



TEXAS A&M UNIVERSITY  
SAN ANTONIO



*TRADITIONAL CLINICAL  
TEACHING  
Cooperating Teacher Handbook*

## Table of Contents

<u>WELCOME STATEMENTS</u>	<u>3</u>
<u>HELPFUL HINTS</u>	<u>4</u>
<u>STUDENT LEARNING OBJECTIVES</u>	<u>5</u>
<u>PROFESSIONALISM</u>	<u>6</u>
<u>FITNESS TO TEACH</u>	<u>7</u>
<u>CLINICAL SEMINAR SCHEDULE</u>	<u>9</u>
<u>CLINICAL ACTIVITIES</u>	<u>10</u>
<u>RECOMMENDED PACING GUIDE</u>	<u>11</u>
<u>CODE OF ETHICS</u>	<u>13</u>

### **FORMS, ASSIGNMENTS AND EVALUATIONS**

<u>AFFIDAVIT</u>	<u>17</u>
<u>SAMPLE LETTER TO PARENTS</u>	<u>19</u>
<u>TIMESHEET</u>	<u>14</u>
<u>CONTEXT FOR LEARNING</u>	<u>21</u>
<u>DISPOSITION FORM (MID-TERM AND END OF YEAR)</u>	<u>24</u>
<u>MIDTERM CHECKLIST</u>	<u>27</u>
<u>FORMAL EVALUATION FORMS AND TEMPLATES</u>	<u>28</u>
<u>ATTENDANCE FORMS</u>	<u>36</u>
<u>GROWTH PLAN DOCUMENT</u>	<u>37</u>



## TEXAS A&M UNIVERSITY SAN ANTONIO

The Educator CAFÉ at Texas A&M University at San Antonio appreciates your willingness to serve as a Cooperating Teacher by opening your classroom and welcoming a Clinical Teacher from our program. We are grateful for your commitment to share your time, your expertise, and your students for the purpose of helping our pre-service teachers gain invaluable knowledge and skills while in your mentorship. As you are well aware, the transition from learner to teacher is complex and demanding and represents one of the toughest hurdles for aspiring teachers as they prepare to transition into independent practitioners. The rich opportunities you can provide them within your classroom will allow them to experiment, practice, apply, create, revise, and question their understanding of learning and teaching in practice.

### **As a Cooperating Teacher**

...you will serve as a mentor and model as you provide guidance for your student-teacher with planning and implementing your district's curriculum (i.e., include them in this process as it is completed on your campus- as individuals, subject-teams, etc.). Please keep in mind that your mentorship is vital because student-teachers exposure to a live, practicing classroom is limited and they are likely inexperienced in all areas of teaching; particularly with any specific instructional policy/practice that may be mandated by your campus/district. For the student-teacher this will be a semester of deep-learning, self-awareness, improvement, and growth. You should monitor your student teacher's development over the course of the semester and evaluate the degree to which they are demonstrating improvement and growth in their practice. The information you will provide in this area is highly regarded for what it tells us about each student and about the program as a whole.

### **You are extremely important**

...in the overall learning process of an aspiring teacher. Student-teaching is a time of great growth for preservice educators, as they now have the chance to incorporate everything they've learned about education in their academic career. Student teaching, as you may remember from your own experience, is also met with some apprehension and almost innumerable amount of questions. This is where the cooperating teacher can make all the difference. Surveys of student teachers indicates that those who truly felt they were "nurtured" by their cooperating teachers felt better prepared and more confident about entering their first year on the job. Provided in this handbook are some suggestions, guidelines, and basic information about our clinical teaching program that we trust will support you in the important work you will do with our students.

## **HINTS FOR MENTORING CLINICAL TEACHERS**

### **Acclimation with the Classroom**

The classroom is recognized as the domain of the teacher, so it is powerful to have a cooperating teacher who welcomes the student teacher into his or her classroom and positions them as a true co-teacher. The sooner the student-teacher establishes a level of comfort with the daily operations of your classroom, the sooner they will feel ready to begin instructional duties. Ways to help with this acclimation:

- introductions to other teachers/staff, parent letter,
- provide a dedicated workspace in the classroom (if possible),

- establish channels of communication (exchange email, phone numbers, etc.),
- acquaint your student-teacher with school/district resources, with school/district rules- to include duties and responsibilities such as lunch, before/after school, etc.

### **Remember Who Cooperating Teachers Are**

The teacher that you are today is most certainly not the same teacher you were in your first year, it took you time to develop your teacher identity. Student-teaching represents the beginning of this identity development. Be reassuring and supportive with student teachers as they develop their personal teaching style.

- If you are comfortable, encourage their input during your lesson planning and encourage them to think of ways to adapt the activities and instruction to their own style. If worthy, consideration of including a student-teacher's instructional ideas can be extremely transformative for them. By simply validating an idea, you start building a connection, encouraging your student-teacher's enthusiasm, and setting a tone of collaborative practice for the remainder of the semester, and that they will carry with them into their own practice.

### **Be Inquisitive, Reflective and Understanding**

Part of remembering who cooperating teachers are, is recognizing that student teachers will have idealistic concepts of how classrooms are "supposed" to work. The concepts are formed through their own experiences as a student and their college coursework. The aspiring teacher will likely have to reimagine these (mis)conceptions as realistic conceptions, or possibly future goals to be worked toward, and perhaps those that are simply incorrect, inappropriate, or otherwise unrealistic.

- Cooperating teachers can help their student-teachers tremendously simply by being available for open discussion and dialog. Cooperating teachers should encourage questions from the student-teacher. Equally important is the ability of the cooperating teacher to pose questions that inform the student-teacher's growth in practice.
- Early on in the student teaching experience, the cooperating teacher is encouraged to model how they adjust a lesson after reflecting on it. This works best if done aloud and with intent so the student teacher can "see your reflective thinking". This can be done in numerous ways but can be as simple as engaging in a "think aloud" or even just a brainstorming activity with the student-teacher.

