction, this will be tied to your last Cooperating Teacher Observation (due by end of week 14)
	Cooperating Teacher 2 <sup>nd</sup> formal observation using (POP cycle) (due by end of week 14)
	Field Supervisor 3 <sup>rd</sup> formal observation (POP cycle) (due by end of week 15)
	Attend mandatory TAMUSA Friday Seminar
	Give your first subject/section back to your Mentor; continue teaching the other three subjects with your lesson plans.
	Give your second subject/section back to your Cooperating Teacher; continue teaching the other subjects with your plans.

### May

	Observe another teacher other than your mentor teacher. Mentor teacher will give you the name of the teacher.
	Teach your last class.
	Complete Final Reflection
	Submit Final Attribute Forms
	Last official day of Student Teaching and all required paperwork due at or before the final Friday Seminar
	Make up Days –days that you were absent from teaching will be made up after the final seminar
	Complete form for certification (if all required TExES exams have been passed)

To complete all assignments please see Modules 1-4 in Blackboard for your course and all the above assignment attachments. NOTE: New lesson plan templates have been created for the University. (See Below)

### Elementary Education TAMUSA (edTPA) Lesson Plan Template

<b>Date:</b>	<b>Grade Level:</b>	<b>Subject/Topic:</b>
<b>Central Focus of Lesson/Learning Segment:</b>		
<b>ELS:</b>		
<b>Related Skills:</b>		
<b>Reading/Writing Connection:</b>		
<b>Key Content Standard (TEKS put in full code and full text for each standard):</b>		
<b>ELPS Standards:</b>		
<b>Academic Language Objective:</b>		
<b>Key Modifications and Accommodations based on IEP/504, ELL: Academic – Behavioral</b> <i>Include specific accommodations (such as extended time, preferential seating, segmented lessons, peer tutor, assignment length...) for the variety of learners in your class.</i>		
<b>Learning Target (Content Objective):</b> <i>Must be measurable, observable and directly related to the content standard (SWBAT...)</i>		
<b>Assessment/Evidence of Learning (aligned to objective/standard with multiple means of expression for all students):</b> <ul style="list-style-type: none"> <li>• <i>Formal Formative</i></li> <li>• <i>Informal Formative</i></li> <li>• <i>Summative</i></li> </ul>		
<b>Teaching Model (you may check one or more if it applies)</b> _____ <i>Direct Explicit Instruction</i> _____ <i>Discussion</i> _____ <i>Cooperative Learning</i> _____ <i>5E</i>		
<b>Lesson Introduction</b> <i>(anticipatory set/hook, activation of prior knowledge)</i>	<b>Differentiation /UDL Multiple Means...</b> <i>How will you allow students' choice for engagement?</i>	
<b>Lesson Body</b> <i>(modeling, guided practice, frequent checks for understanding)</i>	<b>Differentiation /UDL Multiple Means...</b> <i>How will you allow student choice for representation?</i>	

<b>Lesson Closing</b> ( <i>review and informal/formal-formative/summative assessment</i> )	<b>Differentiation /UDL Multiple Means...</b> <i>How will you allow for student choice of expression?</i>
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**Secondary Education TAMUSA (edTPA) Lesson Plan Template**

