

***HUSTON-TILLOTSON UNIVERSITY***

**Educator Preparation Program**



**Clinical Teacher Handbook  
2020-2021**

*Updated October 2020*

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Portions of this Handbook adapted with permission from the Clinical Teacher Handbooks of the University of Texas at El Paso, Stephen F. Austin University, and Tarleton State University.

### **Please Note**

The information enclosed is accurate at the time of printing; however, policies are subject to change based on state guidelines. Check with an advisor before making a major decision based on the contents of this handbook. Staff in The Department of Educator Preparation (EPP) can help guide you through the program to complete your teacher certification.

Dear HT Clinical Teachers:

You are about to enter the final and most important stage of your professional preparation to become tomorrow's teachers—the Clinical Teaching experience. This year will be marked by challenges, peaks and valleys, and exciting moments of connection with students in the acquisition of knowledge. Approach this time with a spirit of determination to fulfill your calling as teachers. It is the young we seek to educate, and in so doing, continue to learn ourselves. This handbook will guide you through your Clinical Teaching semester(s). In its pages, you will learn how you may approach this experience, what is expected of you as a student teacher, the help and guidance that will come your way, and how you will be evaluated. We recommend that you place this document in a binder, "Clinical Teaching Handbook," and take it with you to your assigned classroom every day. Similar handbooks provide information for your Cooperating Teacher and field supervisor. Each one of these individuals will play a key role in your success during this exciting field experience semester. It is with joy and enthusiasm that we send you out into the school world. We have done our best to prepare you for this time. Your assigned field supervisor will visit your school periodically, and we look forward to hearing about your experiences in the field. Please contact us if you have any questions or if we can be of any assistance to you.

Best regards,

*Dr. Sarah Santillanes*

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## **Path to Certification**

- \_\_\_\_\_ Take the content prior to clinical teaching
- \_\_\_\_\_ Go to Evans Hall for advising the semester before the Clinical Teaching begins.
- \_\_\_\_\_ Register for Clinical Teaching EDUC4907 and seminar EDUC4307
- \_\_\_\_\_ Attend the Clinical Teacher Orientation. Check with EPP for specific time, date, and location. For more information, call EPP at 505-3096.
- \_\_\_\_\_ Print the Clinical Teacher Handbook and place in a binder. Take with you on your student teaching days.
- \_\_\_\_\_ Visit your school one week before the Clinical Teaching begins. Meet your cooperating teacher, administrator, and office staff.
- \_\_\_\_\_ Your Clinical Teaching begins.
- \_\_\_\_\_ Meet with your Cooperating Teacher to discuss your progress every week.
- \_\_\_\_\_ Contact your field supervisor if any problems or questions arise.
- \_\_\_\_\_ Discuss your mid-term evaluation with your cooperating teacher.
- \_\_\_\_\_ Take PPR exam
- \_\_\_\_\_ Complete your professional resume and portfolio.
- \_\_\_\_\_ Attend Career Day.
- \_\_\_\_\_ Discuss your final evaluation with your cooperating teacher.
- \_\_\_\_\_ Sign your final evaluation with your cooperating teacher.
- \_\_\_\_\_ Clinical Teaching ends.
- \_\_\_\_\_ CELEBRATE!!!
- \_\_\_\_\_ Apply for Standard Teacher Certification.
- \_\_\_\_\_ Notify EPP chair that you have applied for Standard Teacher Certification
- \_\_\_\_\_ Attend the graduation clearing session with registrar's office.
- \_\_\_\_\_ Apply for graduation and pay graduation fees.
- \_\_\_\_\_ Purchase regalia.
- \_\_\_\_\_ Attend HT commencement ceremony.

## **Background**

Huston-Tillotson University is a historically black university affiliated with The United Methodist Church and the United Church of Christ. The mission of the University is to provide its increasingly diverse student body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares students with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University's historic constituents and evolving populations, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University is the oldest institution of higher education in Austin. Tillotson Collegiate and Normal Institute opened on January 17, 1881 and Samuel Huston College opened in the fall of 1900. Huston-Tillotson College was formed when Tillotson College and Samuel Huston College merged in 1952. Huston-Tillotson University awards four year degrees in business, education, the humanities, natural sciences, social sciences, science, and technology. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes students of all ages, races, and religions.

## **HTU Educator Preparation Program Mission**

The Huston-Tillotson University Educator Preparation Program prepares candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation framed within a social justice perspective, the HTU-EPP mission is to assist candidates in developing knowledge, skills, and dispositions necessary to become effective, caring data driven teachers in an ever-changing and diverse society. Candidates are prepared to become effective educators who are technology focused, reflective and lifelong learners that are actively (re)defining their professional teaching identity coupled with engagement in active advocates for students, parents and communities.

## **Huston-Tillotson University Policies**

All policies contained in the *Huston-Tillotson University Bulletin, 2019-2020* apply to all candidates, Clinical Teachers, faculty, and staff of the HT EPP. This document is available online at <http://htu.edu/academics/university-bulletin>.

## **General Information**

Graduates from this program receive a degree in Education or a specific academic concentration (e.g. Math, History, Kinesiology, Music, etc.). After admission into the Educator Preparation Program (EPP), students complete the Professional Development Sequence of courses. Huston-Tillotson University has accreditation from the Texas Education Agency State Board for Educator Certification to prepare candidates for teacher certification in the following areas:

## Degrees and Certificates Offered

Academic Major	Degree	Educator Certificate	Grades
Education	BA in Education	Core Subjects EC-6	Early Childhood-6
Education	BA in Education	Core Subjects 4-8	4-8
Education	BA in Education	Special Education	Early Childhood-12
Education	Certificate only	ESL, Special Education, Bilingual Supplemental	
Chemistry	BS in Chemistry	Physical Science	6-12
Biology/Chemistry	BA in Biology or Chemistry	Science	4-8, 7-12
Computer Science	BS in Computer Science	Computer Science	8-12
English	BA in English	English, Language Arts, & Reading	4-8, 7-12
History	BA in History	History	7-12
History/Political Science	BA History or Political Science	Social Studies	4-8,7-12
Kinesiology	BA in Kinesiology	Physical Education	EC-12
Mathematics	BA in Math	Mathematics	4-8, 7-12
Music	BA in Music	Music	EC-6

### §228.30. Educator Preparation Curriculum: 2020-2021 Changes

(a) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure educator effectiveness. (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include: (A) professional ethical conduct, practices, and performance; (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students; (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b); (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or research-based practices shall be implemented as required by the provider of the best practice-based program or research-based practice; Requirements for Educator Preparation Programs §228.

and the high expectations for students in this state; (5) the importance of building strong classroom management skills; (6) the framework in this state for teacher and principal evaluation; (7) appropriate relationships, boundaries, and communications between educators and students; and (8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must: (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website; (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and (C) include resources to address any deficiencies identified by the digital literacy evaluation. (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class: (1) the relevant TEKS, including the English Language Proficiency Standards; (2) reading instruction, including instruction that improves students' content-area literacy; (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and (4) the skills and competencies captured in the Texas

(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards). (f) The following educator content standards from Chapter 235 of this title (relating to Classroom Teacher Certification Standards) shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3

teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards). (e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas: (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards; (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and (3) Science of Teaching Reading Standards. Statutory Authority: The provisions of this §228.30 issued under the Texas Education Code, §§21.031; 21.041(b)(1); 21.044; 21.0442(c); 21.0443; 21.0453; 21.0454; 21.0455; 21.046(b); 21.0485; 21.0487(c); 21.0489(c); 21.049(a); 21.0491; 21.050(b) and (c); and 21.051; and the Texas Occupations Code §55.007. Source: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016; amended to be effective October 27, 2014, 39 TexReg 8388; amended to be effective December 27, 2016, 41 TexReg 10280; amended to be effective December 20, 2018, 43 TexReg 8091.



## **Understanding Student Teaching**

Clinical Teaching is the culminating field experience in which teacher candidates demonstrate their knowledge, skills, and dispositions related to educating students. This is a time when student teachers express their commitment to the personal and professional qualities included in our Educator Preparation Program mission. It is critical to view Clinical Teaching as an opportunity to grow as a professional. As **guests** in the public school systems, teacher candidates exhibit their knowledge of child growth and development and commitment to student learning while contributing to the campus community.

Each Clinical Teacher brings with him/her a unique set of experiences. These experiences provide a solid foundation for the Clinical Teaching semester. Being with children all day, every day, for one semester will be exhausting and energizing at the same time. Eat well, get plenty of sleep, and stay healthy!