Instructional Coaches Guide to Asking Reflective Questions (Outside Resource):

<http://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1>

### **Providing Feedback to Student Teachers**

Research confirms what we as teachers already know- that providing meaningful feedback can greatly enhance learning and achievement. This is true of the students in your classroom; it is also true of your student-teacher. Feedback is usually more effective when it is provided timely and with specificity. While research suggests that immediate feedback is the most effective, this is not always possible in an instructional setting. To maximize effectiveness, try to provide feedback to your student-teacher as regularly as possible and as close to the feedback "even" as possible. Also, feedback needs to be as specific as possible to maximize effectiveness. For example, simple feedback statements such as "great job" or "not quite there yet" do not offer any insight from which they can grow. Below are additional guidelines for providing feedback to student-teachers.

#### **\*Guidelines for Focusing Feedback for Student-Teachers**

1. Focus feedback on behavior rather than the person.

It is important that we refer to what a person does in the classroom rather than a personal trait. Thus, we might say a person "talked considerably at the meeting" rather than that this person is "a loudmouth."

2. Focus feedback on observations rather than inferences.

Observations refer to what we can see or hear in the behavior of another person, while inferences refer to our interpretation of the behavior. The sharing of inferences or conclusions may be valuable, but it is important that they be supported by observations and facts.

3. Focus feedback on description rather than judgment.

The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

4. Focus feedback on the sharing of ideas and information rather than on giving advice.

Sharing ideas and information we leave the receivers free to decide for themselves in the light of their own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell them what to do with the information, and in that sense, we take away the freedom to determine the most appropriate course of action as well as reducing their responsibility for their own behavior.

5. Focus feedback on exploration of alternatives rather than answers or solutions.

The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution which may or may not fit a particular problem.

\*Adapted from Teacher's College, Columbia University

**PLEASE NOTE: During the University Supervisor Observations please allow students to deliver the lesson independently.** *You may stay in the room during the first two observations so that you can see how the candidate performs. During the last observation we ask that you leave the room and let the students teach on their own during their final lesson.*

## CLINICAL TEACHING REQUIREMENTS

### STUDENT LEARNING OBJECTIVES (SLO's) FOR CLINICAL TEACHING

Students participating in clinical teaching will:

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 Field Supervisor.
7. Participate in 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.

## **LENGTH OF SEMESTER**

The clinical teaching semester has been designated as a minimum of **sixteen (16) weeks**. The school day must be at least seven and a half (7.5) hours. Students are required to have a total teach experience of three weeks (See pacing guide). Clinical teachers should note that their day may be longer as they are expected to mirror the day of the cooperating teacher. This includes any required hours before or after school tutoring and working with students; follow the school district calendar.

## **ABSENCES**

Clinical teachers are expected to attend their placement each day. Leaving the school campus during the school day is not permitted without prior approval. Clinical teachers may only miss 3 days total during the clinical teaching semester. (If COVID positive accommodations will be made) Upon the third absence, students may be placed on a Growth Plan to address attendance. Any additional days missed may be required to be made up at the end of the semester. 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 two or more absences. Students are expected to adhere to the scheduled start and end times. Tardiness will also be addressed as a disruption to the classroom and may result in a growth plan and/or removal from the placement. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching. Students **MUST** complete an “ATTENDANCE POLICY AND REQUEST FOR ABSENCE” form for **ALL** absences-even **PARTIAL DAYS** (excluding on Campus seminar days). In addition, a “Clinical Teacher Absence Monitoring” form will be completed to track all absences.

## **HOLIDAYS AND STAFF DEVELOPMENT DAYS**

During the clinical teaching semester, clinical teachers will observe the school schedule set by the district regardless of the holidays observed by TAMU-SA. Clinical teachers are expected to be at school on campus/district staff development days and to participate in any professional development programs.

## **RELATIONSHIPS WITH STUDENTS**

Students should exercise extreme caution regarding interactions with students under their direction. It is not appropriate to socialize in any way, including on social media, with students within the district to which you have been assigned without the presence of the cooperating teacher. Clinical teaching students should be considered professionals.

## **PROFESSIONALISM FOR ALL EDUCATOR PREPARATION CANDIDATES**

All TAMU-SA students are expected to abide by the dress code provided by the school district. There should be no visible tattoos, body piercing (excluding ear piercings for women), and no revealing clothing. Running shorts, cut-offs, leggings, tank tops, or flip-flops, etc. are never considered professional attire. Jeans may be worn if, and only if, it is the norm on the campus where you have been placed. In addition, all forms of electronic devices, such as cell phones, iPads, etc. should only be used for academic and instructional purposes. The Educator CAFÉ faculty recommend caution in the use of personal social media as this may reflect on your professional reputation. All clinical teachers are expected to report to campus and depart campus on the same regular schedule as their cooperating teacher. Late arrivals and early departures due to performing other personal activities are not permitted.

## **DISPOSITIONS AND EVALUATION OF PROFESSIONAL STANDARDS**

Clinical teachers will have a minimum of five (5) formal observations; two (2) observations by their Cooperating Teacher and three (3) by their University Field Supervisor. Lesson plans for these observations are due in Blackboard 48 hours prior to the observation. This observation cycle will be referred to as the POP cycle (Pre-Observation Conference-Observation- Post Observation Conference).

Periodically in each candidate’s preparation, there will be checkpoints at which faculty, Field Supervisors and cooperating teachers will assess professional dispositions. Candidates identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan or may be removed from the placement. All TAMU-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. This Code of Ethics and Practices is included herein.

## **SUBSTITUTE TEACHING DURING CLINICAL TEACHING**

Students are not allowed to substitute teach during clinical teaching! If you are asked to substitute for your cooperating

teacher, or any other teacher on campus, during your clinical teaching semester, you must decline and contact your Field Supervisor as soon as possible. Please note, a clinical teacher may assume responsibility for the class part of the day if the cooperating teacher is in the building engaged in an activity related to supporting your clinical placement, such as meeting with your Field Supervisor.

## **EDUCATOR CAFÉ PARTICIPATION REQUIREMENTS**

- Maintain overall or last 60-hour GPA of 2.75 or greater
  - Declare and maintain a certification seeking degree plan
  - Meet Fitness to Teach standards
  - Be an active TAMUSA student
- Meet semester benchmarks including testing requirements for clinical teaching.

