

UNIVERSITY OF DALLAS

DEPARTMENT OF EDUCATION

**COOPERATING/MENTOR
TEACHER
&
UNIVERSITY FIELD SUPERVISOR**

HANDBOOK

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The Department of Education at the University of Dallas (“Education Department”) complies with the certification requirements as set by the Texas Education Agency (“TEA”) and institutes its own requirements in addition to those set by TEA. The Education Department or TEA may from time to time change or modify their respective requirements. Accordingly, while this Cooperating/Mentor Teacher & University Field Supervisor Handbook reflects current requirements and policies at the date of its printing, its content is subject to modification as necessitated by changes or modifications made by the Education Department or TEA.

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Welcome and Expression of Appreciation

The University of Dallas and the Department of Education faculty and staff wish to express heartfelt gratitude to the cooperating and mentor teachers who have agreed to mentor and guide our candidates. Clinical teaching is the capstone experience for our students as they seek to become qualified, proficient teachers. The masterful mentorship and the generous sharing of the cooperating and mentor teachers' time and talent with our students is a significant gift not only to our candidates and our department faculty and staff, but also to our noble and necessary profession. The university field supervisors sincerely look forward to collegial relationships with the cooperating and mentor teachers to support and promote the success of their candidates.

Cooperating & Mentor Teacher Role and Responsibilities

The cooperating or mentor teacher is an experienced master teacher who has been carefully matched with the candidate by the Department of Education. The special, unique relationship between the cooperating or mentor teacher and the candidate is a quintessential association that will significantly influence the professional development of the candidate. By agreeing to supervise the candidate, the cooperating or mentor teacher will share his/her expert knowledge, skill, instructional materials and ideas, and time to the benefit and professional growth of the candidate. The cooperating or mentor teacher will model best practice, have high expectations of the candidate, and determine the candidate's professional responsibilities and obligations before, during, and after the school day. The cooperating or mentor teacher will review and critique the candidate's unit and lesson plans, materials, and assessments and continuously engage in dialogue with the candidate by offering candid, constructive feedback and advice regarding the candidate's strengths and needs. In addition, the cooperating or mentor teacher will notify the university field supervisor in an early and timely manner if additional assistance is needed in mentoring the candidate. The cooperating or mentor teacher is a respected, professional partner to whom the candidate and the Department of Education are sincerely grateful.

Each cooperating or mentor teacher will meet with the university field supervisor to receive orientation regarding the goals and obligations related to the candidate's teaching assignment.

Cooperating & Mentor Teacher Orientation Topics

The university field supervisor for each candidate will schedule one or more meetings as needed with each cooperating or mentor teacher to offer information about the University of Dallas, Department of Education's certification and Educator Preparation Program (EPP). The topics related to clinical teaching/internship/instructional practice noted below will be discussed and elaborated upon during the meeting(s) which the candidate is also encouraged to attend. During the meeting(s), information will be offered and questions will be answered in order to assist and support the cooperating and mentor teacher in his/her role as mentor to the candidate. Per Texas Education Agency (TEA) requirements, a form will be completed and signed by the university field supervisor and the cooperating or mentor teacher verifying the date(s) and the topics discussed during the meeting(s). (*See Appendix B*)

- Cooperating or Mentor Teacher Contract
- Cooperating or Mentor Teacher Role and Responsibilities
- University Field Supervisor Role and Responsibilities
- Goals and Objectives of the Clinical Teaching or Internship or Instructional Practice Program
- Learner-Centered Schools for Texas--A Vision of Texas Educators: Proficiencies for Teachers
- Code of Ethics
- Suggested Calendar for the Candidate's Assignments
- Clearances
- Confidentiality
- School and Classroom Responsibilities
- Absences and Tardies
- Dress and Decorum
- Electronic Devices
- School Policies Regarding Emergencies
- Texas Teacher Educator Standards
- Liability Insurance
- Substitute Teaching
- Appraisals: Formative and Final Appraisal with a Recommendation
- Teacher Placement File

University Field Supervisor Role and Responsibilities

The university field supervisor respects and appreciates the special relationship between the cooperating or mentor teacher and the candidate. The university field supervisor's role is to support and facilitate the success of the candidate while in collegial collaboration with the cooperating or mentor teacher and the candidate. Hence, the university field supervisor welcomes and needs communication with the cooperating and mentor teacher so that the needs of the candidate can be fully understood and assistance given in a timely manner. The university field supervisor will observe the candidate during four to five classroom visitations for a minimum of 45 minutes on each occasion; however, additional observations may occur as deemed necessary by the university field supervisor and as requested by the cooperating or

mentor teacher and/or the candidate. In addition to meeting the requirements and expectations of the cooperating or mentor teacher, the candidate will be communicating and meeting with the university field supervisor and fulfilling additional obligations that are specific to the Department of Education and monitored by the department faculty and staff (e.g., attendance at weekly Clinical Teaching Seminars, written reflections, interview portfolio, Teacher Placement File, etc.). At the conclusion of the candidate's teaching experience, the university field supervisor will seek a recommendation from the cooperating or mentor teacher regarding an overall evaluation of the quality of the candidate's performance; however, the rendering of the final grade for candidate's teaching will be the responsibility of the university field supervisor.

Each university field supervisor will meet with the Department of Education Chairperson or his/her designee to receive orientation regarding the goals and obligations related to the candidate's teaching assignment.

University Field Supervisor Orientation Topics

The Department of Education chairperson or his/her designee will schedule one or more meetings as needed with each university field supervisor to offer information about the University of Dallas Department of Education's certification and Educator Preparation Program (EPP). The topics related to clinical teaching/internship/instructional practice noted below will be discussed and elaborated upon during the meeting(s). During the meeting(s), information will be offered and questions will be answered in order to assist and support the university field supervisor in his/her role as mentor to the candidate. Per Texas Education Agency (TEA) requirements, a form will be completed and signed by the Department of Education chairperson or his/her designee and the university field supervisor verifying the date(s) and the topics discussed during the meeting(s). (*See Appendix C*)

- Cooperating or Mentor Teacher Contract
- Cooperating or Mentor Teacher Role and Responsibilities
- University Field Supervisor Role and Responsibilities
- Goals and Objectives of the Clinical Teaching or Internship or Instructional Practice Program
- Learner-Centered Schools for Texas--A Vision of Texas Educators: Proficiencies for Teachers
- Code of Ethics
- Suggested Calendar for the Candidate's Assignments
- Clearances
- Confidentiality
- Syllabus
- School and Classroom Responsibilities
- Absences and Tardies
- Dress and Decorum
- Electronic Devices
- School Policies Regarding Emergencies
- Texas Teacher Educator Standards

- Liability Insurance
- Substitute Teaching
- Appraisals: Formative, Summative, and Final Appraisal with a Recommendation
- Teacher Placement File

Clinical Teaching

Clinical Teaching is a requirement for Texas Teacher Certification.

Clinical teaching is designed to provide candidates with an opportunity to (1) observe effective teaching in the local schools and (2) obtain experiences in the preparation of units and lessons of work preparatory to teaching followed by the experience of teaching under the supervision of a university field supervisor and a cooperating teacher. The intent of the course is to provide an intensive, sustained laboratory experience in which the candidate teacher increasingly assumes full classroom leadership as soon as appropriate within a 14 week period of time.

The importance of clinical teaching dictates that successful completion of this assignment be a requirement for all students wishing to be certified. Only those students who have senior status (90 semester hours) or higher may student teach. Final approval for this experience is restricted to those students who meet all catalog requirements and the following conditions:

1. Overall university quality point average of 2.75 (on a 4.0 scale) and a minimum cumulative average of 2.75 in professional education and specialization content courses.
2. Completion of at least three-fourths of the academic specialization (teaching field) and pedagogy course requirements.
3. Submission of all forms required by the Certification Officer no later than the prescribed, announced date each semester.

During the semester of clinical teaching, the student will be required to participate in a weekly one-hour seminar. The seminar offers the opportunity for in-depth reflections on the experience of teaching. Candidates will participate in presentations from guest speakers on topics of professional value (e.g., special education, bilingual education/ESL, education and legal issues, personnel issues and hiring practices, principal's expectations, and classroom management, etc.). In addition, candidates will engage in discussions with Department of Education staff members about professional issues such as, but not limited to, pedagogy, curriculum, and assessment (e.g., TEKS, ELPs, STAAR, TExES, Code of Ethics, etc.). Candidates will also meet with their university field supervisors at the end of the seminars, and these meetings may extend beyond the seminar time if mutually convenient for the candidate and the university field supervisor. Failure to attend the seminar due to unexcused absences will jeopardize the student's final grade.

Internships

Internship is a requirement for Texas Teacher Certification through the Alternative Certification route. Candidates must apply through TEA to obtain an intern or probationary certificate.