Clinical Teachers are assigned two types of mentors: a field supervisor, employed by HT; and a cooperating teacher, employed by a participating school district. The field supervisor and Cooperating Teacher serve as your personal resources, support system, and evaluators. Cooperating teachers are master teachers and essential to your culminating education experience. They serve as models of effective practice, professionalism, and critical thinking. Your Cooperating Teacher will serve as “coach” during your early experience and as “evaluator” as you progress through the program.

Our handbook discusses policies and procedures for Huston-Tillotson University student teachers. Carefully read and review this handbook before beginning your Clinical Teaching experience to help you create a positive and professional experience.

## **Recommended Progression**

### **Week 1**

- Observation
- Start gathering information for you Class Profile
- Start the exercise about your professional teacher identity
- Start the communication log
- Compose Parent Letter deliver to Cooperating Teacher
- Start your Weekly Reflective Journal Writings
- Participation
  - Assisting with lessons
  - Small group activities
  - Study sessions
  - Tutoring

### **Week 2 – Week 3**

- Clinical Teacher gradually assumes responsibility (with guidance of cooperating teacher) for teaching each subject for elementary and each class for middle and high school.
- All lesson ideas and activities are to be discussed with cooperating teacher.
- Continue the exercise about your professional teacher identity
- Continue to document your communication with the Clinical Teacher.

#### **Week 4 – Week 12**

- Clinical Teacher is responsible for planning, teaching, and evaluating the lessons and activities for each subject for elementary and each class for middle and high school.
- Cooperating Teacher continues to observe and provide appropriate feedback and guidance.
- Cooperating Teacher conduct an observation of the Clinical Teacher during **week 6** and **week 10**
- Cooperating Teacher conduct a mid-term assessment of the Clinical Teacher during **week 8**
- Continue the exercise about your professional teacher identity
- Continue to document communication with the Clinical Teacher and Cooperating Teacher.
  - Start working on your growth plan

#### **Week 13 – Week 14**

- Clinical Teacher gradually returns responsibility for teaching back to the Cooperating Teacher.
- Cooperating Teacher conduct the Final Evaluation of the Clinical Teacher **during week 14**
- Finish the exercise about your professional teacher identity
- Finish documenting communication between the Clinical Teacher and Cooperating Teacher .

## **Clinical Teaching Placement**

Clinical Teaching Request and Checklist Deadline

Fall assignment March 1

Spring assignment October 15

Acceptance into the HT EPP does not guarantee a Clinical Teaching assignment. The semester prior to Clinical Teaching placement, the student must submit the *Clinical Teaching Request and Checklist* form (see appendix) with documentation of:

1. Cumulative 2.75 GPA
2. A grade of “C” or better in all required EDUC, RDNG, SEDL courses
3. A grade of “C” or better in all required major courses, as designated on degree plan
4. Complete Professional Development sequence of courses
5. No remaining semester credit hours (SCH) except Clinical Teaching and seminar
6. Finalized professional portfolio
7. Taken TExES content, *required*
8. Membership in a professional educational organization (ATPE)
9. Copy of degree plan signed by Advisor
10. Unofficial transcript

## **Clinical Teacher Roles and Responsibilities**

You represent Huston-Tillotson University every time you walk into a classroom. This is an exciting and important responsibility, and we want to help you feel prepared for your assignment. Remember that you are guests in your cooperating teacher’s classroom. You should follow all the rules and regulations of your Cooperating Teacher and of the school in which you will work. As student teachers, you are expected to have the same responsibilities as your Cooperating Teacher in regard to meetings and other assigned duties. Student teachers should be seen and treated as regular teachers by the school’s students, cooperating teachers, staff, and administrators. As student teachers, you are expected to comply with the following:

1. Complete all Clinical Teaching requirements
2. Abide by all polices described in your orientation, Clinical Teaching Handbook, HT Bulletin, and EPP.
3. Pass the Content and PPR exams.
4. Arrive at school on time and record time on the Clinical Teacher log sheet at the campus and the Attendance Log (see Appendix A).
5. Inform your campus, cooperating teacher, field supervisor, and Educator Preparation office on or before any absence. Fill out the absence report (Appendix B)
6. Dress appropriately.
7. Be dependable.
8. Accept your cooperating teacher’s decisions regarding material to be covered and method of presentation. Your Cooperating Teacher is the instructor of record and is responsible for all classroom activities.
9. Plan for all activities for which you are responsible.
10. Establish and maintain effective professional working relationships.

11. Handle confidential information (student records, etc.) in a professional manner.
12. Maintain the same school hours and attend the same school activities as your cooperating teacher.
13. Adhere to all district specific policies, rules, and timelines.

### **Criminal Background History**

As a student teacher, you will not be allowed in the classroom on the first day of Clinical Teaching until your background check is cleared. It is mandatory that you start your Clinical Teaching on the first day you are eligible as assigned by HT. The school district human resources department will issue a letter of background clearance that you will deliver to your assigned school principal. You will not be allowed to start your Clinical Teaching without the district letter.

### **Attendance Policy**

TEA requires at least 14-weeks of student teaching. All clinical teaching candidates are required to keep an [Attendance Log](#). This log is to be signed by the Cooperating Teacher each day and uploaded to the student's Attendance Assignment Grade Tab at the end of each week. The original copy will be placed in the students' Field Experience Binder for submission at the final clinical teaching seminar. Clinical teaching candidates are not permitted to leave early or report late. Student teachers are expected to keep the same hours as the faculty of the school to which they are assigned for the full teacher workday, including staff development and teacher planning time. Clinical teaching candidates have no excused absences from the classroom.

The student teacher must notify both the Cooperating Teacher and the Field Supervisor, as soon as the impending absence is realized via Text followed-up and documented via email. When possible, the Cooperating Teacher and the Field Supervisor should be notified before the start of the school day on which the absence occurs, preferably at least the night before.

An [Absentee Form](#) for each student teacher's absence must be completed, signed, and uploaded to the Student's Attendance Assignment Tab in the Student's *myhtu portal* for the appropriate week immediately after emergency absent (within 48 hours). For planned absences, the form should be completed and submitted as soon as the clinical teacher confirms the future absence (s). The original copy should be placed in the student's binder. From the Student's Attendance Assignment Tab (located in the grade book), the Field Education Supervisor will send a copy of this form to the Chair of Education Preparation Program, College of Arts and Science.

Even if your absence is due to illness, sick child, or death in the family, missed days must be made up. ***Student teachers will make up any missed days.*** Make-up days must be completed for any absences from clinical teaching. This includes official school closure because of inclement weather, winter breaks, safety closures, etc. If you are unable to make up the day or days as posted on the school website, you are asked to work individually with your Cooperating Teacher for other possible dates. Please also contact your field supervisor and the EPP office.

Make-up days are to be completed after the final clinical teaching day and should be documented on the Attendance Log. This additional page should be uploaded to the student's Attendance Assignment Tab, a hard copy placed in the Field Experience Binder for submission at the final clinical teaching seminar. The Clinical Teacher should submit the original copy to the Coordinator of Clinical Experiences upon completion of the make-up days.

your campus, cooperating teacher, field supervisor, and Educator Preparation office on or before any absence

*\*\*\* It is the student's Sole responsibility to keep abreast of the University/State attendance policy and manage his/her attendance status as it relates to successfully completing this course/program\*\*\**

## **Professionalism**

As a Clinical Teacher, you are considered a pre-service teacher and should conduct yourself in a professional manner. Arrive when your Cooperating Teacher arrives for the day or earlier. Leave when your Cooperating Teacher leaves for the day or later. Dress professionally. Be respectful toward your students, your cooperating teacher, campus staff, parents, and your field supervisor. Follow all rules established by your cooperating teacher. You should view this time as an opportunity to show what you can do in a classroom. Your actions speak louder than your words.

## **STANDARDS OF BEHAVIOR**

Successful student teachers are professional in their relationships with students, parents, administrators, supervisors, teachers, and support staff. They abide by the **Texas Educator's Code of Ethics** and exhibit the following behaviors as they assume their responsibilities:

1. conduct themselves in a way that reflects maturity, good judgment, diplomacy, and a high ethical standard;
2. develop and nurture appropriate relationships with students;
3. maintain confidentiality regarding all information concerning students;
4. adhere to all local school policies while assigned to the school district;
5. attend all Clinical Teaching seminars or trainings;
6. exhibit appropriate professional appearance based on good grooming and appropriateness for the teaching assignment.