## **FITNESS TO TEACH**

**Note:** The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet EDUCATOR CAFÉ Participation Requirements, as listed below, will be allowed to continue in the program. Students pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by faculty, program staff, and their cooperating teachers throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program. The Fitness to Teach form can be accessed on the EPP webpage at <https://www.tamusa.edu/college-of-education-and-human-development/epp/fitness-to-teach-form.html>.

If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and removal from the program is possible. Periodically in each candidate's preparation, there will be checkpoints at which faculty, Field Supervisors and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan.

All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. Note: Students exhibiting a pattern of concerns will be referred to the Assistant Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFE will be required to shift to a non-certification degree program to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree plan.

## **FITNESS TO TEACH STANDARDS**

1. Social Maturity: (Conduct Standard: Interacts with staff and students appropriately)
2. Emotional Maturity: (Conduct Standard: Exhibits personal self-control using mature judgment)
3. Effective Communication: (Conduct Standard: Uses professional language in oral and written communication. Effective communication includes showing respect for students, families, and co-workers, and avoiding use of derogatory terms and phrases. Effective communication also recognizes variation in expectations depending on the audience, with particular attention to the teacher's capacity as a role model to all students and their learning outcomes. Effective communication will therefore exhibit proficiency in appropriate grammar. Teachers should demonstrate ability to facilitate two-way communication with parents/guardians using available tools that are responsive to their language needs.)
4. Initiative and Reliability: (Conduct Standard: Reliable and Responsible in meeting commitments)

5. Ethical Standards: (Conduct Standards: Follows Code of Ethics and Standard Practices for Texas Educators as found in Chapter 247 of the Texas Administrative Code)
6. Role Model: (Conduct Standard: Projects a professional image and positive attitude for students through professional attire, personal hygiene, respect for the rules of the school/district, respect for others, leadership, and demonstrated passion for their role as a teacher.)
7. Receptiveness to instruction: (Conduct Standard: Seeks and accepts guidance and demonstrates application)
8. Aptitude for the Profession: (Conduct Standard: Displays a positive interest toward competence in teaching)
9. Cooperation: (Conduct Standard: Works smoothly within social guidelines and with professional personnel and collaborates with colleagues to improve instruction for all students. A teacher exhibiting cooperation will take an active role in building a professional culture that supports school initiatives and programming inside and outside the classroom.)
10. Student Motivation: (Conduct Standard: Maintains appropriate level of concern to support student effort and success, which is exhibited by student feedback highlighting the teacher's establishment of a safe and supportive learning environment, their willingness to help students learn, and demonstrated care for individual interests and learning goals)
11. Critical Thinking (Conduct Standard: Demonstrates cognitive flexibility and problem solving)
12. Sensitivity to Diversity (Conduct Standard: Demonstrates knowledge, skill, and respect in working with others from diverse backgrounds by modeling fair, equitable and appropriate treatment of all students, families, and co-workers.)

## **DISTRICT TERMINATION OF PLACEMENT**

The placing of TAMU-SA students in clinical teaching requires a cooperative relationship between Texas A&M University San Antonio and the partnering school district. Each student must understand that their presence in the district, and in a particular classroom, is that of a guest. Occasionally there are circumstances in which the district determines that the student is not an appropriate fit for their district/campus. The district will notify the university regarding termination of the placement based upon the best interest of the district. This is a non-negotiable determination made by the school district and the university will not challenge such a decision. If possible, the university will attempt to obtain a new placement for the candidate in another district, however; it is possible that the candidate will need to drop clinical teaching and complete it in the next semester it is offered. If the student is terminated due to violation of the TAMU-SA Student Code of Conduct or the Texas Educator Code of Ethics or deemed unsatisfactory according to the disposition's evaluation, students may be counseled or required to be removed from the Educator CAFÉ and continue to a non-certification plan. Students who are terminated twice from a district will not be allowed to continue in the Educator CAFÉ Program.

**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 will 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.

## **PROFESSIONAL DEVELOPMENT SEMINARS:**

The Texas Education Agency requires all educators to engage in continuing professional development; therefore, the Educator CAFÉ incorporates professional development seminars into each clinical teaching semester. The professional development seminars are MANDATORY and occur generally once each month; the dates are posted to the Educator CAFÉ Website and have been included below in this Handbook. Failure to attend **all** seminars WILL impact the overall clinical teaching grade.



**Clinical Teaching Student Events Calendar—Spring 2023**  
**ALL CLINICAL CANDIDATES MUST ATTEND EACH SEMINAR**

Date	Level	Type	Time
Friday, January 6 <sup>th</sup>	CT	Seminar 1	12:00-4:00 Begin in STEM 242
Friday, February 3 <sup>rd</sup>	CT	Seminar 2	9:00-4:00 Begin in STEM 242
Friday, March 3 <sup>rd</sup>	CT	Seminar 3	9:00-4:00 Begin in Patriots' Casa
Friday, April 14 <sup>th</sup>	CT	Seminar 4	9:00-4:00 Begin in Patriots' Casa
Monday May 12 <sup>th</sup>	CT	Final Clinical Meeting and Check out	1:00- 3:00 Vista Room

- **Seminar 1:** 12:00 - 1:00 Whole Group Orientation: Information on Clinical Teaching and Testing.
  - 1:30 - 4:00 Field Supervisors Madla Classroom TBD
- **Seminar 2:** 9:00 -10:00 Whole group – (Lawyer-ATPE)
  - 10:00 - 12:30 Mays Center Resume Writing Madla Classroom TBD
  - 1:00 - 4:00 Field Supervisors Madla Classroom TBD
- **Seminar 3:** 9:00 - 10:20 Whole Group Difficult Conversations (Diana Ely-NISD)
  - 10:30 – 12:00 HR Panel Mays Center
  - 1:00 - 4:00 Field Supervisors Madla Classroom TBD
- **Seminar 4:** 9:00 – 10:00 Whole Group Mental Health
  - 10:00 – 12:00 Educator Fair
  - 1:00 - 4:00 Field Supervisors Madla Classroom TBD
- **Final Clinical Meeting:** 1:00-3:00 Celebration and Certification Information

**Dates to Note:**

January 9 ..... First day of Clinical Teaching  
 January 16 ..... MLK Day/TAMUSA Holiday  
 January 23 ..... First week of observations FR 2  
 January 30 ..... First week of observations FR 1  
 March 6 ..... Split Placements begin  
 March 13-17 ..... Spring Break/TAMUSA Holiday  
 May 11 ..... Last Day of Clinical Teaching  
 May 22 ..... Grades Due in Jagwire (Deadline)  
**July 7 ..... Deadline for passing TExES content exam for fall 2023 Clinical Teaching**

## **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 University Field Supervisor (FS) and Cooperating Teacher (CT) 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.