Internship is designed to provide candidates with an opportunity to obtain experience in effective long-term planning, lesson preparation and delivery, classroom management, and collegial interaction with school members and stakeholders under the supervision of a university field supervisor and a mentor teacher. The intent of the internship is to provide an intensive, sustained laboratory experience in which the candidate assumes full classroom leadership.

The importance of internship dictates that successful completion of the internship be a requirement for all candidates wishing to be certified through Alternative Certification. Only those candidates who have completed the required 18 credit hours plus field-based experience may be placed in an internship. Final approval for this experience is restricted to those candidates who meet all requirements and the following conditions:

1. Overall university quality point average of 2.75 (on a 4.0 scale) and a minimum cumulative average of 2.75 in professional education and specialization content courses.
2. Completion of at least three-fourths of the academic specialization (teaching field) and pedagogy course requirements.
3. Submission of all forms required by the Certification Officer no later than the prescribed, announced date each semester.

Candidates interested in an internship must apply through the Certification Officer. This application process should take place one year prior to the semester of clinical teaching.

During the year of internship, the candidate will be required to participate in a weekly one-hour seminar. The seminar offers the opportunity for in-depth reflections on the experience of teaching. Candidates will participate in presentations from guest speakers on topics of professional value (e.g., special education, bilingual education/ESL, education and legal issues, personnel issues and hiring practices, principal's expectations, and classroom management, etc.). In addition candidates will engage in discussions with Department of Education faculty and staff members about professional issues such as, but not limited to, pedagogy, curriculum, and assessment (e.g., TEKS, ELPs, STAAR, TExES, Code of Ethics, etc.). Candidates will also meet with their university field supervisors at the end of the seminars, and these meetings may extend beyond the seminar time if mutually convenient for the candidate and the university field supervisor. Failure to attend the seminar due to unexcused absences will jeopardize the candidate's final grade.

Instructional Practice

Instructional Practice is a requirement for the Education Concentration and is for candidates not pursuing a Texas Teacher Certification.

Instructional Practice is designed to provide candidates with an opportunity to (1) observe effective teaching in the local schools and (2) obtain experiences in the preparation of units of work proprietary to teaching followed by the experience of teaching under the supervision of a university supervisor and a cooperating mentor teacher. The intent of the course is to provide an intensive, sustained laboratory experience in which the candidate experiences classroom leadership.

The importance of instructional practice dictates that successful completion of this assignment be a requirement for all candidates wishing to seek the Education Concentration. Only those candidates who have senior status (90 semester hours) may participate in instructional practice. Final approval for this experience is restricted to those seniors who meet all catalog requirements and the following conditions:

1. Overall university quality point average of 2.75 (on a 4.0 scale) and a minimum cumulative average of 2.75 in professional education and specialization content courses.
2. Completion of at least three-fourths of the academic specialization (teaching field) and pedagogy course requirements.
3. Submission of all forms required by the Certification Officer no later than the prescribed, announced date each semester.

Candidates interested in instructional practice must apply through the Certification Officer. This application process should take place one year prior to the semester of instructional practice.

During the semester of instructional practice, the candidate will be required to participate in a weekly one-hour seminar. The seminar offers the opportunity for in-depth reflections on the experience of teaching. Candidates will participate in presentations from guest speakers on topics of professional value (e.g., special education, bilingual education/ESL, education and legal issues, personnel issues and hiring practices, principal's expectations, and classroom management, etc.). In addition candidates will engage in discussions with Department of Education faculty and staff members about professional issues such as, but not limited to, pedagogy, curriculum, and assessment (e.g., TEKS, ELPs, STAAR, TExES, Code of Ethics, etc.). Candidates will also meet with their university field supervisors at the end of the seminars, and these meetings may extend beyond the seminar time if mutually convenient for the candidate and the university field supervisor. Failure to attend the seminar due to unexcused absences will jeopardize the candidate's final grade.

Alternative Certification

The University of Dallas offers elementary, middle school, secondary, and all level programs leading to Texas teacher certification through the University of Dallas Braniff Graduate School of Liberal Arts Non-Degree Seeking Program (Alternative Teacher Certification Program).

To Qualify a student must have the following:

1. A bachelor's degree from an accredited institution that reflects a broad base of coursework (English, history, science, math, political science, computer technology, speech, and fine arts). A review of the student's transcripts by the Certification Officer and Chair of the Department of Education will identify any deficiencies;
2. GPA of 2.75 or better on baccalaureate degree work;
3. Passing scores on Basic Skill Requirements or Exemptions;
4. Pass the Pre-Admission Content Test (PACT) in the teaching field desired. See the TExES web page for more information: www.texas.ets.org.

Requirements for Admission to the Braniff Non-Degree Seeking Program (Alternative Teacher Certification Program):

1. A completed application and acceptance to the Braniff Graduate School of Liberal Arts;
2. A completed application form, resume and essay to the Department of Education Educator Preparation Program;
3. A certification plan prepared by the Department of Education
4. An interview with department member(s);
5. Speech proficiency will be assessed in department interview.

Admission Requirements for Clinical Teaching, Internship, or Instructional Practice

Successful completion of Clinical Teaching/Internship/Instructional Practice is required of students who seek certification and is taken in the final year. Students who have received a "D" or "F" in required education or academic emphasis (teaching field) courses may not take Clinical Teaching or Internship until the course has been repeated and a grade of "C" or higher obtained. Applications and supporting documents for Clinical Teaching or Internship or Instructional Practice must be filed with the Certification Officer no later than one year prior to the desired assignment (Please refer to EPP Calendar at www.udallas.edu/Education for specific due dates).

Before a Clinical Teaching/Internship/Instructional Practice assignment will be made, a student must meet the following requirements:

1. Submit an Application to the Educator Preparation Program.
2. Submit transcripts from all colleges and universities attended.
3. Achieve an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in teaching field and pedagogical courses; no incompletes allowed.
4. Complete three-fourths of the courses in the academic emphasis or teaching field(s) and 12 credits in education for secondary teachers and 27 credits in education for elementary and middle school teachers.
5. Submit two academic recommendations.
6. Demonstrate professional conduct consistent with the Texas Educators' Code of Ethics.
7. Receive favorable recommendations from all teachers in the Department of Education and the Certification Officer.*

*If any faculty member or the Certification Officer judges a student to exhibit behavioral characteristics or communication skills that indicate potential problems in school settings, he/she may refer the student to the Teacher Education Review Committee (TERC) for review and evaluation. The TERC may recommend specific courses of action to the student and/or the faculty member.

The TERC is composed of members of the Department of Education faculty, which also includes the Certification Officer, in consultation with other faculty members as/if needed. The student may appeal a decision.

It is recommended that during the clinical teaching or internship semester, no more than 12 semester hours should be taken by the student. A student who wishes to take more than 12 credits must obtain permission from the Chairperson of the Department of Education. No more than 15 credits, including Clinical Teaching or Internship and the Clinical Teaching Seminar, may be taken during the student teaching semester. Candidates must report any outside employment during the clinical teaching or internship semester to the chairperson as well.

Goals and Objectives of the Clinical Teaching, Internship, or Instructional Practice Program

The cooperative program of clinical teaching, internship, or instructional practice provides actual classroom experiences to supplement the professional courses offered by the educator preparation program, in order to:

1. Assist the candidate in developing a set of educational principles and truths in which he/she believes, before entering the profession;
2. Strengthen the candidate's desire for professional growth and help him/her to assume responsibility for such growth;
3. Give the candidate an insight into the complete school program in action;
4. Provide the candidate with the opportunity to teach with confidence through planning, guiding, and evaluating learning experiences;
5. Stimulate in the candidate a professional attitude and a love of teaching.

To place the candidate in an actual classroom environment where he/she can work with an experienced teacher and continue to refine the mastery and utilization of teaching skills and practice by:

1. Learning how to plan for instruction;
2. Designing units and lessons based on the TEKS or the Diocesan curriculum;
3. Growing in one's ability to understand students;
4. Acquiring skills in classroom organization and management;
5. Learning to effectively use instructional materials;
6. Learning techniques of conducting classroom instruction;
7. Learning to evaluate pupil growth using multiple assessments;
8. Understanding the relationship between child development and the developmental process of learning;
9. Learning to accept and provide for individual differences via differentiated instruction and understanding the need for keeping goals and procedures flexible for individual students;

10. Developing skills and knowledge in effectively teaching ELLs and special student populations (e.g., disabled children, GT, etc.);
11. Becoming more aware of how the subjects one takes can contribute to the needs and activities of students;
12. Effectively employing technology in the classroom;
13. Realizing one's growth as a professional must continue;
14. Developing interest and enthusiasm for learning in one's students;
15. Being innovative in matching materials to students, not vice versa;
16. Encouraging students to assume responsibilities.

Areas of Certification in Texas

The University of Dallas is an approved TEA Educator Preparation Program offering preparation leading to a Texas Standard Teaching Certificate in certain areas.