All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher, students, and education.

Successful student teachers maintain a high level of moral integrity. They avoid ALL illegal and inappropriate behaviors/practices.

## **Illegal and Inappropriate Clinical Teacher Behaviors/Practices**

1. Taking alcoholic beverages, tobacco products, or firearms onto school campuses, either in personal belongings or in vehicles
2. Making direct contact with media about school activities
3. Making sexual advances to students, faculty, or staff
4. Inviting guest speakers without permission from Cooperating Teacher
5. Planning fieldtrips before discussing with Cooperating Teacher
6. Making arrangements for parent conferences without approval of Cooperating Teacher
7. Criticizing school district, faculty, or students in the community
8. Gossiping about students, teachers, or any other school affiliated person
9. Talking negatively about curriculum, policies, and/or procedures
10. Using incorrect grammar
11. Telling ethnic or sexual jokes
12. Using inappropriate language (i.e. lewd, cursing, slang)

13. Following an inappropriate chain of command (i.e. complaining to the principal before talking with the cooperating teacher)
14. Using school resources or materials for personal use (e.g. taking projector for home use, copying personal materials, taking school stationery for personal use, etc.)
15. Using school technology (computers, cameras, etc.) for personal or unauthorized use
16. Leaving campus without permission of Cooperating Teacher
17. Texting during the school day
18. Facebook – posting or social networking during the school hours (student teachers should not friend students or parents)
19. Emailing students or parents for personal or non-school related issues and/or without the permission of the cooperating teacher
20. Photographing students without permission from Cooperating Teacher or principal- (documented consent is required).

### **Clinical Teaching Dress Code Policy**

<b>Male Suggested Attire</b>	<b>Female Suggested Attire</b>
<ul style="list-style-type: none"> <li>• Shirt, tie and dress pants (first day)</li> <li>• Sport coat or blazer</li> <li>• Slacks – non-denim Khaki pants</li> <li>• Polo-type shirts</li> <li>• Button-down shirts</li> <li>• Turtlenecks, sweaters</li> <li>• Shirts/crewnecks – non-T-shirt material</li> </ul>	<ul style="list-style-type: none"> <li>• Skirts – knee length</li> <li>• Dresses – knee length</li> <li>• Slacks – non-denim Khaki pants</li> <li>• Dress pants or pant suits</li> <li>• Sweaters/jackets</li> <li>• Dress blouses – not see through</li> <li>• Shirts/crewnecks – non-T-shirt material. Not deep V-neck</li> </ul>
<b>Male Inappropriate Attire</b>	<b>Female Inappropriate Attire</b>
<ul style="list-style-type: none"> <li>• Shorts/sweatpants (except for PE)</li> <li>• Nylon jogging suits</li> <li>• Overalls</li> <li>• Tank tops</li> <li>• T-shirts (except for campus spirit days)</li> <li>• Mesh shirts</li> <li>• Sleeveless shirts</li> <li>• Flip flops</li> <li>• Tennis shoes (except for PE)</li> <li>• Hats or caps</li> <li>• Visible tattoos</li> <li>• Body piercing</li> </ul>	<ul style="list-style-type: none"> <li>• Shirts with deep V-neck</li> <li>• Shorts/sweatpants (except for PE)</li> <li>• Jeans</li> <li>• Nylon jogging suits</li> <li>• Overalls</li> <li>• Bare or exposed midriffs</li> <li>• T-shirts (except for campus spirit days)</li> <li>• Tank tops/halter tops</li> <li>• Mesh or sheer tops</li> <li>• Tennis shoes (except for PE)</li> <li>• Flip flops</li> <li>• Spaghetti strap tops or dresses</li> <li>• Hats or Caps</li> <li>• Visible tattoos</li> <li>• Body piercings</li> </ul>

## **Teacher Candidate Dispositions at Huston-Tillotson University**

### **Social Justice**

1. Promoting social justice
2. Providing equitable learning opportunities for all students
3. Promoting the achievement of students at all levels
4. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning

### **Integrity**

5. Maintaining her/his position as a positive role model for students and others
6. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others
7. Maintaining the standards of confidentiality regarding student information and communications

### **Excellence**

8. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
9. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
10. Developing students' skills as problem solvers as they progress toward becoming independent, self-directed learners
11. Using effective planning and classroom organization as tools in maximizing the time available for instruction and learning

### **Respect**

12. Collaborating with other professionals to improve the overall learning of students

### **Accountability**

13. Accepting responsibility for what occurs in her/his classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
14. Using sound judgment and thoughtful decision making with consideration of the consequences

### **Continuous Learning**

15. Demonstrating life-long learning and personal growth through reflection, seeking constructive feedback, and being willing to learn from others and past experience
16. Participating in professional growth activities within and outside the school

## **Candidate Understanding of Dispositional Expectations**

Each candidate will sign a dispositions verification form indicating that they understand the dispositions that they are to demonstrate in all course work, internship experiences and other activities associated with their becoming a teacher during orientation. This form will be turned in to the EPP office and become part of her/his Texas Education Agency (TEA) education file.

## **Reporting of Dispositional Deficiencies**

Field supervisor will submit to the chair of their department documentation of any candidate's lack of proficiency about targeted dispositions. Prior to submitting the documentation, the field supervisor must meet with the candidate, discuss the candidate's deficiency(s), and obtain a signature from the candidate. The signature does not mean that the student agrees with the decision of the field supervisor rather it is just an indicator that the candidate was informed. Before forwarding to the chair, the field supervisor will summarize the conference with the

candidate. Please note: if the deficiency is at a campus, then both the Cooperating Teacher and field supervisor should meet with the candidate to discuss the candidate's deficiency(s) and follow the same procedure outlined above.

### **Cause for Dismissal from Educator Preparation Program and/or Clinical Teaching**

Teacher candidates of the HT EPP are expected to demonstrate the knowledge, skills, and dispositions essential to a professional educator. If a student falls below minimum standards of performance after being admitted to the program, the student may be placed on an intervention plan and/or dismissed from the program. Completion of the intervention plan does not guarantee continued eligibility for student teaching. The intervention plan can be administered by any full-time EPP faculty member, with documentation submitted to the EPP Department Chair. Dismissal and/or re-admittance to the program require a recommendation from a full-time EPP faculty member and/or approval by the field supervisor and EPP Department Chair. Dismissal from the program can result from repeated or egregious violations of the program's standards of performance. Failure to adhere to the following can result in an intervention plan and/or dismissal from the program.

1. Failure to adhere to HT Student Code of Conduct
2. Failure to adhere to the Texas Educator's Code of Ethics
3. Failure to demonstrate mastery of Teacher Candidate Dispositions at HT
4. Insubordination to EPP and/or district personnel
5. Failure to comply with rules or policies of the host campus or cooperating teacher. This applies to campus and off-campus behavior
6. Classroom incompetence based on appraisals, walk-throughs, and/or other documentation by campus administrator, cooperating teacher, and/or HT field supervisor
7. Failure to pay fees in a timely manner
8. More than 3 absences or tardies
9. Failure to attend Clinical Teaching seminar
10. Falsification of information or documents
11. Failure to accept and act on reasonable criticism
12. Failure to separate personal and professional issues

### **Clinical Teaching Substitution Policy**

With the approval of Senate Bill 1, each teacher preparation program is permitted to determine its policy regarding student teachers serving as substitute teachers. Any exceptions to this policy must be approved **in advance** by the field supervisor and department chair. HT's policy, prepared in collaboration with the area school districts is outlined below:

1. Student teachers may serve as substitute teachers **only after successfully completing 6 weeks of the semester.**
2. A Clinical Teacher is not considered to be serving as a substitute if the Clinical Teacher assumes responsibility for the class while the Cooperating Teacher is out of the classroom for a part of the day, is in the building, or is engaged in an approved activity relating to student teaching, OR if there is a paid substitute in the classroom.
3. A Clinical Teacher is considered to be serving as a substitute when the Cooperating Teacher is absent from school and no paid personnel is in the classroom with the student teacher.