<b>Date:</b>	<b>Grade Level:</b>	<b>Subject/Topic:</b>
<b>Central Focus of Lesson/Learning Segment:</b> <b>Essential Components:</b>		
<b>Key Content Standard</b> ( <i>CCSS or Next Gen. put in full code and full text for each standard</i> ):		
<b>ELPS</b> ( <i>if applicable</i> )		
<b>Key Modifications and Accommodations based on IEP/504, ELL:</b> <i>Academic – Behavioral</i> <i>Include specific accommodations (such as extended time, preferential seating, segmented lessons, peer tutor, assignment length...) for the variety of learners in your class.</i>		
<b>Learning Target (Content Objective):</b> <i>Must be measurable, observable and directly related to the content standard (SWBAT...)</i>		
<b>Academic Language Objective:</b>		
<b>Assessment/Evidence of Learning</b> ( <i>match objective/standard</i> ): <ul style="list-style-type: none"> <li>● <i>Formal Formative</i></li> <li>● <i>Informal Formative</i></li> <li>● <i>Summative</i></li> </ul>		
<b>Grouping (check one or more)</b> <input type="checkbox"/> <i>Whole Group</i> <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> <i>Pairs</i> <input type="checkbox"/> <i>Small Heterogeneous Group</i> <input type="checkbox"/> <i>Small Homogeneous Group</i> <input type="checkbox"/> <i>Other (describe):</i>		
<b>Teaching Model:</b> <input type="checkbox"/> <i>Direct Explicit Instruction</i> <input type="checkbox"/> <i>Discussion</i> <input type="checkbox"/> <i>Social/Cooperative Learning</i> <input type="checkbox"/> <i>Inquiry/Project Based Learning</i> <input type="checkbox"/> <i>5E</i>		
<b>Lesson Introduction</b> ( <i>anticipatory set/hook, activation of prior knowledge</i> )	<b>Differentiation/UDL Multiple Means...</b> <i>How will you allow students' choice for engagement?</i>	
<b>Lesson Body</b>	<b>Differentiation/UDL Multiple Means...</b> <i>How will you allow student choice for representation?</i>	
<b>Lesson Closing</b>	<b>Differentiation/UDL Multiple Means...</b> <i>How will you allow for student choice of expression?</i>	

# Physical Education TAMUSA (edTPA) Lesson Plan

<b>Lesson Plan</b> _____ of _____	<b>State/NASPE Standards</b>	<b>Teacher Candidate(s):</b>		<b>Date:</b>
		<b>Unit/Movement Concept:</b>		<b>Grade:</b>
		<b>Central Focus:</b>		<b># in class:</b>
<b>Domains</b>		<b>Objectives</b>	<b>Assessment Tool &amp; When it is used</b>	<b>Length of class:</b> mins
<b>Psychomotor</b>				<b>Teaching Styles:</b> Command Practice Reciprocal Self-Check Inclusion Discovery Problem Solving Cooperative Stations Jig-Saw
<b>Affective</b>				
<b>Cognitive</b>				
<b>Equipment</b>				
<b>Safety Statement</b>			<b>References</b> (e.g. Book, course packet, pg #, complete web address URL):	
<b>Description - Student with Special Needs</b>				

Lesson Components	Time (mins.)	Organization	Description				Adaptations, Reminders Academic Language
Instant Activity							
		Transition					
Introduction, Signal for Attention, Hook							
Body of Lesson (Lesson Focus)			<b>Teaching Progressions</b> – Show some of the major tasks/activities listed on your <b>Activity Progression Worksheet</b> for the class.				
			<b>Tasks (Extensions)</b> - Activities for the whole class. <i>E.g. Hit the ball over the net to your partner 10 times.</i>	<b>Cues (Refinements)</b> – Simple secrets to improve performance. <i>E.g. Low to high</i>	<b>Challenges (Applications)</b> - More game-like chances to practice the same tasks at the same difficulty level. <i>E.g. In 90 seconds, see how many times you can hit the ball to your partner.</i>	<b>Modifications</b> – Add modifications to make the tasks easier and harder according to the skill level of the students. (GLSP)	<b>Adaptations for SSN, Reminders Academic Language</b>
		Demonstration #1					
		Activity 1 Description	1.	1. 2. 3.	1. 2.	Easier – Harder -	
		Transition					
		Demonstration #2					
		Activity 2 Description	2.	1. 2. 3.	1. 2.	Easier – Harder -	
		Transition					
		Demonstration #3					
		Activity3 Description	3.	1. 2. 3.	1. 2.	Easier – Harder -	
		Transition					
		Demonstration #4					
		Activity 4 Description	4.	1. 2. 3.	1. 2.	Easier – Harder -	
	Activity close (Optional)						