At this time the four general areas offered regularly are the following:

Early Childhood – 6th Grade (EC – 6) – Generalist, ESL Generalist

Middle School (grades 4-8) – Areas of emphasis include English Language Arts and Reading, Social Studies, Mathematics, Science, and English Language Arts and Reading/Social Studies Composite, and Mathematics/Science Composite

Secondary (grades 7-12) – Teaching fields include English Language Arts and Reading, History, Social Studies Composite, Mathematics, Life Science, Physical Science, Physics/Mathematics, and Science Composite

Early Childhood – 12th grade (EC – 12) – Art, Theater Arts, Languages Other Than English (LOTE) Spanish, French, German, and Latin

The University of Dallas offers a degree in Interdisciplinary Studies with emphasis in the areas of Early Childhood (EC – 6th grade) or Middle School (grades 4-8). Those students who wish to teach on the secondary level (grades 7-12) or EC-12 in Art, Theater Arts, or LOTE must major in the teaching field and take secondary education coursework as electives.

A more detailed description of each program is available in the University Bulletin.

Clinical Teaching/Internship/Instructional Practice Courses

Interdisciplinary Studies/EC-6 and Grades 4-8

4847 or 6802/6806. Elementary/Middle School Clinical Teaching. The capstone course in teacher education (grades EC-6 or 4-8). Application and participation in an accredited elementary school or a middle school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Fourteen weeks/all day.

4149/4150 or 6147/6148. Seminar in Elementary/Middle School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to grade level and area of specialization. Educators from areas of concern will be utilized.

Secondary Education/Grades 8-12

4848 or 6808/6812. Secondary School Clinical Teaching. The capstone course in teacher education for grades 7-12. Application and participation in an accredited middle school or high school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Fourteen weeks/all day.

4149/4150 or 6147/6148. Seminar in Secondary School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized.

All Level/EC-12/Art, Theater Arts, and Languages Other Than English (LOTE)

4849. All Grades Clinical Teaching. The capstone course in teacher education (grades EC-12). Application and participation in both accredited elementary and secondary schools. The candidate is supervised by cooperating classroom teachers and a university field supervisor. Fourteen weeks/all day.

4149/4150 or 6147/6148. Seminar in All Grades Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s).

Other: Religion and Theology

4350, 4850. Instructional Practice in Religion and Theology. The capstone course in teaching Religion or Theology (grades 1-12). Application and participation in an approved, accredited parochial school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Instructional Practice can be half day (4350) or full day (4850).

4149/4150 or 6147/6148. Seminar in Secondary School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching/instructional practice offers the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized.

Other: Instructional Practice for Education Concentration

3350. Instructional Practice. The capstone course in teaching Religion or Theology (grades 1-12). Application and participation in an approved, accredited parochial school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Instructional Practice is a half day (3350) placement.

4149/4150 or 6147/6148. Seminar in Secondary School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching/instructional practice offers the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized. Fall and Spring.

Internship Courses

5379/5380. Internship in Education. The capstone course in teacher education. Students actively teach all day in an accredited elementary, middle, or high school, supervised by a certified mentor teacher and a university field supervisor. Concurrent participation in seminar course required. Two semesters of the Internship in Education are required.

State Certification Examinations

Texas Senate Bill 50 requires that persons seeking certification in Texas perform satisfactorily on criterion-referenced examinations administered by the State. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge required to teach. The State requires two TExES (Texas Examinations of Educator Standards) tests: (1) content and (2) pedagogy and professional responsibilities. Students are required to take the content exam prior to clinical teaching or internship and the pedagogy and professional responsibilities exam during or at the end of clinical teaching or internship. Approval to take the tests comes from the Educator Preparation Program with registration online and study guides available from the Department of Education.

Students seeking reciprocity in other states should seek details about requirements from the Certification Officer.

Learner-Centered Schools for Texas – A Vision of Texas Educators: Proficiencies for Teachers

The 1995 publication by TEA, *Learner-Centered Schools for Texas – A Vision of Texas Educators: Proficiencies for Teachers*, articulates “a vision of a learning community in which success for students is paramount.” These proficiencies reflect the desire of educators to work together to build learner-centered schools in which all educators and students are focused on learning.

Learner – Centered Knowledge

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher's and the students' opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners' interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Learner – Centered Instruction

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher's plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

Equity In Excellence For All Learners

The teacher responds appropriately to diverse groups of learners.

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

Learner – Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so

that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners' welfare.

Learner – Centered Professional Development

The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.

Texas Code of Ethics

The candidate must comply with the Texas Administrative Code of Ethics and sign and submit to the Certification Officer the Code of Ethics Affidavit by the date required.

Texas Administrative Code Title 19, Part 7, Chapter 247, Rule 247.2 Code of Ethics and standard Practices for Texas Educators

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 knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of 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.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(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.

(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.

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.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

Calendars

Clinical Teaching: 14 Week Suggested Calendar EC-6/Grades 4-8/Grades 7-12

NOTE: This calendar is flexible and may be altered by the cooperating teacher as deemed necessary and helpful to the student teacher.

The primary objective of the University of Dallas Educator Preparation program is to lead, encourage, and allow prospective teachers to become responsible, articulate teachers with strong academic preparation, with professional attitudes that reflect knowledge of the learning process, and with a deeply felt sense of their roles as models for their future students to emulate. The capstone course in the teacher education program is Clinical Teaching. The University sends its candidates to master teachers who can both model what it means to be an effective teacher and offer appropriate contexts in which the pre-service teacher can explore what it means to teach.

While the candidate may assume responsibility for grading student work, the pacing of instruction and rendering of grades for students will be the responsibility of the cooperating teacher.

If the Department of Education were to create a week-by-week breakdown of the fourteen weeks during which clinical teaching occurs, the weeks might look something like the calendar that begins at the bottom of this narrative. It also might look very different because ultimately the teaching faculty of the Department of Education trusts the unique interaction among the cooperating teacher, the university field supervisor, and the candidate to decide what the candidate can do at any point in time.

By the end of the 14 week clinical teaching experience, the university field supervisor must collect enough evidence to decide if the candidate can 1) do enough on his/her own to lead, encourage, and instruct students successfully, 2) recognize when students have learned and when they have not learned, and 3) demonstrate a determination to continue to explore what it means to teach.

The calendar is suggested below. Keep in mind that the process is ongoing and cumulative.

Week I: Candidate will observe cooperating teacher (CT). Candidate will become familiar with routines, names of students, scope and sequence of district curriculum, textbooks and resources, CT's "style," school policies, and school culture. Candidate may, if appropriate, grade papers, perform administrative tasks associated with teaching, present segments of lessons, etc. CT provides materials by which the candidate can come to know the school, the curriculum, etc. CT talks with the candidate about expectations for students and the nature of the students. The University Field Supervisor (FS) might "stop in" during the first week for an informal visit to check on things.

Week II: Candidate may begin to teach during one class period. If the CT has multiple sections of one given course, the candidate may implement lessons designed by the CT and modeled in a

given class period. Or, a candidate may teach parts of lessons. Candidates should be "on his/her feet" in some way during the second week. Candidate continues to observe the CT's classes that the candidate is not teaching. CT continues to "talk" to the candidate about all aspects of teaching: curriculum, lesson planning, assessment, grading, effective instructional strategies, etc.

Week III: Candidate continues teaching one class period and may be ready to add a second section of the same class in order to understand that the same content may require different approaches and different questions with a different set of students. Candidate begins to plan the lessons that will fulfill the curriculum objectives for the week or weeks to come. CT provides appropriate materials and guidance. CT is expected to see all lesson plans before they are taught. Candidate continues to observe the CT's classes that the candidate is not teaching. CT continues to "talk" to the candidate offering suggestions and assistance as needed. CT may begin to leave the class for a few minutes at a time to give candidate a chance to demonstrate independence while the CT remains in the school building. The FS will likely observe the candidate during this week.

Week IV: Candidate begins to implement the lessons that he/she has planned. CT is responsible for providing candidate with guidance in this process. CT will talk with the candidate about the strengths and weaknesses of the lessons implemented. Candidate is teaching all sections of one course. Candidate continues to observation in the CT's other classes. CT continues to "talk" to the candidate.

Week V: Candidate continues to plan and implement lessons for all sections of one course. Candidate begins to implement CT's lessons in a second course. The process for teaching the first course is repeated. CT continues to guide and "talk" with the candidate about teaching. At this point the CT should have a means by which to "talk" to the candidate about teaching. The "means" might be an evaluation instrument or scripting. The "means" could simply be the "dialogue" that has developed between the CT and the candidate. Honesty is essential. The CT and candidate must be capable of focusing their collective attention on professional issues of teaching. Straightforward and "critical" dialogue is vital. Both the candidate and CT must reflect on and discuss his/her own respective teaching because self-reflection and collegial dialogue are CRUCIAL. The FS will likely observe the candidate during this week. The candidate is encouraged to videotape their teaching. The video can be used to provide a focus for continued dialogue. The candidate must work with the cooperating teacher to accomplish videotaping and to comply with FERPA requirements. .