4. A Clinical Teacher may be used as a substitute **only if** he/she is willing to do so and if the **Cooperating Teacher and field supervisor** recommend him/her for substituting. The building principal may not approve the Clinical Teacher arbitrarily to serve as a substitute.
5. A certified classroom teacher must be in an adjacent room and agree to assist the Clinical Teacher if needed.
6. The principal of the school or the principal's representative must be readily available in the building, must take responsibility for monitoring the Clinical Teacher when he/she is substituting, and must be responsive as a resource for discipline problems.
7. Student teachers may substitute for a maximum of five days: two days unpaid, and three days paid, as approved by the district. It is the student's responsibility to fill out the appropriate paperwork in the school district's Human Resources Department for the Clinical Teacher to receive pay.
8. If the district requires substitute teachers to attend district training, the Clinical Teacher IS NOT excused from his or her Clinical Teaching assignment to attend the training. When the Clinical Teacher agrees to attend district substitute teacher training, he or she MUST make up the missed day, regardless of the number of absences up to that time.
9. Student teachers serving as substitutes will be paid at the same rate paid to other district substitutes and the substitute's schedule must include a lunch period and a conference period.
10. Student teachers who substitute must abide by all district guidelines for substitute teachers.

### **Professional Liability**

Student teachers are entitled to protection of law, just as are their cooperating teachers and school principal. However, protection does not apply in the case of excessive force in discipline, negligence resulting in bodily harm to children, or the operation or use of any motor vehicle.

HT **does not** provide liability insurance for student teachers; however, student teachers are encouraged to join a professional organization offering insurance. Two such organizations are ATPE and TSTA and membership is free for student teachers.

Clinical Teachers should not be left alone on a regular basis or for long periods of time (thirty minutes or more). The cooperating teacher, in conjunction with the field supervisor, should approach the Clinical Teacher and discuss his/her readiness to handle the teaching assignment/classroom behavior before being left alone in the classroom.

Playgrounds and field trips are places where student teachers should NEVER be left alone with children without a certified teacher in sight. While this may seem harsh, it is for the student teacher's protection. It is the student teacher's responsibility to notify his/her field supervisor immediately if this guideline is violated.

If you attend the district's substitute teaching orientation and serve as a substitute teacher, you are protected by the school district's liability insurance only when serving as a substitute.

Professional employees in Texas Public School systems enjoy rather broad protection from personal liability while acting within the scope of their duties. Texas Education Code 21.912(b) states:

*"No professional employee of any school district within this state shall be personally liable for any act incident to or within the scope of duties of his position of employment, and which act*

*involves the exercise of judgment or discretion on the part of the employee, except in circumstances where professional employees use excessive force in the discipline of students or negligence resulting in bodily injury to students."*

This paragraph is generally interpreted to mean that professionals (teachers) enjoy this protection unless bodily injury occurs while the professional uses excessive force in the discipline of students. (Paragraph (c) also states that professional employees do not enjoy this protection while operating or maintaining a motor vehicle.)

Although this section of the law does not provide for the protection of student teachers or interns, Texas Education Code 12.906 does extend the protection to interns. The law protects professional employees from personal (civil) liability, but it does not protect them from criminal prosecution. Criminal prosecution occurs whenever a law (statute) is violated.

Does this mean that professional employees (including interns) cannot be sued? Certainly not. Lawsuits are common in our litigious society, and the possibility is great that a professional employee will be the subject of a suit at some point in his/her professional life. However, it is comforting to note that the law currently provides professional educators with a great deal of protection. Please note that state law **does not** provide protection for nonprofessional employees. Therefore, custodians, cafeteria workers, parent volunteers, and student observers have no legal protection for personal liability. Consequently, students who are serving as student observers in public school classrooms are strongly encouraged to join one of the professional teacher organizations that can provide liability coverage. For a list of these organizations, please ask for assistance in the EPP office.

### **Job Interviews / Job Fairs**

During the course of your Clinical Teaching semester, HT, in collaboration with our local school districts, will provide you with a career day event. This is a great opportunity to interview with human resources representatives from the districts and principals from various schools to explore job opportunities. Please note that this time is counted as part of your Clinical Teaching days; we require that you attend the event and visit with all of the participating school districts.

In preparation for the event, make sure that you complete your resume and electronic portfolio highlighting your skills and professional work. The EPP, in conjunction with the Career and Guidance Center, provides workshops to help you learn how to prepare a professional resume, teaching portfolio, select professional attire, navigate a career fair, and participate in mock interviews. Before the event, please make sure to complete the online HR profile and application for the districts in which you are interested.

## **COURSE ASSIGNMENTS**

Clinical teachers have a weekly reflection assignment during clinical teaching. Completion of these reflections is mandatory. Details about the assignments can be found in Appendix B. In addition to the weekly reflections, the clinical teacher is expected to meet all deadlines for submitting required paperwork (evaluation forms, etc.) *myhtu* portal course assignment section. Please reference the checklist for due dates of the required paperwork. Course assignment listed below include a link to access the required form and or instruction.

### **1. Attendance**

It is required that the Clinical Teacher be present all day during normal school hours. In essence, their schedule should mimic their cooperating teacher's schedule. At the end of the week, we ask that the Cooperating Teacher verify and sign the Clinical Teacher [Attendance Log](#).

### **2. Class Profile**

Working with your cooperating teacher complete the [Class Profile](#) form.

### **3. Professional Teacher Identity Development Exercise**

Working with the cooperating teacher, the Clinical Teacher will complete the [Cooperating Teacher and Clinical Teacher Professional Identity Exercise](#) and tap into the wealth of knowledge of being a practicing teacher to help the identity development of our Clinical Teacher.

### **4. Parent Letter**

The letter is composed by clinical teacher and approved by the cooperating teacher. The clinical teacher will not deliver the parent letter directly to the parent. The clinical teacher will deliver the parent letter to the cooperating teacher to handle per school policy for communicating with parents and outside stakeholders.

### **5. Cooperating Teacher Weekly Communication with Clinical Teacher Log**

The [Communication Log](#) is the Clinical Teacher's evidence of the daily collaboration and communication between the Cooperating Teacher and the Clinical Teacher. The communication log may also serve as a reflection resource that is beneficial to the growth of the Clinical Teacher. Cooperating Teachers and their Clinical Teachers should have a consistent communication and collaboration feedback based on the daily observation of the Clinical Teachers' planning, goals, performance, and growth.

### **6. Reflective Journaling**

[STUDENT TEACHER WEEKLY SUMMARY REFLECTION INSTRUCTIONS AND RUBRIC](#)

Students are expected to reflect on their daily learning experiences write anecdotal observations of individual students, teachers and teaching observations that can be woven into brief narratives that are crucial to student reflection and growth.

### **7. Growth Plan**

8. Please read the [Teacher Goal-Setting and Professional Development](#) and download the form.

Clinical teachers are expected to create and implement a Professional Growth Plan with guidance from the cooperating teacher and field supervisor.

### **9. HT Clinical Teacher Observation of Certified Classroom Teacher**

[HTU Clinical Teacher Observation of Certified Classroom Teacher](#)

10. **First 15 days of School Reflection Paper-** Provide a reflection on your experience in the first 15 days of school. (one page summary – APA format)

### **11. Lesson Plans**

Read the [REQUIRED FORMAL OBSERVATION LESSON PLAN INSTRUCTIONS AND GUIDE](#) before working on the [REQUIRED FORMAL OBSERVATION LESSON PLAN](#) form.

12. **Field Experience Binder (TBA Week 2 during seminar class)**

13. **E-Portfolio (Google Site) (TBA Week 2 during seminar class)**

14. **Teacher Work Sample (TWS) (TBA Week 2 during seminar class)**

Student teachers write a narrative describing a unit they have taught which demonstrates their ability to impact student learning. The work sample includes contextual factors that impact planning, instruction, the learning environment, professional practices and responsibilities.

### **Evaluating Clinical Teachers**

According to Chapter 228. 2 (iii), requirements for Educator Preparation Programs the Clinical Teaching is successful when the candidate demonstrates **proficiency in each** of the educator standards.

(<http://ritter.tea.state.tx.us/sbecrules/tac/chapter228/ch228.html>)

**Proficient:** Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

The Texas Teacher Evaluation and Support System (T-TESS) is the new recommended teacher appraisal system for the state of Texas designed by educators to support teachers in their professional growth. For more information, please visit <https://teachfortexas.org>.

**15. The Field Supervisor will complete three (3) Formal Classroom Observations, Mid-Term and Final Assessment of Clinical Teacher.**

The Field Supervisor will conduct a pre-conference prior to each formal observation. Three formal observations are completed by the university field supervisor. Following each observation, the supervisor discusses progress during an interactive post-conference with the clinical teacher. Clinical teachers must submit a reflection based on each formal observation. The formal observations are submitted electronically using adobe. The clinical teacher will need to upload the signed observation in the *mythu* assignment portal for grading.