1. Sign two-way release and upload to Bb.
2. Sign Testing Acknowledgement Form
3. Affidavit for Educator CAFÉ Handbook and Orientation/Training to be completed with Cooperating Teacher
4. Resume and a Letter of Interest
5. 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.
6. TEA Required Professional Development Trainings (Suicide Prevention, Mental Health, Substance Abuse)
7. Sixteen (16) weeks of clinical teaching-full days (7.5 hrs.) including 3 weeks of FULL teach of all subjects is required. Completed and signed time sheets must be uploaded on Blackboard by the last monthly Professional Development Seminar meeting.
8. Context for Learning Reflection
9. Assessment Analysis in Class
10. Final Reflection
11. One (1) Mid-term Candidate Disposition Form completed by the cooperating teacher (uploaded to Blackboard by the end of the 9th week).
12. A minimum of five (5) Formal Lesson Plans (see new templates for lesson planning in blackboard) are required to be uploaded in Blackboard 48 hours prior to your observations. (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 forms in Blackboard)
  - b. There must be a minimum of three (3) weeks between the observations by the same observer.
13. Students are required to submit a formal lesson plan in Blackboard a minimum of two (2) school days before the scheduled observation.
14. University Field Supervisor observations must occur within the first five weeks (not before Sept. 1<sup>st</sup> in the Fall), and span at least 3 weeks between the remaining 2 observations. On the very last Field supervisor observation it is preferred that the Cooperating teacher leave the classroom.
15. Cooperating Teacher Observations are to be done after the first University Field Supervisor Observation and again after the second University Field Supervisor observation.

16. \*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.
17. \*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 graduation – last day to submit application is February 15.
	Register for actual/real TExES PPR exam (if you have not passed them already or you are not completing edTPA). <b>Note:</b> Practice exam must have been passed with an 80% within the last 90 days. (Note: edTPA replaces PPR)
	Meet with your Cooperating 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 Syllabus and Educator CAFÉ Handbook. View the Cooperating Teacher Orientation Video with your cooperating teacher. Sign and turn in the Two Way Release and Affidavit by the end of the first or second week of Clinical Teaching.
	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 Cooperating Teacher 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 Cooperating 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’s 1 <sup>st</sup> formal observations including preconference, observation and post-conference (POP cycle) (due by the end of week 6)
	Teach your first subject using your-Teacher’s Lesson Plans
	View Substance Abuse Training and submit certificate
	Complete and submit a resume and letter of interest
	<b>Daily</b> - check your Jaguar email for updates from your Field Supervisor or the Educator CAFÉ.
	Complete Context for Learning and upload to Blackboard

## 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 using school planning format the Friday before you are to teach the lesson.
	Begin looking at data for assessment purpose.
	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 Suicide ASK 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

	Attend Mental Health 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>
	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 Disposition Forms
	Last official day of Student Teaching and all required paperwork due at or before the final Seminar
	Make up Days –days that you were absent from teaching will be made up after the final seminar. An appeal must be submitted to complete make-up days.
	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 the grade sheet tells you which Module each assignment is located in. NOTE: New lesson plan templates have been created for the University. (See in Blackboard)**

# CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Adopted by the State Board for Educator Certification (SBEC)

## ***PREAMBLE***

The Texas educator strives to create an atmosphere that will nurture to fulfillment the potential of each student. The educator is responsible for standard practices and ethical conduct toward students, professional colleagues, parents, and the community. The code is intended to govern the profession, and interpretations of the Code shall be determined by the Professional Practices Commission. The educator who conducts his affairs with conscientious concern will exemplify the highest standards of professional commitment.

## ***PRINCIPLE I***

### **PROFESSIONAL ETHICAL CONDUCT**

*The Texas educator should endeavor to maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.*

### STANDARDS

1. The educator shall not intentionally misrepresent official policies of his school district or educational institution and shall clearly distinguish those views from his personal attitudes and opinions.
2. The educator shall honestly account for all funds committed to his charge and shall conduct his financial business with integrity.
3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
4. The educator shall accept no gratuities, gifts or favors that might impair or appear to impair professional judgment.
5. The educator shall not offer any favor, service or thing of value to obtain special advantage.
6. The educator shall not falsify records, or direct or coerce others to do so.

## ***PRINCIPLE II***

### **PROFESSIONAL PRACTICES AND PERFORMANCE**

*The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional teaching practices and professional performance and shall continually strive to demonstrate competence.*

### STANDARDS

1. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.
2. The educator shall possess mental health, physical stamina, and social prudence necessary to perform the duties of his professional assignment.
3. The educator shall organize instruction that seeks to accomplish objectives related to learning.
4. The educator shall continue professional growth.
5. The educator shall comply with written local school board policies, state regulations, and applicable state and federal laws.