Week VI: Candidate continues to plan and implement lessons for two courses. Candidate begins to implement CT's plan for a third course (if there is one). "Talk" between CT and candidate continues. Evaluation is ongoing.

Weeks VII-XIII: Candidate plans and implements lessons for all courses (if appropriate). CT observes candidate and at times can leave candidate alone in the classroom while the CT remains in the school building. The FS will likely observe the candidate once or twice during these weeks.

Week XIV: At the beginning of this week, a mechanism for returning the students to the CT should be implemented. CT and candidate will need to coordinate this process. Candidate will be available to co-teach and/or assist the CT in other capacities. If appropriate, candidate observes other teachers at various levels at the discretion of the CT and FS to gain insight into various classroom management systems, teaching styles, and student learning.

Clinical Teaching: 14 Week Alternative Suggested Calendar for EC-6

Some EC-6 mentor teachers chose to adopt a teaching responsibility schedule that is a variation of the previous schedule.

The self-contained elementary classroom has many subjects and various teaching groupings. Assume A, B, C ... represents a subject or a group (i.e. math skill group). An alternative schedule might look like the following.

Week I: Week I is the same as Week I above.

Week II: Week II is the same as Week II above. The candidate takes responsibility for planning and teaching subject/group (A).

Week III: Week III is similar to Week III above. The candidate continues teaching responsibility for subject (A), and adds a second subject (B). The candidate now has two teaching responsibilities. One responsibility, (A) is beginning the second week and the other, (B) is beginning the first week.

Week IV: Week IV is similar to Week IV above with the following change. The candidate releases subject (A), continues to teach subject (B), and adds subject (C). The candidate still has responsibility for two teaching preparations. Subject (B) is in the second week and subject (C) is in the first week.

Week V: The candidate releases subject (B), continues to teach subject (C) and add subject (D). The candidate continues to prepare and teach two subjects, (C) and (D).

Week VI: The candidate releases subject (C), continues to teach subject (D) and adds subject (E)

Weeks VI-X: The candidate adds and releases subject teaching responsibilities as needed by their assigned classroom needs. At the end of Week 9, the candidate should have taught every subject for at least two weeks. This type of schedule seems to allow the cooperating teacher to stay in teaching contact with all students in every subject during the first two-thirds of the student teaching time. Also, this time allows for the candidate to gain more details of “good teaching” with extended observation of the mentor.

Week X-XIII: The teacher has complete responsibility for teaching all subjects for about or up to two weeks.

Week XIV: Week XIV is the same as Week XIV above.

Clinical Teaching: 14 Week Suggested Calendar All Level (EC-12): Art, Theater Arts, and LOTE

***NOTE:** This calendar is flexible and may be altered by the cooperating teacher as deemed necessary and helpful to the candidate teacher.*

The primary objective of the University of Dallas Educator Preparation Program is to lead, encourage, and allow prospective teachers to become responsible, articulate teachers with strong academic preparation, with professional attitudes that reflect knowledge of the learning process, and with a deeply felt sense of their roles as models for their future students to emulate. The capstone course in the educator preparation program is Clinical Teaching. The University sends its candidates to master teachers who can both model what it means to be an effective teacher and offer appropriate contexts in which the pre-service teacher can explore what it means to teach.

While the candidate may assume responsibility for grading student work, the pacing of instruction and rendering of grades for students will be the responsibility of the cooperating teacher.

If the Department of Education were to create a week-by-week breakdown of the fourteen weeks during which student teaching occurs, the weeks might look something like the calendar that begins at the bottom of this narrative. It also might look very different because ultimately the teaching faculty of the Department of Education trusts the unique interaction among the cooperating teacher, the university field supervisor, and the candidate to decide what the candidate can do at any point in time.

By the end of the fourteen-week clinical teaching experience, the university field supervisor must collect enough evidence to decide if the candidate can 1) do enough on his/her own to lead, encourage, and instruct students successfully, 2) recognize when students have learned and when they have not learned, and 3) demonstrate a determination to continue to explore what it means to teach.

The calendar is suggested below. Keep in mind that the process is ongoing and cumulative.

Generally, EC-12 candidate may be in an elementary/middle school for the first seven-week clinical teaching assignment and in a high school for the second seven-week assignment.

Week I: Candidate will observe cooperating teacher (CT). Candidate will become familiar with routines, names of students, scope and sequence of district curriculum, textbooks and resources, CT's "style," school policies, and school culture. Candidate may, if appropriate, grade papers, perform administrative tasks associated with teaching and present segments of lessons, etc. CT provides materials by which candidate can come to know the school and the curriculum, etc. CT talks with candidate about expectations for students and the nature of the students. The

University Field Supervisor (FS) might "stop in" during the first week for an informal visit to check on things.

Week II: Candidate may begin to teach during one class period. If the CT has multiple sections of one given course, the candidate may implement lessons designed by the CT and modeled in a given class period. Or, a candidate may teach parts of lessons. Candidates should be "on his/her feet" in some way during the second week. Candidate continues observing in classes he/she is not teaching. CT continues to "talk" to the candidate about all aspects of teaching: curriculum, lesson planning, assessment, grading, effective instructional strategies, etc.

Week III: Candidate continues teaching the established grade level, adds a second grade level in order to explore different content and/or modifications of content appropriate for another grade level. Candidate examines the curriculum sequence that lies ahead and begins to write lesson plans for Week IV and/or Week V under careful guidance of the CT. The CT provides appropriate material and constructive comments. CT is expected to see all lesson plans before they are taught. The final responsibility for learning in the classroom remains that of the CT. Candidate continues to observe the CT's classes that the candidate is not teaching. While the candidate is teaching, the CT may begin to leave the class for a few minutes at a time to give candidate a chance to demonstrate independence while the CT remains in the school building. CT continues to "talk" to the candidate offering suggestions and assistance as needed. At this point the CT should have a means by which to "talk" to the candidate about teaching. The "means" might be an evaluation instrument, perhaps the one used by the FS or the evaluation instrument used by the CT's school to appraise teachers. The "means" could simply be the "dialogue" that has developed between the CT and the candidate. Honesty is essential. The CT and candidate must be capable of focusing their collective attention on professional issues of teaching. Straightforward and "critical" dialogue is vital. Both the candidate and CT must reflect on and discuss his/her own respective teaching because self-reflection and collegial dialogue are CRUCIAL. The FS will likely formally observe the candidate during this week.

Week IV: Candidate begins to implement the lessons that he/she has planned. CT is responsible for providing candidate with guidance in this process. CT will talk with the candidate about the strengths and weaknesses of the lessons implemented. Candidate is teaching all sections of one course. Candidate continues observations in the CT's other classes. CT continues to "talk" to the candidate.

Week V-VI: The candidate will continue to implement lessons planned under the guidance of the CT. CT continues to observe candidate; however, CT may leave candidate during an entire period of instruction while the CT remains in the school building. Assessment and evaluation of the candidate are ongoing and reflected in the dialogue between the CT and the candidate. The FS may visit during this week. The candidate is encouraged to videotape their teaching. The video can be used to provide a focus for continued dialogue. Videotaping must receive prior approval from the school administrator.

Week VII: At the beginning of this week, a mechanism for returning the students to the CT should be implemented. CT and candidate will need to coordinate this process. Candidate will be available to co-teach and/or assist the CT in other capacities. If appropriate, candidate observes

other teachers at various levels at the discretion of the CT and US to gain insight into various classroom management systems, teaching styles, and student learning.

The candidate may end first teaching assignment and begin the second teaching assignment.

Weeks VIII: Please see Week I. This week is mostly devoted to the candidate's adjustment to the classroom, CT teacher, school and the students. One notable difference is that the candidate comes with seven weeks of experience. Thus, it would be appropriate for the CT to expect the candidate to be more confident initially in teaching a class period or segment of a period. Candidate will need to become familiar with all curriculum materials and upcoming units of study. FS will most likely make an informal visit to the classroom this week.

Week VIII -XIV: Please see Weeks II – VII.

Instructional Practice: 14 Week Suggested Calendar Religion and Theology

NOTE: This calendar is flexible and may be altered by the cooperating teacher as deemed necessary and helpful to the student teacher.

While the State of Texas does not offer certification for those who intend to teach theology, the University of Dallas Department of Education works with theology majors to prepare them for teaching positions in Catholic schools. Students who successfully complete recommended courses in education are eligible to apply for Theology Instructional Practice. Thus, Theology Instructional Practice serves as the capstone course in the educator preparation program for theology majors. The University sends its candidates to master teachers who can both model what it means to be a teacher and offer appropriate contexts in which pre-service theology teachers can explore what it means to teach.