**16. The Cooperating Teacher will complete a Mid-Term and Final Evaluation of Clinical Teacher.**

At the midpoint and conclusion of clinical teaching, the cooperating teacher and university field supervisor meet to discuss progress followed by a three-way conference and evaluation (in person or face-time). During the conference, supervisors and cooperating teachers will review development and discuss formal/informal observations. Clinical teachers must submit a reflection based on each evaluation. The formal observations are submitted electronically using adobe. The clinical teacher will need to upload the signed observation in the *mythu* assignment portal for grading. Refer to the grading scale below:

<b>Clinical Teaching Observation and Assessment Grading Scale</b>			
<b>Proficient</b>	<b>Competent</b>	<b>Developing:</b>	<b>Unsatisfactory</b>
Performance <i>exceeds all expectations</i> for a beginning teacher; all indicators are met or performed consistently and well.	Performance <i>meets expectations</i> of beginning teacher; completes and performs most indicators acceptably.	Performance is moving toward meeting expectations but needs more practice. The Clinical Teacher is not performing at an adequate level in one or more categories. Intervention is required by the Cooperating Teacher and the field supervisor. The Cooperating Teacher is asked to contact the Field Supervisor when “developing” is assigned so that immediate improvement efforts are employed. A follow-up meeting may be required with the department chair.	Performance <i>does not meet expectations</i> for a beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain. Note: If “unsatisfactory” is marked more than two times consecutively in any one area, an immediate conference with the Field Supervisor is advised. If by <b>week 9</b> the Clinical Teacher has not progressed, an intervention plan will be developed by the Field Supervisor and cooperating teacher.

## **Requirements for Teacher Certification**

1. Pass applicable content TExES
2. Complete Clinical Teaching successfully
3. Pass Pedagogy and Professional Responsibilities TExES
4. Complete Student evaluations of Cooperating Teacher, Field Supervisor, and EPP
5. Apply for the Standard Certificate when directed to do so by HT EPP Department Chair

## **Frequently Asked Questions**

### SUBSTITUTION POLICY

**1. May I substitute during my student teaching?**

Yes, as long as your substitute teaching assignment does not interfere with your Clinical Teaching days. You will be paid as a substitute teacher. (See details on p. 13.)

**2. What do I do if my Cooperating Teacher is absent?**

You may not be the substitute teacher for the day unless you have been officially certified as a substitute teacher by the district. Until that time, if the teacher is absent and the substitute is a certified teacher, the hours for the day will count toward your Clinical Teaching hours. If the substitute is not a certified teacher, you are free to leave but you must make up the hours before the Clinical Teaching ends. You must contact your field supervisor if the Cooperating Teacher is absent. You may also ask an administrator if you can be placed in another classroom with a certified teacher for the day.

**3. What if my Cooperating Teacher is absent for an extended period of time?**

Contact your field supervisor.

**4. What if I have a doctor's appointment?**

It is strongly encouraged that you make all doctors' appointments for hours outside of your time at school. If you do miss class, you must make up the hours before the Clinical Teaching ends.

**5. Who do I contact if I know I'm going to be absent?**

Contact the school first, then your cooperating teacher, then call or e-mail your field supervisor.

**6. What is considered an excused absence?**

Clinical Teacher illness, a sick child, a death in the family. These days must be made up also.

**6. How many times may I be absent?**

If you have an emergency for which you must be absent, contact your Cooperating Teacher and your field supervisor immediately. All absences must be made up.

## EVALUATION

**1. Please explain some general information about evaluation.**

You will be observed twice by your Cooperating Teacher and formally evaluated twice. The evaluation rubric is explained on page 15 and the evaluation instrument is located in the appendix.

**2. What happens if I receive a score of unsatisfactory or developing?**

Discuss with your cooperating teacher. Contact your field supervisor.

**3. Do I need to discuss my observation every week with my cooperating teacher?**

Yes. You and your Cooperating Teacher should discuss your performance and include appropriate documentation.

**4. Do I need to keep track of my weekly observation forms or is that the cooperating teacher's responsibility?**

It is your responsibility to keep your weekly observation forms. Place the completed forms in your handbook.

**5. What do I do if I disagree with the final evaluation I receive from my cooperating teacher?**

Contact your field supervisor. This is one reason why you should keep your weekly observation forms. They serve as documentation for you if your final evaluation is in question. Remember, it is your responsibility to communicate weekly with your Cooperating Teacher about your evaluations.

**6. May I see the final evaluation form?**

Yes.

**7. Who signs my final evaluation form?**

You and the Cooperating Teacher must sign this form.

## PLACEMENT QUESTIONS

**1. What if I have a problem with my cooperating teacher?**

If you have a concern, speak with your field supervisor immediately.

**2. May I be moved to a different cooperating teacher?**

Yes, but you must speak with your field supervisor first.

## GENERAL QUESTIONS

**1. What is my relationship with the field supervisor?**

Contact your field supervisor whenever you have a question or concern about your student teaching. The field supervisor is your advocate in your Clinical Teaching experience.

**2. Is it necessary to sign in and sign out every day?**

Yes. If there is no sign in sheet, please contact your field supervisor. You should use the Clinical Teacher Attendance Log-in Sheet to record your attendance. Please see the appendix of the handbook for a copy of this form.

**3. Is there a deadline for getting the background check done?**

You must have your background check completed before your Clinical Teaching begins. Remember, this process takes time, so plan accordingly.

**4. What if I do not pass my background check?**

Contact your field supervisor immediately.

**5. What GPA do I need to qualify for student teaching?**

2.75

**7. Do I need to follow the same daily schedule as my cooperating teacher?**

Yes. If your Cooperating Teacher arrives at 7:30 a.m., you need to be there at that time. You will also leave for the day when your Cooperating Teacher does.

**6. Do I need liability insurance for my student teaching?**

Yes. Please see information on page 13 of this handbook.

# Appendices





# Appendix B

## Clinical Teacher Report Absence Form



**Huston-Tillotson University Preparation Program**  
Clinical Teacher Report Absentee Form

Student Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

Date of Absent: \_\_\_\_\_ If not all day, hours: \_\_\_\_\_

**Personal absence** (planned and proper notification in advance: doctor appointment, interview, etc.)

**PERSONAL Absence**

*to be approved and submitted as far in advance as possible*

**Emergency absence** (unavoidable/unexpected: illness, accident, etc.)

**EMERGENCY Absence**

*to be completed the first day back to school from emergency absence*

This is my #: \_\_\_\_\_ absence.

**All notification of absences must be followed up by email within 24 hours of the absence.**

Notified	Date	Time	Email Address	Phone	Text
Cooperating Teacher					
Field Supervisor					
Other					

Reason for absence: \_\_\_\_\_

Make up absence scheduled for : Date: \_\_\_\_\_

Lesson Plans provided: \_\_\_\_\_ Date: \_\_\_\_\_ by Email: \_\_\_\_\_ Substitute Lesson Plan Folder: \_\_\_\_\_

Date of request:	Clinical Teacher Signature:	Date:
	Cooperating Teacher Signature:	Date:
	Field Supervisor Signature:	Date:
	Dept Chair:	Date:

**Please Read:** Clinical Teachers are to complete, obtain the required signatures, and submit this form for each day absence. Immediately after receipt of the appropriate signatures- uploaded to this completed/signed form to the Student's Attendance Assignment Tab in the Student's *mytu portal* for the appropriate week. The original copy should be place in the student's binder. From the Student's Attendance Assignment Tab (located in the gradebook), the Field Education Supervisor will send a copy of this form to the Chair of Education Preparation Program, College of Arts and Science.

**\*\* It is the student's Sole responsibility to ensure that he/she are in compliance with the University/State attendance policy as it relates to successfully completing this course/program.**

*Excessive tardies /absences may hinder the student's opportunity to successfully complete this course.*

CLASS PROFILE

## Intern/Clinical Teacher Class Profile

<b>Intern/Clinical Teacher Name:</b>		<b>Date:</b>	
<b>Subject</b>	<b>Grade:</b>		
<b>Part A: The Students</b>			
1. How many students in your class?	List the students in your class		
How many are Female: _____ Male: _____ What is your students age range? _____	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	21. 22. 23. 24. 25. 26. 27. 28. 29. 30
2. With respect to the following categories, how many of each describe your students'?	List students- <i>by student number</i>		
Black or African American			
Hispanic/Latino			
White			
Asian			
American Indian or Alaska Native			
Native Hawaiian or Pacific Islander			
2 or more races			
Other			
3. Approximately how many students:	List students- <i>by student number</i>		
English language proficiency			
Limited English proficiency			
4. Approximately how many students have the following exceptionalities?	List students- <i>by student number and list accommodations/modifications</i>		
Blind or Visually Impaired _____			
Deaf or Hearing			

Impaired _____	
Intellectual & Develop Disability _____	
Emotionally Challenged _____	
Behaviorally Challenged _____	
Learning Disabled _____	
Physically Disabled _____	
Gifted _____	
Other _____	

**Part B: The Community**

1. Campus information ( test scores, community information, location, teacher demographics, students demographics, district demographics)	
2. Parent and Community involvement information	
3. How do you communicate with parents/guardians of students? Describe a situation where you would communicate or have communicated with parents/guardian regarding a student.	