### ***PRINCIPLE III***

#### **ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES**

*The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.*

##### **STANDARDS**

1. The educator shall not reveal confidential information concerning colleagues unless disclosure serves professional purposes or is required by law. The educator shall not willfully make false statements about a colleague or the school system.
2. The educator shall adhere to written local school board policies and legal statutes regarding dismissal, evaluation, and employment processes.
3. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
4. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, creed, national origin, age, sex, handicap, or marital status.
5. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
6. The educator shall not use coercive means or promise special treatment in order to influence professional decisions or colleagues.
7. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

### ***PRINCIPLE IV***

#### **ETHICAL CONDUCT TOWARD STUDENTS**

*The Texas educator, in accepting a position of public trust, should measure success by the progress of each student toward realization of his potential as an effective citizen.*

##### **STANDARDS**

1. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
2. The educator shall not intentionally expose the student to disparagement.
3. The educator shall not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
5. The educator shall endeavor to present facts without distortion.
6. The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, creed, sex, handicap, national origin, or marital status.
7. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

### ***PRINCIPLE V***

#### **ETHICAL CONDUCT TOWARD PARENTS AND COMMUNITY**

*The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.*

##### **STANDARDS**

- a. The educator shall make reasonable effort to communicate to parents' information, which should be revealed in the interest of the student.
- b. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
- c. The educator shall manifest a positive role in school public relations.

Note: Students exhibiting a pattern of concerns will be referred to the Educator CAFÉ Faculty. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ Program.

FORMS,  
ASSIGNMENTS,  
AND EVALUATIONS

(Attached below are some samples of forms you will be asked to help with  
or complete for Dispositions and Evaluations)





## DIGITALLY

### Affidavit for the Clinical Teacher and Cooperating Teacher Orientation/Training

#### **Cooperating Teachers with Clinical Teachers:**

Review the **Cooperating Teacher Handbook** together

AND

View the **Cooperating Teacher Orientation/Training Video** together

**Follow this link to access the video:** <https://www.youtube.com/watch?v=wtqcXJxUN6c>

Then, sign and date this form and upload it to Blackboard.

Single placement cooperating teachers: complete by Sunday January 22, 2023

Dual placement cooperating teachers: complete by Sunday March 12, 2023

*I certify that my cooperating teacher and I have reviewed the Clinical Teacher-Cooperating Teacher Handbook and have watched the Cooperating Teacher Orientation/Training Video.*

Clinical Teacher Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Teacher Signature: \_\_\_\_\_

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

# Sample Letter to Parents

(Optional upon administrator approval)

Date

Dear Parents,

My name is XXXXX and I am going to be student teaching in Mrs. XXXXXX's classroom this semester. I will graduate from Texas A&M-San Antonio in (May or December) with a certification in XXXXX. In addition to my academic activities, I also participate in (any clubs or extra-curricular activities on campus). I am very excited to have the opportunity to student teach in your child's classroom this semester!

Throughout my time at Texas A&M-San Antonio, I have had a wide variety of experiences that have helped me prepare for this semester. I have worked with (field residency experiences and any other relevant experiences – include grade levels and/or subject areas worked with). In addition to these placements, I have also worked as (any other relevant experience – such as full or part-time education jobs, camp director, coaching etc.)

I'm very excited to be here at (campus name). I will be in the classroom working with Mrs. XXXX from the middle of (August or January) until the beginning of (December or May). My educational journey so far has been a lot of work, but it has been well worth it. Each classroom contains unique students with different experiences, and my semester of student teaching will not be any different. I am looking forward to getting to know you and your child in the upcoming weeks. We will have many wonderful experiences and opportunities to learn and grow in the days ahead.

Please feel free to contact me at any time with any questions or concerns. You can contact me by email at [XXXX@jaguar.tamu.edu](mailto:XXXX@jaguar.tamu.edu).

Sincerely,

(Signature OF Clinical Teacher)

Ms. /Mr. First Name Last Name







**B. FIND OUT MORE ABOUT YOUR CLASSROOM: Your Cooperating Teacher can help with this. (Secondary Students focus on one class to gather data)**

Number	Student/Classroom Information
	<b><i>How many students identify as?</i></b>
	Male
	Female
	<b><i>Ethnic Groups</i></b>
	African American
	Asian
	Caucasian
	Hispanic
	Native American
	Two or more races
	Other
	<b><i>Students eligible for Special Education Services</i></b>
	Learning disabilities
	Speech/Language disabilities
	Physical disabilities
	Autism Spectrum Disorder
	Identified Emotionally Disturbed (ED)
	Any other disabilities (please specify)
	<b><i>Students with 504 plans</i></b>
	<b><i>Students on RtI Tier 2 or 3</i></b>
	Reading
	Math
	<b><i>ESL Students/ LEP Students</i></b>
	<b><i>GT Students</i></b>
	<b><i>Economic Circumstances</i></b>
	Economically disadvantaged (i.e., free and reduced lunch)
	Homeless
	<b><i>How Many Students on a Behavior Management Plan?</i></b>
	<b><i>How many Specialists enter the room?</i></b>

Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in any learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	<i>2</i>	<i>Close monitoring, large print text, window card to isolate text</i>

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: ELL students</i>	<i>2</i>	<i>Pair with buddy, read aloud assignments and tests</i>

### C. Context for Learning REFLECTION:

Reflect on **all** the information gathered above parts A&B.

Write a reflection on what you learned about your school and the students in your classroom. How will you use the information about your school and your classroom to drive planning, instruction, activities, and differentiation for your students?

Write a **minimum** of one page.

## TAMUSA CLINICAL DISPOSITION (Use for Mid-Term and Final Disposition)

Teacher Candidate:	J/K#:	TEA #:	Field Supervisor:	Cooperating Teacher:	Date:
--------------------	-------	--------	-------------------	----------------------	-------

**Clinical Candidate Disposition Form-** *After reading each box check the box that describes your candidate best (1.1 - 9.3)*

Disposition		Unacceptable/Fitness to Teach (0 points)	Developing (1 point)	Proficient/Meets Expectations (2 points)
#1 Demonstrates Effective Oral Communication Skills	1.1	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
	1.2	<input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	<input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	<input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors
	1.3	<input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary
#2 Demonstrates Effective Written Communication Skills	2.1	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses
	2.2	<input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Demonstrates common errors in spelling and grammar	<input type="checkbox"/> Demonstrates precise spelling and grammar
#3 Demonstrates Professionalism	3.1	<input type="checkbox"/> Does not respond to communications and does not submit all assignments (or tasks)	<input type="checkbox"/> Delayed response to communications and late submission of assignments (or tasks)	<input type="checkbox"/> Responds promptly to communications and submits all assignments and completes all tasks
	3.2	<input type="checkbox"/> Fails to exhibit punctuality and/or attendance	<input type="checkbox"/> Not consistently punctual and/or has absences	<input type="checkbox"/> Consistently exhibits punctuality and attendance
	3.3	<input type="checkbox"/> Crosses major boundaries of ethical standards of practice	<input type="checkbox"/> Crosses minor boundaries of ethical standards of practice	<input type="checkbox"/> Maintains professional boundaries of ethical standards of practice
	3.4	<input type="checkbox"/> Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others	<input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom, but this is kept to a minimum	<input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace
	3.5	<input type="checkbox"/> Choice of vocabulary that is not considered professional in education.	<input type="checkbox"/> Occasionally uses vocabulary that is considered slang in a written or verbal form.	<input type="checkbox"/> Communicates in written and verbal form with the competence or skill of a professional educator.