Because each theology student enrolled in Instructional Practice is a full-time student at the University, the Department works diligently to find a placement that will allow the theology major the opportunity to gain as much teaching experience as is reasonable given the student's academic schedule. As a minimum, the theology candidate must have a schedule that allows him/her to meet regularly with at least one theology class. Thus, over a period of approximately fourteen weeks, the candidate needs the opportunity to grow and develop as a teacher, moving from the first weeks of instructional practice during which he/she is observing and adjusting to classroom routines to later weeks when he/she is completely responsible for all teaching responsibilities.

While the candidate may assume responsibility for grading student work, the pacing of instruction and rendering of grades for students will be the responsibility of the cooperating teacher.

If the Department of Education were to create a week-by-week breakdown of the weeks during which theology instructional practice occurs, the weeks might look something like the calendar noted below. It also might look very different because ultimately the Department of Education

trusts the unique interaction among the cooperating teacher, the university field supervisor, and the candidate to decide what the candidate is able to do at any point in time.

By the end of the instructional practice experience, the university field supervisor must have collected enough evidence to decide if the theology candidate can 1) do enough on his/her own to lead, encourage, and instruct students successfully; 2) recognize when students have learned and when they have not learned; and 3) demonstrate a determination to continue to explore what it means to teach.

The calendar is suggested below. Keep in mind that the process is ongoing and cumulative.

Week I: Candidate will observe cooperating teacher (CT). Candidate will become familiar with routines, names of students, scope and sequence of theology curriculum, textbooks and resources, CT's "style," school policies and school culture. Candidate may, if appropriate, grade papers, perform administrative tasks associated with teaching, present segments of lessons, etc. CT provides materials by which candidate can come to know the school, the curriculum, etc. CT talks with candidate about expectations for students, the nature of students, and instructional concepts and strategies. The University Field Supervisor (FS) might "stop in" during the first week to become familiar with the school and classroom environment.

Week II: Candidate may begin to teach. The candidate may implement lessons designed by the CT. A candidate may teach parts of lessons and/or co-teach with the CT. The candidate might be "on his/her feet" in some way during the second week. Candidate continues observing the CT during times when the candidate is not teaching. CT continues to "talk" to the candidate and offer information, insights, and feedback.

Week III: Candidate adds teaching responsibilities during the class periods. Candidate begins to plan the lessons that will fulfill the curriculum objectives for the week or weeks to come. CT provides appropriate materials and guidance. CT must see all lesson plans before they are taught. Candidate continues observations of the CT when the candidate is not teaching. CT continues to "talk" to the candidate. CT may begin to leave the class for a few minutes at a time to give candidate a chance to demonstrate independence while the CT remains in the school building. The FS will likely observe the candidate during this week.

Week IV: Candidate begins to implement the lessons that he/she has planned and that have been approved by the CT. CT is responsible for providing candidate with guidance in this process. CT will talk with the candidate about the strengths and weaknesses of the lessons implemented and assist the candidate in self-evaluation. Candidate should be teaching approximately 50% of the time. CT continues to "talk" to the candidate offering suggestions and assistance as needed.

Week V: Candidate continues to plan and implement lessons for the course. CT continues to guide and "talk" offering concrete feedback orally and in writing. At this point the CT should have a means by which to "talk" to the candidate about teaching. The "means" might be an evaluation instrument, perhaps the one used by the FS or the evaluation instrument used by the CT's school to appraise teachers. The "means" could simply be the "dialogue" that has developed between the CT and the candidate. Honesty is essential. The CT and candidate must

be capable of focusing their collective attention on professional issues of teaching. Straightforward and “critical” dialogue is vital. Both the candidate and CT must reflect on and discuss his/her own respective teaching because self-reflection and collegial dialogue are CRUCIAL. The FS will likely observe the candidate during this week.

Week VI: Candidate continues to plan and implement lessons. At this point, the candidate may take over the class in its entirety. The decision resides with the CT – based on the professional judgment of the CT. "Talk" between CT and candidate continues. Evaluation is ongoing.

Weeks VII-XIV: Candidate continues to plan and implement lessons for course(s). CT observes candidate and can leave candidate alone at times if appropriate while the CT remains in the school building. By the end of Week XIII, a mechanism for returning the students to the CT should be implemented. The US will likely observe the candidate once or twice during these weeks.

Clearances

Candidates in public schools must receive clearance via a Criminal Background Check from the respective school district, and some public school districts also require TB test clearance. Catholic schools require confirmation of Safe Environment Training and a Criminal Background Check clearance. Candidates in both public and parochial schools must comply with all clearance requirements prior to clinical teaching/internship/instructional practice. Please refer to the University of Dallas Educator Preparation Program webpage for detailed information regarding new mandates from TEA on criminal background checks:

<https://udallas.edu/constantin/academics/programs/education/teacher-certification.php>

Confidentiality

The candidate must adhere to all district and school policies, rules, and regulations and state and federal laws regarding confidentiality related to school records and other confidential information to which the candidate has access. The candidate must also manifest professional and ethical judgment when engaging in any and all discussions about school issues with students, parents, personnel, and community members.

School and Classroom Responsibilities

The candidate accepts the responsibilities of a professional educator who has professional obligations to students, parents, teachers, administrators, the University of Dallas, and other community members. The candidate is expected to be on time or early for every school day and for every school event. The candidate not only must be thoroughly prepared for each school day, but also must be in attendance as needed and requested by the cooperating teacher/mentor and the university field supervisor for after school and before school meetings and events. Per the approval of the cooperating teacher/mentor, candidates are encouraged to attend staff development and in-service sessions prior to and during clinical teaching/internship/instructional

practice; departmental and grade level meetings; parent conferences; co- and extra-curricular activities; etc.

Absences and Tardies

The candidate must be on time or early for each day of clinical teaching/internship/instructional practice, must be in attendance the entire school day, and must be available before and after school as needed and requested by the cooperating or mentor teacher and the university field supervisor. If an emergency occurs necessitating an absence or tardy, the candidate must notify as soon as possible the cooperating or mentor teacher and the university field supervisor. The university field supervisor, in discussion with the Certification Officer, will make a determination regarding making up absences. Please have student candidates document on Clinical Teaching Logs any absences.

Dress and Decorum

The candidate must dress and act as a professional educator. While in the school and at related school events, the candidate must reflect proper decorum remembering that he/she represents a noble profession and that he/she is a role model for children. Candidates must comply with the dress code of their respective districts and schools and be properly groomed. Women must wear professional attire (e.g., dresses, skirts, and slacks) with attention to modesty. Men must wear professional attire (e.g., long sleeve shirts, ties, and slacks) and comply with the district and school requirements regarding the issue of facial hair. Inappropriate clothing includes, but is not limited to, shorts, flip-flop sandals, jeans (unless authorized by the school on a “casual” day), and t-shirts.

Electronic Devices

When visiting schools and classrooms, candidates will not use cell phones, engage in text messaging, and use computers for personal use or any other electronic devices for personal use unless germane to classroom instruction or unless an emergency situation exists.

School Policies Regarding Emergencies

To ensure the safety of children and other building personnel, the candidate must receive information from either the cooperating or mentor teacher and/or the appropriate school administrator to make certain that the candidate is aware of and knows how to comply with all regulations, policies, and procedures related to emergency situations such as, but not limited to, bad weather closings, fire and natural disasters, lockdowns, and other emergencies.

Liability Insurance

Before beginning clinical teaching/internship/instructional practice, the candidate must give evidence to the Certification Officer that the candidate has acquired professional liability insurance. The candidate may consider a professional organization such as Association of Texas Professional Educators (ATPE) or another credible source. Currently, ATPE offers candidates free membership which includes liability insurance among other benefits.

Substitute Teaching

During the clinical teaching/internship/instructional practice experience, the candidate may not act in the capacity of a substitute teacher; and the candidate may not receive any remuneration or compensation during clinical teaching/internship/instructional practice. If the cooperating or mentor teacher is absent for part or all of a day, the administration must provide a substitute authorized by the school and/or district. As the candidate gains experience, the cooperating or mentor teacher may deem it appropriate for him/her to leave the classroom at times to allow the candidate more independence; however, the cooperating or mentor teacher must remain in the school building and be accessible to the candidate when/if needed.

Syllabus

At the beginning of the clinical teaching/internship/instructional practice experience, each university field supervisor will prepare, give a copy of, and discuss with the candidate a syllabus that explains the purpose, objectives, and requirements of the candidate during the clinical teaching/internship/instructional practice experience.

Texas Teacher Educator Standards

The candidate will read, have available, and follow the Texas Teacher Educator Standards for both content and pedagogy and professional responsibilities relevant to his/her respective teaching level and subject area.

Classroom Appraisals

The University of Dallas, Department of Education uses an appraisal instrument that is based on the TEA educator preparation standards and the T-TESS instrument. The final appraisal of candidates relies on both formative and summative assessments.