**Part C: The Learning Environment**

1. In what ways does the class environment represents diversity?	
2. How do you determine what your students already know? Why is it important to become familiar with what	

<p>your students' already know? Give 2-3 specific examples.</p>	
<p>3. Is there anything about the learning environment that you think might affect your students or the scheduled observation (ex: this is not your own classroom; is there a new display? a pet? new equipment in the room, construction?)</p>	
<p>4. What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during the observed lesson (ex: collecting papers, reviewing homework, safety precautions)</p>	
<p>5. Are there any special circumstances that the observer should be aware of in order to understand what will occur during the scheduled observation (ex: school wide policy, interruptions, behavior patterns of students)? If so, explain</p>	
<p>6. When you need assistance with your teaching skills or when you have difficulties with a student, who do you talk to? How do you coordinate learning activities with other colleagues? How do you collaborate with colleagues? If you are a student teacher, how do you coordinate learning activities with your cooperating teacher(s)?</p>	

**Please attach a simple sketch of the arrangement of the instructional space for this lesson. (ex: student desks, teacher desk, student workspace, arrangement of playing field or laboratory) Please attach a seating chart or a list of students for the class to be observed**

**Intern/Clinical Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

Appendix D  
[Communication Log](#)

You may also download the form list on the next page.

**HTU Educator Preparation Program  
Cooperating Teacher Weekly Communications with Clinical Teacher Log**

WK	Date		Outcome of Communication	Clinical Teacher Initials
1		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
2		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
3		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
4		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
5		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
6		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
7		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of		

**Clinical Teacher:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

W K	Date		Outcome of Communication	Clinical Techer Initials
8		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
9		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
10		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
11		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
12		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)		
13		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of 1)    Goals(a min. of 1)		
14		Planning    Instruction    Learning Environment    Professional Practices. Responsibilities    Strength (a min. of 1)    Weakness (a min. of		

<b>Clinical Teacher:</b> _____	<b>Signature:</b> _____	<b>Date:</b> _____
<b>Cooperating Teacher:</b> _____	<b>Signature:</b> _____	<b>Date:</b> _____



**HTU Educator Preparation Program**  
**Cooperating Teacher and Clinical Teacher Professional Identity Exercise**

The purpose of this exercise is for the Cooperating Teacher to reflect on their experience of being a teacher with the intention to help the Clinical Teacher to understand “who is a teacher” and “what a teacher does” as they develop their own teacher identity.

**Steps to complete**

3. Provide the Clinical Teacher with an oral history of: (1) why and how you became a teacher (2) your experience in your teacher training program (3) your experience with your family/community/ social circle (re)actions to your journey to being a teacher (4) what is your perceived perception in your family/community/ social circle about you being a teacher.

Completed date: \_\_\_\_\_

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

4. Provide the Clinical Teacher with an oral response to your thoughts on the following topics?

- low social recognition
- exposure to curricular reforms
- testing
- work-life balance
- students' low motivation
- your instruction
- how to stay current on best practices
- how to work with other teachers

Completed date: \_\_\_\_\_

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

5. Provide the Clinical Teacher with a list of what you do as a teacher, including anything you do related to teaching or being a teacher before school, during school, after school, on the weekends, during holidays, during the summer, etc.

Completed date: \_\_\_\_\_

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

Appendix F

**HT Clinical Teacher Observation of Certified Classroom Teacher**

Clinical Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Campus: \_\_\_\_\_ District: \_\_\_\_\_

Name of Teacher Observed: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Beginning Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

LESSON OBJECTIVE	
1. What was the learning target/lesson objective(s)?	
2. What was presented in the lesson and what was the purpose?	
3. What were the students expected to know upon the completion of the lesson?	
THE LESSON	
1. Was this an introductory lesson? If not, describe what led up to it in the previous lesson(s).	
2. What materials were used (i.e., worksheets, maps, technology, chalkboards, etc.)?	
3. How did the teacher incorporate the student into the lesson?	
4. How did the teacher incorporate a diverse/multicultural perception into the lesson?	
TEACHING STRATEGIES AND CLASSROOM MANAGEMENT	
1. Described the classroom management/behavior management.	
2. How were students involved in the lesson?	
3. Were students on task? If not, explain.	
4. What activities were used?	
5. What checking for understanding strategies were used?	
6. Did the students master the learning target/lesson objective(s)? How do you know?	
Other Observations:	

Signature of Teacher observed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix H

### **HTU Educator Preparation Program Affirmation of Code of Ethics**

*Select each statement to indicate your understanding.*

#### **Enforceable Standards**

##### **(1) Professional Ethical Conduct, Practices and Performance.**

- (A)  Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B)  Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C)  Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D)  Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E)  Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F)  Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G)  Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H)  Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I)  Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J)  Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K)  Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L)  Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M)  Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

##### **(2) Ethical Conduct Toward Professional Colleagues.**

- (A)  Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B)  Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C)  Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D)  Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E)  Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

- (F)  Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G)  Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (H)  Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

**(3) Ethical Conduct Toward Students.**

- (A)  Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B)  Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C)  Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D)  Standard 3.4. The educator shall not 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, gender, disability, national origin, religion, family status, or sexual orientation.
- (E)  Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F)  Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G)  Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H)  Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I)  Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
  - i. the nature, purpose, timing, and amount of the communication;
  - ii. the subject matter of the communication;
  - iii. whether the communication was made openly, or the educator attempted to conceal the communication;
  - iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - v. whether the communication was sexually explicit; and
  - vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

*I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the*

*community. I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.*

Appendix I

Huston-Tillotson University Department of Educator Preparation

**FERPA Consent to Release Educational Records and Information**

This release represents your written consent to permit Huston-Tillotson University Department of Educator Preparation to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, \_\_\_\_\_ am a candidate at

Print Full Name

Huston-Tillotson University Department of Educator Preparation and hereby give my voluntary consent to officials:

**A. To disclose the following records:**

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES test score results

**B. To the following person(s):**

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

**C. These records are being released for the purpose of:**

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

HT ID #		TEA #	
Email		Email	
Cell		DOB	

Student teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

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

Appendix J

Clinical Teacher:		Campus:	District:		Principal:	
Subject:	Grade:	Topic:	Start:	End:	Total:	Date:
Cooperating Teacher:		Observer: Debra Delley, Field Supervisor #221402			1st_2 <sup>nd</sup> 3 <sup>rd</sup> Observation	

**PRE-CONFERENCE**

An Observation should not and will not occur before completing a Pre-Conference. Pre-Conferences must be completed a minimum of 24 hours before the scheduled observation.

Use the follow: [Link to schedule observations & pre-conference](#)

\*\*\*\*\*

**From the Clinical Teacher**

(Questions are subject to change; however, they will be designed to address the observation domains)

- a) A copy of the lesson plans for the lesson to be taught during the observation must be uploaded to the assignment tab in the student's *myhtu portal* before the day of the pre-conference.
- b) The Student Teach-Field Experience: Teacher Goal-Setting and Professional Development Plan must be uploaded to the assignment tab in the student's *myhtu portal* before the day of the pre-conference.
- c) The Clinical Teacher is expected have access to the Teacher Goal-Setting and Professional Development Plan and the Lesson Plans.
  1. Let review your lesson plan together.
  2. What specific TEKS are you planning to teach during the observation?
  3. What is your goal? Describe the outcome you would like to see at the end of this lesson?
  4. What learning objectives will you use to accomplish your goal?
  5. How will you determine if the learner outcomes have been reached? What type of assessments?
  6. What instructional strategy(ies) do you plan to use for this lesson (examples: lecture, small group, cooperative groups, discussion, question/answer, technology integration, etc.) and why?
  7. What learning activities will the students be doing? Why?
  8. Are there specific performance areas/criteria you want monitored? Is there something specific that you want the administrator to "look for," evaluate, or comment?
  9. How will you plan for student differences (various learning styles, multiple intelligences, differentiated instruction, etc.)?
  10. How will you integrate literacy into your lesson?
  11. How will you integrate technology into you lesson?
  12. Describe your classroom management expectations and plan?
  13. What will I see?
  14. What will I hear?
  15. How will you assess students throughout the lesson and at closure to ensure that the lesson objectives have been met?
  16. Are there any particular issues in terms of students, curriculum, instruction that you'd like me to be aware of?
  17. Any questions?