Lesson Closure, Hook to Next Lesson			
Evaluation of Lesson	<i>Pre-planning: Previous instruction in this activity (earlier grade levels)</i> <i>Post-planning: "Assessment Informs Teaching:" future needs based on assessment results</i> <i>Teacher Reflection Notes:</i>		
Attachments	<i>(Include any assessment, task cards, exit slips you used): Describe and numbered</i>		

Academic Language	Term Description	Resource Citation

What is the ongoing fitness theme or emphasis in this lesson?			
Health-related Fitness (HRF)	Explain how it is embedded and where in the lesson it occurs:	Skill-related Fitness (SRF)	Explain how it is embedded and where in the lesson it occurs:
<b>(Please Bold)</b> Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition		<b>(Please Bold)</b> Balance Coordination Agility Reaction time Speed Power	
	(i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.)		(i.e. Concepts taught, goals, FITT, etc.)

## Clinical Candidate Seminar Schedule

Date	Level	Type	Time
Friday, January 7th	CT	Orientation	12:00-4:00 Patriots' Casa
Friday, February 4th	CT	Seminar 1	9:00-4:00 Patriots' Casa
Friday, March 4th	CT	Seminar 2	9:00-4:00 Patriots' Casa
Friday, April 1st	CT	Seminar 3	9:00-4:00 Patriots' Casa
Friday, May 6th	CT	Final Seminar and Check out	1:00- 3:00 Patriots' Casa

*Timesheets are to be turned into FS at Seminars.*

**Whole Group Orientation:** Information on clinical teaching and Testing.

**Seminar 1:** Resume Writing and Interviewing Skills:

9:00-10:00 Whole Group,  
10:00-12:00 Breakout Rooms with Mays  
1:00 - 4:00 Field Supervisor Breakout Rooms

**Seminar 2:** Getting Hired

9:00-10:00 Whole Group,  
10:00-12:00 Human Resources Panel  
1:00 - 4:00 Field Supervisor Breakout Rooms

**Seminar 3:** Educator Fair

9:00-10:00 Whole Group,  
10:00-12:00 Educator Fair  
1:00 - 4:00 Field Supervisor Breakout Rooms

**Seminar 4:** Final Check out

### Dates to Note:

January 7th	Mandatory Orientation
January 10th	1 <sup>st</sup> Day of Clinical Teaching
January 17th	Martin Luther King Jr. Day/ Closed
March 7-11	Spring Break/ TAMUSA Closed
March 14th	Second Placement Starts for Split Placements
May 5 <sup>th</sup>	Last Day of Clinical Teaching
May 6th	Final Seminar – Checkout

## Final Grading Sheet for Clinical Candidate

Student Name: \_\_\_\_\_ TEA #: \_\_\_\_\_ J/K#: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Total Points: \_\_\_\_/500      Grading Scale: A = 450-500    B = 400-449    C = 350-399    D = 300-349    F = 250-0

**\*Note: Students must accumulate enough points to “earn a grade of C or better” to get credit for Clinical Teaching. Students must complete all assignments/activities to get course credit. Students who do not get credit for Clinical Teaching may be allowed to repeat the course one time the next semester that it is offered.**