Formative assessment refers to information collected periodically *during* clinical teaching/internship/instructional practice to guide, monitor, and support continuous learning relative to the TEA teacher preparation standards and the T-TESS criteria. The final assessment refers information that quantitatively and qualitatively summarizes the overall clinical teaching/internship/instructional practice performance *after* clinical teaching/internship/instructional practice has been completed.

The evaluation and documentation of candidate's performance relies on three assessment instruments, the *Formative Appraisal (Appendix D)*, the *Final University Field Supervisor Appraisal (Appendix F)*, and the *Final Cooperating or Mentor Teacher Appraisal (Appendix F)*. The *Formative Appraisal* is designed to document and provide written feedback aimed at improving candidate's performance. The university field supervisor is expected to complete the *Formative Appraisal* for each classroom observation. Ordinarily, a university field supervisor makes four or five classroom observations during the clinical teaching/internship/instructional practice semester. While not every TEA educator preparation standard or T-TESS domain, evaluation dimension, or performance question may be addressed during a single observation,

the evaluator is expected to collect reasonable evidence from a cumulative set of observations for completing the *Final University Field Supervisor Appraisal* instrument by the end of the clinical teaching/internship/instructional practice semester. These quantitative ratings for the *Final University Field Supervisor Appraisal* instrument are not strict averages of the formative ratings. Instead, they summarize performance based on consideration of both TEA standards, the T-TESS domains and the personal growth achieved within the given clinical teaching/internship/instructional practice context across the entire semester. The *Final University Field Supervisor Appraisal* instrument synthesizes the quantitative performance ratings indicated on the formative appraisals with other information relevant to TEA standards and T-TESS criteria.

The university field supervisor is responsible for the final grade for clinical teaching/internship/instructional practice performance. That grade is based on both the quantitative and qualitative (evaluator notes, shared resources, etc.) record of candidate's performance and growth.

Formative Quantitative Appraisal

The university field supervisor and the cooperating or mentor teacher engage in reflective dialogue with the candidate throughout the clinical teaching/internship/instructional practice process. Based on this dialogue and an actual classroom observation, the university field supervisor is expected to offer written feedback to the candidate using the *Formative Appraisal* instrument. The university field supervisor is required to offer the *Formative Appraisal* after each observation. Ordinarily, a university field supervisor will make four or five classroom observations during the clinical teaching/internship/instructional practice semester. All *Formative Appraisal* instruments completed by the university field supervisor will be placed in the candidate's file in the Department of Education; and copies will be given to the candidate, the university field supervisor, the cooperating or mentor teacher, and the building administrator. If the cooperating or mentor teacher wishes to offer written formative feedback during the clinical teaching/internship/instructional practice semester, which is optional, he/she may use an appraisal instrument.

Final Appraisal

At the completion of clinical teaching/internship/instructional practice, the university field supervisor and the cooperating or mentor teacher each complete the *Final University Field Supervisor Appraisal* instrument. The *Final Appraisal* instrument synthesizes the quantitative performance ratings from the formative appraisals as well as qualitative (evaluator notes, shared resources, etc.) aspects of professional development. The *Final Appraisal* instrument is placed in the candidate's file in the Department of Education and become part of the Candidate's Placement File.

Electronic Interview Portfolio

Each candidate must design and develop an electronic interview portfolio that will be submitted at the end of the clinical teaching/internship/instructional practice experience to be evaluated by the university field supervisor. Candidates will be expected to video tape and analyze at least one lesson that they have designed and executed. The cooperating teacher/mentor may need to provide assistance to the candidate in fulfilling this assignment. The information below offers suggestions regarding the preparation of the interview portfolio; however, the candidate does not need to adhere to these suggestions but, rather, use his/her own style and creativity while also complying with the requirements of his/her university field supervisor.

Reminder:

Be cognizant of your professional responsibility to protect the confidentiality and anonymity of colleagues, students, and parents. For example, last names should be omitted or pseudonyms substituted when needed and appropriate. Permission must be secured from students, colleagues, parents, etc. if they can be identified in photographs, videos, etc. Be sure also to talk with your Cooperating/Mentor Teacher and comply with all FERPA requirements regarding confidentiality related to written work, photos, videos, etc.

Candidate Placement File

The Department of Education will maintain Candidate Placement Files (personal placement folders) for candidates completing teacher certification to supplement applications for teaching positions. The files will be kept in the student permanent files in the Department of Education. Upon request by the candidate, the Candidate Placement File is sent to a school district after application for employment has been submitted.

Completion/submission of the Candidate Placement File documents is a requirement for the Educator Preparation Program. The Cooperating/Mentor Teacher will be responsible for the documents listed below:

1. **Letters of Recommendation** (*See Appendix F.*) The University Field Supervisor and the Cooperating/Mentor Teacher will write letters of recommendation addressed to **“To Whom It May Concern.”**
2. **Two Final Appraisal Forms** (*See Appendix F.*)
 - a. University Field Supervisor
 - b. Cooperating/Mentor Teacher

These are the same documents that will comprise the final evaluation done by both the Cooperating/Mentor Teacher and University Field Supervisor.

Please note that if a student teacher candidate has multiple cooperating/mentor teachers then they each need to submit the Final Appraisal Form with Letter of Recommendation or they can submit one combine form and letter with names of all Cooperating Teachers.

References

Facione, P. A., Facione, N. C., & Giancarlo, C. A. F. (1998). Professional judgment and the disposition toward critical thinking. Millbrae, CA: The California Academic Press.

Nath, J. L., & Cohen, M. D. (2010). Becoming an EC-6 teacher in Texas: A course of study for the Pedagogy and Professional Responsibilities (PPR) TExES (2nd ed.). Belmont, CA: Wadsworth/Thompson Learning.

Nath, J. L., & Cohen, M. D. (2005). Becoming a middle school or high school teacher in Texas: A course of study for the Pedagogy and Professional Responsibilities (PPR) TExES. Belmont, CA: Wadsworth/Thompson Learning.

Texas Education Agency. Texas Teacher Evaluation and Support System (T-TESS). Austin, TX: Texas Education Agency.

Rutherford, P. (2009). Why didn't I learn this in college?: Teaching & learning in the 21st century (2nd ed.). Alexandria, VA: Just Ask Publications and Professional Development.

Stronge, J. H. (2007). Qualities of effective teachers (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Wong, H. K., & Wong, R. T. (2004). The first days of school. Mountain View, CA: Harry K. Wong Publications.

APPENDICES

Appendix A Cooperating/Mentor Teacher Contract

Clinical Teaching Agreement

Date: _____

To: _____

From: Kathryn Penland, Certification Officer

Department of Education, University of Dallas

Candidate: _____

Street Address: _____

City, State, Zip: _____

Telephone: _____

Email: _____

School Assignment

School /District: _____

School Address: _____

School Telephone: _____

Principal: _____

Cooperating/Mentor Teacher: _____

Grade Level /Subject: _____

Dates of Clinical Teaching: From: ___ to _____

UD Field Supervisor: _____

If the above placement is acceptable, please sign and return a copy of this contract in the enclosed envelope. The signed contract will represent confirmation of the assignment requested. If changes in the placement are necessary, please make the necessary changes on the contract before signing and returning.

Signature of School Official

Date

Kathryn Penland, Certification Officer

Date

Appendix B

UNIVERSITY OF DALLAS DEPARTMENT OF EDUCATION

Cooperating/Mentor Teacher Orientation Meeting

Cooperating/Mentor Teacher: _____ Signature: _____

University Supervisor: _____ Signature: _____

Candidate: _____ Signature: _____

Date: _____

DISCUSSION TOPICS

Please place a check mark on the line provided for each topic discussed.

Cooperating/Mentor Teacher Contract	_____
Cooperating/Mentor Teacher Role and Responsibilities	_____
University Field Supervisor Role and Responsibilities	_____
Goals and Objectives of the Clinical Teaching/Internship/Instructional Practice	_____
Learner-Centered Schools for Texas--A Vision of Texas Educators: Proficiencies for Teachers	_____
Code of Ethics	_____
Suggested Calendar for the Clinical Teaching/Internship/Instructional Practice Assignment	_____
Clearances	_____
Confidentiality	_____
School and Classroom Responsibilities	_____
Absences and Tardies	_____
Dress and Decorum	_____
Electronic Devices	_____
School Policies Regarding Emergencies	_____
Texas Teacher Educator Standards: (http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html)	_____
Liability Insurance	_____
Substitute Teaching	_____
Appraisals: Formative and Final Appraisal with a Recommendation	_____
Delivery/Read Receipts	_____
Teacher Placement File	_____

Comments (optional):

Appendix C
UNIVERSITY OF DALLAS
DEPARTMENT OF EDUCATION

University Field Supervisor Orientation Meeting

Department Chair or Designee _____ **Signature:** _____

University Field Supervisor: _____ **Signature:** _____

Date: _____

DISCUSSION TOPICS

Please place a check mark on the line provided for each topic discussed.