#4 Demonstrates a positive and enthusiastic attitude	4.1	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions	<input type="checkbox"/> Seeks solutions to problems with prompting	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining
	4.2	<input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities	<input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	<input type="checkbox"/> Tries new ideas/activities that are suggested
	4.3	<input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues
#5 Demonstrates preparedness in teaching and learning	5.1	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed
	5.2	<input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve	<input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	<input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance
	5.3	<input type="checkbox"/> Comes to class unplanned and without needed materials	<input type="checkbox"/> Comes to class with some plans and most needed materials	<input type="checkbox"/> Comes to class planned and with all needed materials
	5.4	<input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits
	5.5	<input type="checkbox"/> Does not gather or seek student performance data to drive instruction, planning, etc.	<input type="checkbox"/> Gathers some performance data to drive instruction, planning, etc.	<input type="checkbox"/> Plans using data to drive instruction and impact learning.
#6 Exhibits an appreciation of and value for cultural and academic diversity	6.1	<input type="checkbox"/> Demonstrates inequitable embracement of all diversities	<input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities	<input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence
	6.2	<input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students	<input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors
#7 Collaborates effectively with stakeholders	7.1	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus	<input type="checkbox"/> Demonstrates some flexibility in working with others	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
	7.2	<input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	<input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent	<input type="checkbox"/> Always maintains a respectful tone, even during dissent as evidenced by not interrupting or talking over others
	7.3	<input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

#8 Demonstrates self-regulated learner behaviors/takes initiative	8.1	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support
	8.2	<input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted
#9 Exhibits the social and emotional intelligence to promote personal and educational goals/stability	9.1	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
	9.2	<input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	<input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time	<input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
	9.3	<input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness
Summary of Dispositions	Number of Dispositions Needing Improvement _____	Number of Dispositions where Developing _____ (x1 point)	Number of Dispositions where Meets Expectations _____ (x2 points)	

\*Adapted from Ball State University's Educator Disposition Assessment System.

**\*\*Original Signatures Required below.**

\*\*Evaluator Name \_\_\_\_\_ \*\*Evaluator Signature \_\_\_\_\_ Total Points \_\_\_\_\_/56

**Check one:**  Mid-Term or  End of Semester (EOS)

**\*\*Disposition Point Conversion: (For Field Supervisors only)**

42-56= 15 points (Proficient)

41-28= 10 points (Developing)

27 and below= 5 points (Unacceptable) FTT

Please **initial** and check yes or no:

\_\_\_\_\_ (MIDTERM ONLY) The candidate is currently on track to complete Clinical Teaching this semester **Check one:**  Yes or  No

**End of Semester: (please only initial ONE statement)**

\_\_\_\_\_ I agree the candidate has completed Clinical Teaching and recommend for Certification (**End of Semester**)

\_\_\_\_\_ I **DO NOT** recommend this candidate for Certification. **Rationale must be provided in writing (End of Semester)**

Use the space below for any additional comments:

---



---



---



---



---

# Candidate Midterm Checklist

\*\*To be completed by the Cooperating Teacher with the Mid -Term Disposition

Teacher Candidate: \_\_\_\_\_ J/K#: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

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

CLINICAL TEACHER HAS:	COMPLETED (√)	NOT YET ACCOMPLISHED (√)
Attended Professional Development		
Attended a Parent Meeting		
Attended on campus events (after hours)		
Engaged in a co-teach lesson		
Attended an ARD/504 Meeting		
Taken over one or more subjects or class periods (i.e., Planning, instruction, assessment, classroom management)		
Contributed during TEAM/grade level meetings		
Planned and scheduled at least 3 weeks of Full Teach		
Demonstrated effective classroom management strategies		
Engaged students in lessons by differentiating and infusing cultural relevance		
Taught a small group for remediation or re-engagement		
Delivered feedback to individual students on their performance “Glows and Grows”		
Participated in the analysis of benchmark data		
Led a lesson that included Social Emotional Learning		

## Pre-Formal Observation Reflection Form

**SEE HIGHLIGHTED PORTIONS THAT YOU WILL COMPLETE**

[POP Cycle- 2 Observations REQUIRED BY COOPERATING TEACHER]

This form must be completed by the candidate prior to their pre-observation conference with their Field Supervisor.

Submit a copy of your lesson plan and this completed form in Blackboard two days prior to the pre-conference meeting.

\*\*Supervisor Notes will be added in the last box of the pre-conference denoting what was discussed.

Student Name (print):	Evaluator (print):
Date of Pre-Conference:	Grade Level:
Curriculum Area Observed:	Total Points: _____/10 (1 point per box)

1. Identify the learning target(s)/performance objectives for this lesson. Describe what instructional tasks have been planned to support students' understanding of the learning target(s). Explain how these instructional tasks help with students' understanding of the learning target(s).

2. How will you connect this lesson with the students' prior academic knowledge and prerequisite skills, as well as lessons that may follow? How do you relate the lesson to "real world" usage? Consider what you know about your students personally, culturally, and their lived experiences.

3. Describe how you will monitor and evaluate students' progress throughout the lesson. Identify opportunities for students to share and/or demonstrate their understanding of the learning target by the end of the lesson (i.e., DOK questions, exit ticket, etc.).