**From the Clinical Teacher**

Feedback on lesson plan      Feedback on goals      Feedback on questions and concerns.

Student teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

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

## Appendix K

Clinical Teacher:		Campus & District:				Principal:				
Subject:	Grade:	Topic:	Start:	End:	Total:	Date:				
Cooperating Teacher:			Observer: Debra Delley, Field Supervisor #221402			1st	2 <sup>nd</sup>	3 <sup>rd</sup>	Observation	
Proficient	Competent.	Developing	Unsatisfactory			P 4	D 3	C 2	U 1	Possible Points 4
<b>Planning</b>										
1.1: Standards & Alignment. The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners. Observed:    Aligned goals, standards and objectives    Lesson structure design and pacing Technology integration Real-world application Student reflection    Interdisciplinary										
1.2: Data & Assessment. The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Observed:    Formal/Informal assessments Progress monitoring   Communication and feedback Data to inform instruction										
1.3: Knowledge of Students. Through knowledge of students and proven practices, the teacher ensures high levels of learning, social emotional development and achievement for all students. Observed:    Students' prior knowledge   Adjustment to student needs    Diverse learning for strengths and gaps Social/emotional/academic Learning Styles										
1.4: Activities. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. Observed: Questions/Higher Order Thinking Skills (H.O.T.S)    Grouping students Roles/responsibilities Activities/resources/materials & technology    Problem solving Goal setting										
<b>Instruction</b>										
2.1: Achieving Expectations. The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Observed: Expectations that challenge students   Evidence of student mastery for most students of objectives    Student mistakes guide further learning    Students monitoring their own progress										
2.2: Content Knowledge & Expertise. The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. Observed:    Content knowledge in multiple contexts Objective tied to other disciplines Anticipates misunderstandings and teaching techniques Thinking (HOTS) Sequencing and linking instruction										
2.3: Communication. The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. Observed: Two-way communication Anticipating misunderstandings Verbal/written communication   Questioning/wait time Technology/visual tools										
2.4: Differentiation. The teacher differentiates instruction, aligning methods and techniques to diverse student needs. Observed:    Individualized lessons Monitoring participation a performance    Differentiated content and methods (process) Recognizing confusion and dis-engagement										
2.5: Monitor & Adjust. The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments. Observed: Monitor and adjust instruction and activities Adjustments to maintain engagement   Monitors "behaviors"    Checking for understanding Questioning and academic feedback										
<b>Learning Environment</b>										
3.1: Classroom Environment, Routines, & Procedures. The teacher organizes a safe, accessible and efficient classroom. Observed:    Procedures, routines, and transitions   Management of supplies and equipment    Safety and organization										
3.2: Managing Student Behavior. The teacher establishes, communicates and maintains clear expectations for student behavior. Observed:    Classroom behavior system (consistency of behavior standards; S-T mutual respect/relationship) Student behavior ((+) student behavior ; understand & respect class behavior expectations										
3.3: Classroom Culture. The teacher leads a mutually respectful and collaborative class of actively engaged learners. Observed: Student engagement (Activities & grouping engage students in relevant and meaningful learning) Students working together respectfully (Positive rapport among students)										
<i>Total Observation Points (Total points divided by 3)</i>										

Appendix L

**POST CONFERENCE**

**From the Clinical Teacher**

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

\*\*\*\*\*

**From The Observer:**

Evidence:

Planning:

Instruction:

Learning Environment:

GLOWS:

GROWS:

RECOMMENDATIONS:

Student teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

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





## Cooperating Teacher/Field Supervisor Clinical Teacher Mid-Term Assessment



Name of Candidate \_\_\_\_\_ Person Completing Assessment \_\_\_\_\_ Date: \_\_\_\_\_

***The student teacher, Cooperating Teacher and field supervisor separately complete this assessment at the mid-point in the student teacher's placement. When completed, all parties meet to discuss the mid-term assessment and goals for the remainder of the placement. Copies of the assessment are distributed to all. The assessment is based on the Texas Teaching Standards for Effective Practices and describes the competencies expected of a beginning teacher at the end of clinical teaching.***

**4-Proficient** – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

**3-Competent** – Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

**2-Developing** – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

**1-Unsatisfactory** – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

**Check the box  that best reflects the candidate's competency at the end of clinical teaching.**

Standard	Indicators	Level of Performance
<b>Standard 1 – SUBJECT MATTER</b> <i>The candidate understands the subject matter and makes it meaningful for students</i>	Grasps central concepts of discipline <input type="checkbox"/> Creates meaningful learning experience <input type="checkbox"/> Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline <input type="checkbox"/> Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives <input type="checkbox"/> Develops appropriate content	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 2 – STUDENT LEARNING</b> <i>The candidate understands student learning and development and teaches accordingly</i>	Uses developmentally appropriate instruction <input type="checkbox"/> Links new ideas to prior knowledge <input type="checkbox"/> Encourages all elements of discussion <input type="checkbox"/> Uses a student's strengths as a basis for growth and errors as opportunities for learning	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 3 – DIVERSE LEARNERS</b> <i>The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly</i>	Uses strategies to support students whose first language is not English <input type="checkbox"/> Allows for different learning styles, abilities, cultures and experiences <input type="checkbox"/> Fosters respect for individual difference	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 4 – INSTRUCTIONAL STRATEGIES</b> <i>The candidate employs a range of instructional strategies which promote student learning</i>	Understands and implements TX Graduation Standards <input type="checkbox"/> Uses a variety of materials and media resources <input type="checkbox"/> Nurtures critical thinking/problem solving <input type="checkbox"/> Monitors and adjusts strategies and resources <input type="checkbox"/> Uses media technology effectively <input type="checkbox"/> Has good transitions <input type="checkbox"/> Conveys purpose of instruction <input type="checkbox"/> Makes directions and explanations clear <input type="checkbox"/> Follows a logical sequence in instruction <input type="checkbox"/> Paces lesson well	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 5 – LEARNING ENVIRONMENT</b> <i>The candidate structures positive learning environments that promote</i>	Helps students work productively and cooperatively with each other <input type="checkbox"/> Establishes and maintains positive classroom environment <input type="checkbox"/> Uses a variety of motivational strategies to achieve learning <input type="checkbox"/> Encourages growth of self-control and independence in students <input type="checkbox"/> Encourages student ownership of	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing

<i>interaction, engagement, and self-motivation</i>	classroom activities to foster learning <input type="checkbox"/> Organizes and manages time, space and activities to promote learning <input type="checkbox"/> Provides clear and appropriate behavioral expectations <input type="checkbox"/> Employs a variety of strategies to monitor behavior <input type="checkbox"/> Establishes desirable relationships with all students <input type="checkbox"/> Analyzes classroom situation perceptively and makes decisions that enhance learning	<input type="checkbox"/> Unsatisfactory
<b>Standard 6 – COMMUNICATION</b> <i>The candidate uses effective communication to foster student learning</i>	Communicates clearly and effectively <input type="checkbox"/> Supports and expands learner expression in speaking, writing and other media <input type="checkbox"/> Effectively facilitates discussion	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 7 – PLANNING INSTRUCTION</b> <i>The candidate plans instruction bases on knowledge of subject, students, community and curriculum</i>	Has clear, appropriately written objectives for instruction <input type="checkbox"/> Instruction is related to objectives and provides for assessment which is linked to objectives <input type="checkbox"/> Creates instruction that accommodates different learning styles, needs and ability <input type="checkbox"/> Creates both short and long-range plans <input type="checkbox"/> Creates plans that activate prior knowledge and promote critical thinking <input type="checkbox"/> Is prepared to teach lesson <input type="checkbox"/> Shows creativity in lesson design and materials	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 8 – ASSESSMENT</b> <i>The candidate uses formal/informal assessment strategies to evaluate student progress and plan future work</i>	Uses appropriate assessment to evaluate stated objectives <input type="checkbox"/> Assesses student learning and bases future instruction on that assessed data <input type="checkbox"/> Uses variety of assessment tools <input type="checkbox"/> Implements self-assessment activities for student	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT</b> <i>The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection</i>	Uses self-assessment and problem solving strategies to improve teaching <input type="checkbox"/> Understands need to engage in professional practices <input type="checkbox"/> Reflects on experiences in the classroom and revises practices accordingly <input type="checkbox"/> Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher <input type="checkbox"/> Understands the role of teachers within school and the purpose and contribution of education organizations	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<b>Standard 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS</b> <i>The candidate interacts with families, colleagues and community to promote student learning</i>	Works collaboratively with school personnel <input type="checkbox"/> Is ethical and professional in practice <input type="checkbox"/> Consults with others to find and promote links between student home, community and school environments <input type="checkbox"/> Identifies and uses community resources to foster student learning <input type="checkbox"/> establishes productive relationships with parents/guardians in support of student learning and well-being	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Observed Strengths:

Goals for Growth:

Action Plan:

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Cooperating teacher/Field Supervisor

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Clinical Teacher

**Cooperating Teacher/Field Supervisor Clinical Teacher Final Assessment**

Name of Candidate \_\_\_\_\_ Subjects/Grade Level(s) Taught \_\_\_\_\_  
 School and District \_\_\_\_\_ Clinical Teaching Dates \_\_\_\_\_

*The following summative assessment, based on the Texas Teaching Standards, describes this beginning teacher's competencies at the end of student teaching.*

**4-Proficient** – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

**3-Competent** –Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

**2-Developing** – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

**1-Unsatisfactory** – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

*Check the box  that best reflects the candidate's competency at the end of student teaching.*

<b>Standard</b>	<b>Indicators</b>	<b>Level of Performance</b>
<p><b>Standard 1 – SUBJECT MATTER</b>  <i>The candidate understands the subject matter and makes it meaningful for students</i></p>	Grasps central concepts of discipline <input type="checkbox"/> Creates meaningful learning experience <input type="checkbox"/> Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline <input type="checkbox"/> Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives <input type="checkbox"/> Develops appropriate content <input type="checkbox"/>	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<p><b>Standard 2 – STUDENT LEARNING</b>  <i>The candidate understands student learning and development and teaches accordingly</i></p>	Uses developmentally appropriate instruction Links new ideas to prior knowledge <input type="checkbox"/> Encourages all elements of discussion Uses a student's strengths as a basis for growth and errors as opportunities for learning <input type="checkbox"/>	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
<p><b>Standard 3 – DIVERSE LEARNERS</b>  <i>The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly</i></p>	Uses strategies to support students whose first language is not English <input type="checkbox"/> Allows for different learning styles, abilities, cultures and experiences <input type="checkbox"/> Fosters respect for individual difference <input type="checkbox"/>	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

<p><b>Standard 4 – INSTRUCTIONAL STRATEGIES</b> <i>The candidate employs a range of instructional strategies which promote student learning</i></p>	<p>Understands and implements TX Graduation Standards <input type="checkbox"/> Uses a variety of materials and media resources <input type="checkbox"/> Nurtures critical thinking/problem solving <input type="checkbox"/> Monitors and adjusts strategies and resources <input type="checkbox"/> Uses media technology effectively <input type="checkbox"/> Has good transitions <input type="checkbox"/> Conveys purpose of instruction <input type="checkbox"/> Makes directions and explanations clear <input type="checkbox"/> Follows a logical sequence in instruction <input type="checkbox"/> Paces lesson well</p>	<p><input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory</p>
<p><b>Standard 5 – LEARNING ENVIRONMENT</b> <i>The candidate structures positive learning environments that promote interaction, engagement, and self-motivation</i></p>	<p>Helps students work productively and cooperatively with others <input type="checkbox"/> Establishes and maintains positive classroom environment <input type="checkbox"/> Uses a variety of motivational strategies to achieve learning <input type="checkbox"/> Encourages growth of self-control and independence in students <input type="checkbox"/> Encourages student ownership of classroom activities to foster learning <input type="checkbox"/> Organizes and manages time, space and activities to promote learning <input type="checkbox"/> Provides clear and appropriate behavioral expectations <input type="checkbox"/> Employs a variety of strategies to monitor behavior <input type="checkbox"/> Establishes desirable relationships with all students <input type="checkbox"/> Analyzes classroom situation perceptively and makes decisions that enhance learning</p>	<p><input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory</p>
<p><b>Standard 6 – COMMUNICATION</b> <i>The candidate uses effective communication to foster student learning</i></p>	<p>Communicates clearly and effectively <input type="checkbox"/> Supports and expands learner expression in speaking, writing and other media <input type="checkbox"/> Effectively facilitates discussion</p>	<p><input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory</p>
<p><b>Standard 7 – PLANNING INSTRUCTION</b> <i>The candidate plans instruction bases on knowledge of subject, students, community and curriculum</i></p>	<p>Has clear, appropriately written objectives for instruction <input type="checkbox"/> Instruction is related to objectives and provides for assessment which is linked to objectives <input type="checkbox"/> Creates instruction that accommodates different learning styles, needs and ability <input type="checkbox"/> Creates both short and long-range plans <input type="checkbox"/> Creates plans that activate prior knowledge and promote critical thinking <input type="checkbox"/> Is prepared to teach lesson <input type="checkbox"/> Shows creativity in lesson design and materials</p>	<p><input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory</p>
<p><b>Standard 8 – ASSESSMENT</b> <i>The candidate uses formal/informal assessment strategies to evaluate student progress and plan future work</i></p>	<p>Uses appropriate assessment to evaluate stated objectives <input type="checkbox"/> Assesses student learning and bases future instruction on that assessed data <input type="checkbox"/> Uses variety of assessment tools <input type="checkbox"/> Implements self-assessment activities for student</p>	<p><input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory</p>

<p><b>Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT</b></p> <p><i>The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection</i></p>	<p>Uses self-assessment and problem solving strategies to improve teaching <input type="checkbox"/> Understands need to engage in professional practices <input type="checkbox"/> Reflects on experiences in the classroom and revises practices accordingly <input type="checkbox"/> Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher <input type="checkbox"/> Understands the role of teachers within school and the purpose and contribution of education organizations</p>	<p><input type="checkbox"/> Proficient  <input type="checkbox"/> Competent  <input type="checkbox"/> Developing  <input type="checkbox"/> Unsatisfactory</p>
<p><b>Standard 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS</b></p> <p><i>The candidate interacts with families, colleagues and community to promote student learning</i></p>	<p>Works collaboratively with school personnel <input type="checkbox"/> Is ethical and professional in practice <input type="checkbox"/> Consults with others to find and promote links between student home, community and school environments <input type="checkbox"/> Identifies and uses community resources to foster student learning <input type="checkbox"/> establishes productive relationships with parents/guardians in support of student learning and well-being</p>	<p><input type="checkbox"/> Proficient  <input type="checkbox"/> Competent  <input type="checkbox"/> Developing  <input type="checkbox"/> Unsatisfactory</p>

Clinical Teacher Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appraisal Name : \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Social Justice Standards- A Framework for Anti-bias Education*  
*By Teaching Tolerance*

**Identity Anchor Standards**

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

**Diversity Anchor Standards**

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**Justice Anchor Standards**

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

**Action Anchor Standards**

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.



17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

# The InTASC Model Core Teaching Standards (April 2011) At A Glance

## **The Learner and Learning**

### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content Knowledge**

### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

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## **The PPR Standards**

### **Pedagogy and Professional Responsibilities EC–12 Standard I**

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

### **Pedagogy and Professional Responsibilities EC–12 Standard II**

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

### **Pedagogy and Professional Responsibilities EC–12 Standard III**

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

### **Pedagogy and Professional Responsibilities EC–12 Standard IV**

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Technology Applications Standard I**

All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

### **Technology Applications Standard II**

All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

### **Technology Applications Standard III**

All teachers acquire, analyze, and manage content from digital resources.

### **Technology Applications Standard IV**

All teachers make informed decisions by applying critical-thinking and problem-solving skills.

### **Technology Applications Standard V**

All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

### **Technology Applications Standard VI**

All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

# Technology in Education's (ISTE) standards

## **1. Facilitate and inspire student learning and creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

## **2. Design and develop digital age learning experiences and assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

## **3. Model digital age work and learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

## **4. Promote and model digital citizenship and responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

## **5. Engage in professional growth and leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

[https://id.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

# Texas Teacher Standards

*Latest version.*

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

**(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.**

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

**(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.**

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.**

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

**(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.**

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

**(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.**

(A) Teachers implement both formal and informal methods of measuring student progress.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

**(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.**

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

Source Note: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955