- Cooperating/Mentor Teacher Contract _____
- Cooperating/Mentor Teacher Role and Responsibilities _____
- University Field Supervisor Role and Responsibilities _____
- Goals and Objectives of the Clinical Teaching/Internship/Instructional Practice _____
- Learner-Centered Schools for Texas--A Vision of Texas Educators: Proficiencies for Teachers _____
- Code of Ethics _____
- Suggested Calendar for the Candidate Assignment _____
- Clearances _____
- Confidentiality _____
- Syllabus _____
- School and Classroom Responsibilities _____
- Absences and Tardies _____
- Dress and Decorum _____
- Electronic Devices _____
- School Policies Regarding Emergencies _____
- Texas Teacher Educator Standards _____
- Liability Insurance _____
- Substitute Teaching _____
- Appraisals: Formative, Summative, and Final Appraisal with a Recommendation _____
- Delivery/Read Receipts _____
- Candidate Placement File _____

Comments (optional)

Appendix D

UD Clinical Teaching Formative Assessment

Classroom Observation # _____

UD Clinical Teacher: _____ Date: _____

Cooperating Teacher: _____ Begin Time: _____ End Time: _____

UD Field Supervisor: _____ School: _____

Grade Level/Subject Area: _____ Total Number of Students in Class: _____ Girls: _____ Boys: _____

Principal: _____ District: _____

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)					2 = Developing (Inconsistent)	1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable
		1	2	3	4	5	NA	EVIDENCE	
Domain I: Planning [Assessed During Pre-Conference]									
1.1 Standards and Alignment. The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners. Standards Basis: 1A, 1B, 3A, 3B, 3C. Expectations in this dimension include									
a. Goals aligned with state content standards									
b. All activities, materials, and assessments are relevant to students									
c. All activities, materials, and assessments provide appropriate time for lesson and lesson closure									
d. All activities, materials, and assessments fit into the broader unit and course objectives									
e. All activities, materials, and assessments are appropriate for diverse learners									

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable
		1	2	3	4	5	NA	EVIDENCE
f. All objectives are aligned to the lesson's goal.								
g. Integration of technology when applicable.								
h. Lesson plan was submitted before observation.								Attach lesson plan to this document
1.2 Data and Assessment. The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D. Expectations in this dimension include								
a. Formal and informal assessments to monitor progress of all students.								
b. Consistent feedback to students, families, and other school personnel while maintaining confidentiality.								
c. Analysis of student data connected to specific instructional strategies.								
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. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C. Lesson plan submitted offers explicit evidence of								
a. Connection to students' prior knowledge and experiences								
b. Adjustment to address strengths and gaps in background knowledge, life experiences, and skills of all students.								
1.4 Activities. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. Standards Basis: 1B, 1C, 1D, 1E. Lesson plan submitted offers explicit evidence of								
a. Questions that promote all students to engage in complex, higher order thinking								Examples of higher order questions a. _____

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable
		1	2	3	4	5	NA	EVIDENCE
								b. _____ c. _____
d. Instructional groups based on the needs of all students								
e. Information so that all students understand their individual roles within instructional groups.								
f. Activities, resources, technology, and instructional materials aligned with instructional purposes								
Domain II: Instruction [Assessed During Post-Conference]								
2.1 Achieving Expectations. The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B. During the class, the student teacher shows evidence that he/she								
a. Sets academic expectations that challenge all students								
b. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective								_____% of students mastered objective Does this coincide with assessment data analysis? _____
c. Addresses student mistakes and follows through to ensure student mastery								
d. Provides students opportunities to make choices relevant to their own learning								What choices were given to students?
2.2 Content Knowledge and Expertise. The teacher uses content and pedagogical expertise to execute lessons aligned with state standards, related content, and student needs. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C. During the class, the student teacher shows evidence that he/she								
a. Conveys accurate content knowledge in multiple contexts.								Number of content mistakes _____

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
b. Integrates learning objectives with other disciplines									
c. Anticipates possible student misunderstandings									
d. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, research-based)								Types of thinking used by students: a. _____ b. _____	
e. Accurately reflects how the lesson fits within the structure of the discipline and the state standards									
2.3 Communication. The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. Standards Basis: 1D, 1E, 2A, 3A, 4D. During the class, the student teacher shows evidence that he/she									
a. Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.									
b. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.									
c. Provides explanations that are clear and uses verbal and written communication that is clear and correct.									
d. Asks remember, understand, and apply level									

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
									questions that focus on the objective of the lesson and provoke discussion.
									e. Uses probing questions to clarify and elaborate learning.
									f. Asks higher-order thinking questions Examples of higher-order thinking questions embedded in lesson. 1. _____ 2. _____
									g. The effective use of instructional time, including the balancing of wait time with various questioning techniques Type of questions _____ Average wait time _____
2.4 Differentiation. The teacher differentiates instruction, aligning methods and techniques to diverse student needs. Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D. During the class, the student teacher shows evidence that he/she									
									a. Adapts lessons to address individual needs of all students.
									b. Regularly monitors the quality of student participation and performance Technique(s) used to monitor participation and performance. 1. _____ 2. _____ 3. _____
									c. Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.
									d. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
2.5 Monitor and Adjust. The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D. The student teacher shows evidence that he/she									

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
a. Consistently invites input from students to monitor and adjust instruction and activities									
b. Adjusts instruction and activities to maintain student engagement									What adjustments are made?
c. Monitors student behavior and responses for engagement and understanding.									What checks for student understanding are used?
Domain III: Learning Environment [Assessed During Pre-Conference and/or Post-Conference]									
3.1 Classroom Environment, Routines and Procedures. The teacher organizes a safe, accessible and efficient classroom. Standards Basis: 1D, 4A, 4B, 4C, 4D. The student teacher shows evidence of									
a. Using procedures, routines, and transitions that are clear and effective.									
b. Giving students opportunities to actively participate in groups, manage supplies and equipment with very little teacher direction.									
c. Maintaining a safe classroom organized to support learning objectives and is accessible to most students.									
3.2 Managing Student Behavior. The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D. The student teacher									
a. Consistently implements the campus and/or classroom behavior system in a proficient way									
b. Manages the classroom so that most students meet expected classroom behavior standards									
3.3 Classroom Culture. The teacher leads a mutually respectful and collaborative class of actively engaged learners. Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D. The student teacher									

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable
		1	2	3	4	5	NA	EVIDENCE
a. Engages all students in relevant, meaningful learning								
b. Guides students to work respectfully individually and in collaborative groups								
Domain IV: Professional Practices and Responsibilities [Assessed During Pre-Conference and/or Post-Conference]								
4.1 Professional Demeanor and Ethics. The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. Standards Basis: 6B, 6C, 6D. The student teacher								
a. Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators								
b. Meets all professional standards relevant to attendance								
c. Meets all professional standards relevant to appearance								
d. Meets all professional standards relevant to behavior (e.g. cell phone, social media, language, interactions with students)								
e. Advocates for the needs of all students								
4.2 Goal Setting. The teacher reflects on his/her practices. Standards Basis: 5D, 6A, 6B. The student teacher								
a. Sets both short- and long-term professional goals based on self-assessment, reflection, and supervisor feedback.								
b. Meets all professional goals resulting in improvement to practice and student performance (based on either self-								

5 = Distinguished (Always)		4 = Accomplished (Consistent)		3 = Proficient (Regularly)		2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)		0 = Not Observed / Not Applicable								
											1	2	3	4	5	NA	EVIDENCE	
4.3 Professional Development. The teacher enhances the professional community. Standards Basis: 3A, 6A, 6B, 6C. During the student teaching semester, the student teacher																		
4.4 School Community Involvement. The teacher demonstrates leadership with students, colleagues and community members in the school, district and community through effective communication and outreach. Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D. The student teacher																		

5 = Distinguished (Always)	4 = Accomplished (Consistent)		3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable
	1	2	3	4	5	NA	EVIDENCE		
competitions, drama/music performances)									

Pre-Conference: Answered by the Clinical Teacher

Date: _____ Time: _____

What should students know and be able to do by the end of the lesson?

What will the teacher and students be doing to show progress toward mastery of the objectives?

How will the teacher know that students have mastered the objectives?

Is there anything in particular that you want me to watch for during your lesson?

Do you need to talk to me before the lesson?

Post-Conference:

Date: _____ Time: _____

Which **two (2)** dimensions of the rubric were evident teaching strengths (reinforcement)? Please identify and justify.

Which **two (2)** dimensions of the rubric were evident areas of teaching needing growth? Please identify and explain.