**\*\* NOTE LATE ASSIGNMENTS WILL BE DEDUCTED (-1) POINT PER DAY UNLESS APPROVED BY SUPERVISOR.**

Assignment/Activity	Points Earned/Points Possible or CR/NC	Due Date
Attendance at Professional Development 4 Seminars	____/5 ____/5 ____/5 ____/5	January 7 <sup>th</sup> (Module 1) February 4 <sup>th</sup> (Module 2) March 4 <sup>th</sup> (Module 3) April 1 <sup>st</sup> (Module 4)
Affidavit for CT Handbook and Orientation/Training	____/5  ____/0	January 24 <sup>th</sup> (Module 1)  (March 21 <sup>st</sup> for dual placements) (Module 3)
Context for Learning Reflection	____/20	January 31 <sup>st</sup> ( Module 1)
Resume and Letter of Interest	____/15	February 3 <sup>rd</sup> (Module 1)
Three TEA Required Trainings (Online Modules)	Substance Abuse ____/10 Mental Health ____/10 Suicide Prevention ____/10	Prior to EDUCATOR CAFÉ Seminar #1 (M-1) Prior to EDUCATOR CAFÉ Seminar #2 (M-2) Prior to EDUCATOR CAFÉ Seminar #3 (M-3)
#1 Field Supervisor Observation Lesson Plan Pre-conference Questions Lesson Observation Post Conference Questions	Lesson Plan #1 ____/20 Pre-Conference ____/10 Observation ____/10 Post Conf. ____/10	By end of week 5 (February 11 <sup>th</sup> ) Module 2
#2 Field Supervisor Observation Lesson Plan Pre-conference Questions Lesson Observation Post Conference Questions	Lesson Plan #2 ____/20 Pre-Conference ____/10 Observation ____/10 Post Conf. ____/10	By end of week 12 (March 31 <sup>st</sup> ) Module 3
#3 Field Supervisor Observation Lesson Plan Pre-conference Questions Lesson Observation Post Conference Questions	Lesson Plan #3 ____/20 Pre-Conference ____/10 Observation ____/10 Post Conf. ____/10	By end of week 15 ( May 3 <sup>rd</sup> ) Module 4
One Mid-term Candidate Disposition Form	____/20	By end of week 9 (Module 3)

## Final Grading Sheet- P.2

<p>#1 Cooperating Teacher Observation Lesson Plan/ Pre-conference Questions Lesson Observation Post Conference Questions</p> <p>#2 Cooperating Teacher Observation Lesson Plan/ Pre-conference Questions Lesson Observation Post Conference Questions</p>	<p>Lesson Plan #1 ___/20 Pre-Conference ___/10 Observation ___/10 Post Conf. ___/10</p> <p>Lesson Plan #2 ___/20 Pre-Conference ___/10 Observation ___/10 Post Conf. ___/10</p>	<p>By end of week 7 February 28<sup>th</sup> (Module 2)</p> <p>By end of week 14 April 15<sup>th</sup> (Module 4)</p>
<p>Data Driven Instruction - Mini Unit Assignment</p> <p>Begin planning early April. Must teach lessons on or before April 15<sup>th</sup> –Last day for Cooperating Teacher observation</p>	<p>Pre-Assess ___/10 Analyze Pre-A ___/20 Mini-LP ___/10 Daily- A Sum ___/10 Post Assess ___/10 Analyze Post ___/25 Graph Rep. ___/10</p>	<p>April-1<sup>st</sup>-14<sup>th</sup> Teach Unit by April 15<sup>th</sup>  May 5<sup>th</sup> (Module 4) all complete</p>
<p>Final Reflection</p>	<p>___/20</p>	<p>By end of week 16 (Module 4)</p>
<p>Passed TExES PPR Exam (or submitting edTPA portfolio)</p>	<p>___/5</p>	<p>By end of week 16 (Module 4)</p>
<p>Final Disposition Form Cooperating Teacher Final Disposition Form Field Supervisor</p>	<p>___/10 ___/10</p>	<p>May 5<sup>th</sup> (Module 4)</p>
<p>Complete Timesheet (16 full-day weeks) (Timesheet check at ALL Seminars)</p>	<p>CR ___ NC ___</p>	<p>May 6<sup>th</sup> (Module 4)</p>

**\*\*Note: Failure to complete any of these activities (including credit/non-credit) by the stated may result in not passing clinical teaching. Students who do not earn credit for clinical teaching will be required to repeat clinical teaching the following semester.**

**\* Clinical Teachers must have the full support and recommendation of both the cooperating teacher and the university teaching specialist to successfully complete clinical teaching.** Students who do not receive recommendation from both may receive an “F” and be required to reenroll in clinical teaching the next semester that it is offered. If the reasons for not recommending are serious, a student may be removed from the Educator CAFé Program.