4. Describe any common developmental approximations and/or misconceptions that you anticipate in teaching the lesson. Explain how you will address each of these.

5. Identify the curriculum materials you and students will use to support teaching and learning throughout this lesson.

6. What planned supports (i.e., graphic organizer, anchor chart, manipulatives, etc.) will you use for students with varied learning needs (i.e., 504s/IEPs; ELLs; struggling, underperforming, gaps in knowledge and/or gifted)?

7. How are you differentiating for all students during instruction (content, process, environment, product)? What do you have planned for late and early finishers? Consider what you know about your students personally, culturally, and their lived experiences.

8. How will you specifically accommodate or modify instruction and instructional tasks to meet the needs of an IEP, 504, etc. (should be listed in your Context for Learning)?

9. How are you planning to keep students engaged throughout the lesson? Be specific.

10. Are there any specific concerns you have that you would like me to be aware of such as students, curriculum, or instruction? Are there any specific areas you would like me to provide feedback?

**Field Supervisor Pre-Conf Notes:**

## Formal Lesson Observation/Evaluation Form [POP Cycle]

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Total Time: (min 45 minutes) \_\_\_\_\_

Campus: \_\_\_\_\_ Room#: \_\_\_\_\_ Grade Level \_\_\_\_\_ Subject: \_\_\_\_\_

Student: \_\_\_\_\_ Student Signature\*: \_\_\_\_\_

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

District: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Evaluator Signature\*: \_\_\_\_\_

Preconference Date: \_\_\_\_\_ Preconference Format: \_\_\_\_\_

Post conference Date: \_\_\_\_\_ Post conference Format: \_\_\_\_\_

Observation points: \_\_\_\_\_/10

\*NOTE: Original signatures required

Scale: 12-14 proficient and above = 10 points; 9-11 proficient and above = 8 points; 6-8 proficient and above = 6 points; 3-5 proficient and above = 4 points; 0-2 proficient and above = 2 points

This evaluation is aligned to the Texas Teacher Evaluation Support System (T-TESS). T-TESS is a growth model evaluation system that is intended to support the continued development of educators. It is not a quantified system, nor should the levels of proficiency be equated to any sort of grading system. The expectation is that even most experienced teachers will operate at the level of “proficient”.

T-TESS is comprised of four Domains: 1) Planning, 2) Instruction, 3) Learning Environment and 4) Professional Practices and Responsibilities. Each Domain contains several Dimensions. This student evaluation includes Domains 1-4. Although Domain 4, Professional Practices and Responsibilities, has been included on this form, in most cases it is not possible to observe this Domain in pre-service teachers. In most cases, it will not be evaluated during this observation; indicate N/A for not applicable.

“Proficient” is the level of proficiency required in statute and is considered to be “rock solid teaching”. It is not expected that many students will achieve the levels of proficiency “Accomplished” or “Distinguished”. These levels of proficiency will only be assigned when there is clear evidence of significant growth over time.

Distinguished	Accomplished	Proficient 8-10 points	Developing 6-4 points	Improvement Needed Below 4 points
Student demonstrates distinguished performance at a high level always and consistently (Consistently Student Centered)	Student demonstrates accomplished expectations consistently most of the time (Mostly Student Centered)	Student applies proficient competencies, most of the time (Both Student and Teacher Centered)	Student demonstrates developing characteristics, or skills required some of the time (Mostly Teacher Centered)	Student demonstrates few quality characteristics, or skill required rarely (Teacher Centered)
				<b>Fitness to Teach Needed</b>

Be sure to total the amount of time that the student was observed. This must be verified prior to the student receiving a recommendation for certification. Do NOT include any time spent planning or debriefing with the student; only instructional time should be included in this total.

Please Circle a rating ON THE NEXT PAGE in each box UNDER THE DOMAINS ON THE T-TESS Rubric to obtain a score.

<b>Domain 1-Planning</b>			
<b>Standards and Alignment 1.1</b> The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.	<b>Data and Assessment 1.2</b> The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	<b>Knowledge of Students 1.3</b> Through knowledge of students and proven practices, teacher ensures high levels of learning, social-emotional development and achievement for all students.	<b>Activities 1.4</b> The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN
<b>Domain 2-Instruction</b>			
<b>Achieving Expectations 2.1</b> The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.	<b>Content Knowledge and Expertise 2.2</b> The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	<b>Communication 2.3</b> The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	<b>Differentiation 2.4</b> The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN
<b>Monitor and Adjust 2.5</b> The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.			
<b>Rating:</b> Dist. A P Dev. IN			
<b>Domain 3-Learning Environment</b>			
<b>Classroom Environment, Routines and Procedures 3.1</b> The teacher organizes a safe, accessible and efficient classroom.	<b>Managing Student Behavior 3.2</b> The teacher establishes, communicates and maintains clear expectations for student behavior.	<b>Classroom Culture 3.3</b> The teacher leads a mutually respectful and collaborative class of actively engaged learners.	
<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN
<b>Domain 4-Professional Practices and Responsibilities</b> (Indicate N/A if not observed; this is often the case for pre-service teachers)			
<b>Professional Demeanor and Ethics 4.1</b> The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	<b>Goal Setting 4.2</b> The teacher reflects on his/her practice.	<b>Professional Development 4.3</b> The teacher enhances the professional community.	<b>School Community Involvement 4.4</b> The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.
<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN	<b>Rating:</b> Dist. A P Dev. IN N/A	<b>Rating:</b> Dist. A P Dev. IN N/A

## Pre-Service Teacher Evidence/Data Collection Sheet

Evaluations of pre-service teacher performance should be based on actual evidence collected during instruction. Use the following pages to record key information from the lesson. Record specific data regarding what the teacher said and did and what the students said and did. Make additional copies of this form as needed to record your evidence. Include this data with the Evaluation; discuss with student.

Evidence – What the Pre-Service TEACHER said and did	Evidence – What the STUDENTS said and did



<b>Evidence – What the Pre-Service TEACHER said and did</b>	<b>Evidence – What the STUDENTS said and did</b>

## Formal Post-Observation Conference Reflection Form [POP Cycle]

The Reinforcement plan will be completed immediately following the observation with the Field Supervisor or cooperating teacher. Candidates must complete the Refinement Plan within 48 hours of the observed lesson and upload it to Blackboard.