Goals/Recommendations/Comments:

The university supervisor and student teacher have met and agreed to the above stated reinforcement, refinement, and goal(s)/recommendation(s):

UD Field Supervisor Signature: _____ Date: _____ Time: _____

UD Student Teacher Signature: _____ Date: _____ Time: _____

Appendix E

UD Student Teacher Formative Assessment Classroom Observation # _____

UD Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Begin Time: _____ End Time: _____

UD Field Supervisor _____ School _____

Grade/Subject _____ Total Number of Students in Class: _____ Girls: _____ Boys: _____

Principal _____ District _____

1=Improvement Needed

2=Developing

3=Proficient

4=Exceeds Expectations

NA= Not Applicable

	1	2	3	4	NA	EVIDENCE
Written Lesson Plan						
Verbal Effectiveness/Projection						
Effective Use of Instruction Time						
Classroom Presence						
Domain 1: Student Participation						
1. Engaged in learning						Number of students not engaged: ____
2. Successful in learning						
3. Critical Thinking/Problem Solving						
4. Self-directed						
5. Connects to Learning						
Domain II: Learner-Centered Instruction						
1. Goals and objectives						
2. Learner-centered						
3. Motivational strategies						
4. Instructional strategies						
5. Pacing/sequencing						
6. Value and importance						
7. Appropriate questioning/inquiry						

8. Use of Technology						
Domain III: Evaluation and Feedback						
1. Monitored and assessed						
2. Assessment and instruction aligned						
3. Appropriate assessment						
4. Learning reinforced						
5. Constructive feedback						
6. Relearning and re-evaluation						
Domain IV: Management						
1. Discipline procedures						
2. Self-discipline/ self-directed learning						
3. Equitable teacher-student interaction						
4. Expectations for Behavior						
5. Redirects disruptive behavior						
6. Reinforces desired behavior						
7. Equitable and varied characteristics						
8. Manages time/transitions/materials						
Domain V: Evidence of Positive Climate						
1. Positive feedback to students						
2. Specific student praise						
3. Appropriate student behavior						
4. Uses multi-sensory activities						
5. Supportive, courteous, respectful interaction with all						

Post Observation Interactive Conference

Date: _____ Time: _____ Average Rating: _____

UD Field Supervisor Signature: _____ UD Student Teacher Signature: _____

Summary of Observation: _____

Goals:

Appendix F

Final Student Teacher Appraisal and Recommendation: Parts I and II

Important: This form will be included in the student teacher’s permanent Placement File and reproduced. Please do not write on the back. Please type or print with black ink.

Student Teacher: _____ School District: _____

Name of School: _____ Subject(s)/Grade Levels: _____

Student Teaching Contract Dates (Month/Year): From _____ to _____

Please complete Part I and Part II of the Final Student Teacher Appraisal and Recommendation.

Part I. Student Teacher Performance Ratings

Please rate the student teacher’s performance on the seven domains of teaching performance indicated below. Use the following ratings to indicate the appropriate level of performance:

- 4 = Greatly Exceeded Expectations for Student Teacher Performance
- 3 = Exceeded Expectations for Student Teacher Performance
- 2 = Met Expectations for Student Teacher Performance
- 1 = Did Not Meet Expectations for Student Teacher Performance
- 0 = Not Observed / Not Applicable

PDAS Domain	PDAS Evaluation Dimensions	Relevant Questions Considered	Rating
Domain I: Active, Successful Student Participation in the Learning Process	a. Quantity and quality of active student participation in the learning process is evident. b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.	1. Are most of the students in the class actively engaged in the learning most of the time? 2. Do the students know what they are supposed to be doing? 3. Are the students responding to high level questions – according to Bloom’s Taxonomy? 4. Are the students engaged in a variety of tasks – beyond just listening to the teacher? 5. Are the students making connections with the learning? 6. Do the students attempt to connect the learning with aspects of their own lives?	
Domain II: Learner-Centered Instruction	a. The instructional content is based on appropriate goals and objectives. b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines. c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines. d. The instructional strategies promote application of learning through critical thinking and problem solving. e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.	1. Is there a lesson plan to guide the instruction? 2. Does the plan offer objective(s), assessment(s), and brief instructional procedures? 3. Does the instructional plan offer opportunity for learning different kinds of knowledge: factual, conceptual, procedural, and meta-cognitive? 4. Does the instruction promote learning by expecting students to solve problems which demand higher levels of cognitive processing – such as analysis, evaluation, and synthesis (creation)? 5. Does the teacher implement the plan with “authority” – and use materials, examples, and strategies that motivate students to learn and that engage students in active learning? 6. Are the elements of the instructional plan – objective(s), assessment(s), and strategies aligned with standards, student needs, and the real world? 7. Are the students engaged in active instructional conversations and tasks or are they passively following along during in a teacher-directed script?	

PDAS Domain	PDAS Evaluation Dimensions	Relevant Questions Considered	Rating
Domain III: Evaluation and Feedback on Student Progress	a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies. b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students.	1. Does the teacher collect appropriate, varied, and sufficient information from each student to determine progress on goals and objectives? 2. Does the teacher provide frequent and relevant feedback in support of student learning? 3. Does the teacher offer both formative and summative assessments that are aligned with standards, objectives, and student needs? 4. Is the teacher able to justify grade book and grading policy with respect to state and national assessment systems, local policy, and individual student needs?	
Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials	a. The teacher effectively implements the discipline-management procedures approved by the district. b. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning. c. The teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students. d. The teacher effectively and efficiently manages time and materials.	1. Does the teacher offer an “authoritative” classroom management plan that supports learning and complies with district policy? 2. Does the teacher implement a classroom management plan that promotes and encourages self-discipline and self-directed learning? 3. Does the teacher maintain “authority” in the classroom with classroom procedures that optimize student discipline? 4. Does the teacher maintain an appropriate instructional pace? 5. Does the teacher select materials, assessments, and instructional strategies that support varied needs and characteristics of students?	
Domain V: Professional Communication	a. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students. b. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals. c. The teacher’s interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.	1. Does the teacher engage in “instructional conversations” with the students? 2. Does the teacher use appropriate professional discourse with all members of the school community? 3. Does the teacher listen and ask questions more than he/she talks and tells? 4. Does the teacher respect the confidentiality of sensitive information? 5. Does the teacher fully participate in the professional dialogue – without engaging in petty, negative, or “gossip-oriented” conversations?	
Domain VI: Professional Development	a. The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district. b. The teacher correlates professional development activities with assigned subject content and the varied needs of students. c. The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development. d. The teacher correlates professional development activities with the prior performance appraisal.	1. Does the teacher identify and evaluate significant elements of his/her teaching that are effective and/or need improvement? 2. Is the teacher willing to step outside of his/her comfort zone – and try new techniques, strategies? 3. Does the teacher show evidence of growth/improvement in teaching? 4. Does the teacher constantly self-evaluated? 5. Does the teacher discuss teaching success and effectiveness in terms of student success and achievement?	
Domain VII: Compliance With Policies, Operating Procedures and Requirements	a. The teacher contributes to making the whole school safe and orderly and a stimulating learning environment for children. b. The teacher respects the rights of students, parents, colleagues, and the community.	1. Does the teacher cheerfully comply with policies, operating procedures, and requirements? 2. Does the teacher respect all members of the community? 3. Does the teacher contribute to the school community – beyond compliance with rules and policies?	

PDAS Domain	PDAS Evaluation Dimensions	Relevant Questions Considered	Rating
Domain VIII: Improvement of Academic Performance of All Students On The Campus	a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TEKS/STAAR objectives. b. The teacher aligns the planning and delivery of instruction to all appropriate TEKS/STAAR. c. Teacher collaborates with other faculty/administration to improve STAAR-related performance of all students on the campus. d. The teacher identifies students who are at-risk and develops appropriate strategies to assist these students. e. Teacher monitors attendance of all students and intervenes to promote regular attendance.	1. Does the teacher speak “authoritatively” about the TEKS and STAAR with respect to the needs of individual students? 2. Does the teacher collaborate with faculty, administration, and family to improve the STAAR-related performance of each student on campus? 3. Does the teacher recognize indicators of poor or mediocre student performance – and seek appropriate resources to support students? 4. Does the teacher model and promote good attendance and support good student attendance? [N.B. PDAS Domain VIII: Improvement of Academic Performance of All Students On The Campus was included on student teacher assessment instruments for discussion purposes only.]	NA
Potential as a teacher, all things considered			

Part II. Letter of Recommendation

On a separate sheet, please write a letter of recommendation to a prospective employer for the above named student teacher. The letter serves as a qualitative summary of the student teacher’s performance, professionalism, and potential as a teacher. When writing the letter, please include details that respond to the *Relevant Questions Considered* within the *PDAS Evaluation Dimensions* and that offer a more personal context to the student teaching “story.” Address the letter to “To Whom It May Concern” and submit it with this document.

Please check your role / responsibility with respect to the above named student teacher:

University Supervisor

Cooperating Teacher

Signature _____ Date _____

Name _____ Title _____
(print or type)

Institution _____ Department _____

Complete Address _____

Phone Number _____