**COURSE POLICIES:**

1. Assignments must be legible and grammatically correct.
2. Assignments will be evaluated based on the student-provided rubrics.
3. Assignments must be turned in on time. **Late work will have one point deducted for each day it is late. Please see your instructor for extenuating circumstances for any late work approval without point deductions.**

**ABSENCE POLICY:**

Clinical teachers are expected to attend their placement each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, university teaching specialist, and the school office as early as possible in case of an illness or absence. Teaching specialists will contact field faculty when clinical teachers have two or more absences. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching program. **STUDENTS MUST COMPLETE AN ABSENCE SHEET FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING TESTING AND ON CAMPUS SEMINAR DAYS).**

**ATTENDANCE POLICY AND REQUEST FOR ABSENCE**

In the event of an absence, the principal, cooperating teacher and the university Field Supervisor must be informed by telephone and email as early as possible. **The form below must be signed within seven days of absence.** Clinical teachers may only miss 3 days total during the clinical teaching semester. Upon the third absence, your Field Supervisor will complete an absence monitoring form. Any additional days missed must be made up at the end of the semester.

Clinical teachers are expected to be on time and in attendance at their placement each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, university Field Supervisor, and the school office as early as possible in case of an illness or absence. Field Supervisors will contact field faculty when clinical teachers have three or more absences. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching program. **STUDENTS MUST COMPLETE AN ABSENCE SHEET FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING TAMU-SA SEMINAR DAYS). Use the form below located in Blackboard.**

Procedure to request an absence: If a student wants to request an absence for which they have advanced notice, they must receive approval from the university Field Supervisor prior to the proposed absence.

I, \_\_\_\_\_, request permission to be absent from my clinical

teaching placement on \_\_\_\_\_, 2022. The reason for my absence is:

\_\_\_\_\_.

Approval should be requested in this order:

---

Clinical Teacher Name

Signature

Date

---

---

Cooperating Teacher Name

Signature

Date

---

University Field Supervisor Name

Signature

Date

---

**\* Return this form to your university Field Supervisor and keep a copy.**

### **INCOMPLETES AND REPEATS:**

In very rare cases, in order to exhibit proficiency in concept mastery and performance requirements, students may need additional time or may need to repeat a semester of clinical teaching. The EDUCATOR CAFÉ PROGRAM, based on recommendation by the Field Supervisor or cooperating teacher, may require a student to complete an additional week of clinical teaching at the end of the semester. This most often occurs when a student has been placed on a growth plan and needs a little more time to show progress.

If the Field Supervisor or the cooperating teacher cannot fully support the recommendation of the clinical teacher for certification, the clinical teacher may be required to repeat clinical teaching during the next semester that it is offered. Students may only repeat a clinical teaching once.

Incompletes will be issued only in very rare occasions and only after every attempt is made to complete the clinical teaching requirements within the semester. In order to qualify for an Incomplete, at least 70% of clinical teaching requirements must have been met and evidence of extreme extenuating circumstances must be approved by the EDUCATOR CAFÉ PROGRAM Faculty. Candidates who do not complete 70% of the clinical teaching requirements will not receive credit for the semester.

### **UNIVERSITY POLICIES**

**Academic Accommodations for Persons with Disabilities:** The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

**Academic Learning Center:** All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through Jagwire under the services tab.

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on

Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Jaguar Writing Center:** The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in Jagwire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**Respect for Diversity:** We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s

GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university’s Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

### **Students’ Rights and Responsibilities:**

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

#### *Students’ Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students’ Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.



2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation

**Counseling Resources:**

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call [210-784-1331](tel:210-784-1331) between the hours of 8:00AM and 5:00PM, Monday – Friday. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM, Monday – Friday, to be seen by a clinician. For after-hours support, please call 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.