Student Name (print):	Evaluator (print):
Date of Post-Conference:	Curriculum Area Observed:
Grade Level:	Total Points: ____/10    10- 9 = Proficient, 8-6 = Developing, 5-1 = Needs Improvement *Requires resubmission
Student Signature (original signature required):	<b>Evaluator Signature (original signature required):</b>

### Reinforcement Plan

**Self-Analysis -Identify what aspects of the lesson went well. Explain why you feel these aspects of the lesson went well.** (Completed by student immediately after observation)

**Describe how you demonstrated respect for and rapport with students during the lesson? Describe how you demonstrated a responsiveness to the learning needs of all students during the lesson. (Identify the T-TESS Dimension(s) aligned to your response)** (Completed by student immediately after observation)

**Reinforcement Area (Evaluator identifies T-TESS Dimension(s) that went well during the lesson):**  
(Completed by evaluator immediately after observation)

**Evidence:** (Completed by evaluator immediately after observation)

## Refinement Plan

Self-Analysis -Identify what revisions you would make to instruction of this lesson? Explain why you believe these revisions would improve student learning. Support your response with evidence from informal evaluation and/or progress monitoring **AND** principles from their research. **(5 points)**

(Completed within 48 hours by student)

Identify the lesson's learning target and success criteria. A) Briefly provide an analysis of student learning related to the learning target and success criteria. B) Describe how you will provide feedback to students about meeting the learning target and how you will support students in using the feedback to further their learning of the learning target. **(5 points)**

(Completed within 48 hours by student)

**Refinement Area (Evaluator identifies T-TESS Dimension(s) that needs improvement):**

(Completed immediately after observation by evaluator)

**Evidence:** (Completed immediately after observation by evaluator)

**Recommendations/Goals (Evaluator identifies two or three specific goals for the clinical teacher to focus on):**

(Completed immediately after observation by evaluator)

## 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).**

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 \_\_\_\_\_, 2023. 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

**SAMPLE**  
***Texas A&M University San Antonio***  
***Educator Preparatory Program***  
***Candidate Growth Plan***  
*(Must be Typed and Uploaded to Quick Base upon Initiation and Completion)*

<b>Student Name:</b>	<b>K/J Number:</b>
<b>District:</b>	<b>Campus:</b>
<b>Cooperating Teacher:</b>	<b>Grade/Subject:</b>
<b>Field Supervisor:</b>	<b>Date:</b>
<b>Schedule to Evaluate Growth Plan Progress:</b>	
<b>Step 1 - Goal Selection</b>	
<b>Area(s) Identified for Improvement</b> – (specify areas that require improvement from TTESS rubric or Fitness to Teach)	
<b>Evidence</b> – (provide evidence that supports the concerns identified in focus areas)	

**Step 2 – Action Plan**

**Professional Growth Strategies & Activities** – (identify strategies & activities pertaining to the area(s) of focus)

<b>Intervention Strategies</b>	<b>Support (Training, Materials, Staff)</b>	<b>Date and Evidence of Completion</b>	<b>Evaluation Measures (What evidence will be provided to demonstrate growth and progress)</b>	<b>Evidence of Successful Completion (Measurable Outcome)</b>

<b>Initial Review</b>	EDUCATOR CAFÉ Candidate Signature:	Date:
	Cooperating Teacher Signature:	Date:
	Field Supervisor Signature	Date:

Progress Report 1 (within 14 days of initial review):

<b>Follow-up 1</b>	Candidate Signature:	Date:
	Cooperating Teacher Signature:	Date:
	Field Supervisor Signature:	Date:
Progress Report 2 (within 24 days of initial review):		
<b>Follow-up 2</b>	EDUCATOR CAFÉ Candidate Signature:	Date:
	Cooperating Teacher Signature:	Date:
	Field Supervisor Signature:	Date:
Final Report (within 30 days of initial review):		
Final Follow-Up	EPP Candidate Signature:	Date:
Candidate has made sufficient progress: Yes    No	Cooperating Teacher Signature:	Date:
	Field Supervisor Signature:	Date:

**\*If the candidate has not made sufficient progress within 30 days, the candidate may be removed from the clinical teaching assignment.**

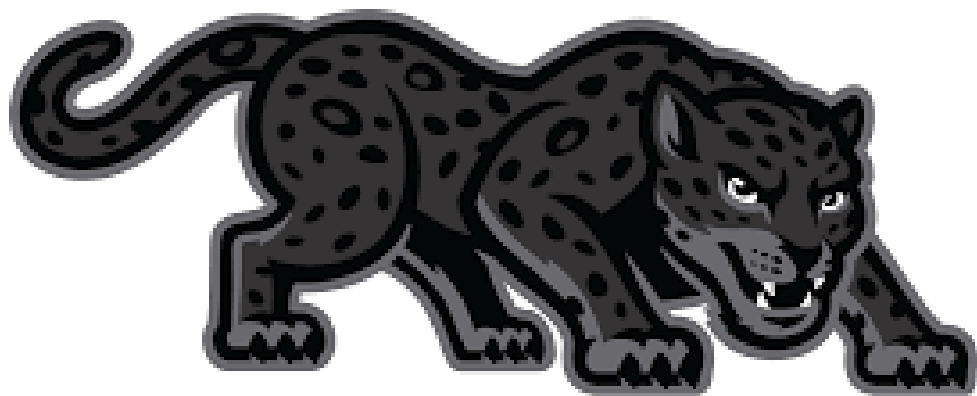
***FITNESS TO TEACH***

*Note: The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet program standards will be allowed to continue in the program. Students pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by faculty and program staff throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program.*

*If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and removal from the program is possible. Periodically in each candidate's preparation, there will be checkpoints at which faculty, Field Supervisors and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan.*

*All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. Note: Students exhibiting a pattern of concerns will be referred to the Assistant Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFÉ will be required to shift to a non-certification degree program to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree plan.*





**TEXAS A&M UNIVERSITY**  
**SAN ANTONIO**