



## Texas A&M-Texarkana

### EAGLES TEACH CLINICAL EXPERIENCES HANDBOOK



## Texas A&M University-Texarkana Educator Preparation Program

### Mission Statement

The mission and vision of Texas A&M University-Texarkana

### The College of Arts, Science, and Education Mission Statement

"We are a community of scholars who challenge each other to lives of inquiry."

### Teacher Education Core Values, Mission, and Vision Statements

#### Core Values:

- Good teaching is complex
- Good teaching is deeply reflective.
- Good teaching can be replicated.
- Good teachers continually improve.

#### Mission:

Teach others to teach well.

#### Vision:

Teach well.



## Texas A&M University Teacher Preparation Program

### **Clinical Teaching Semester ED – 410 Timeline**

January 25 – Initial clinical teacher status conference with clinical teacher, cooperating teacher, and field supervisor (must complete within the first three weeks of placement).

February 8 – First pre-conference meeting completed

February 15 – First observation and post-conference completed and input into TK20. Initial Dispositions and Professional Practices form completed.

March 12 – Second pre-conference meeting completed.

March 19 – Second observation and post-conference completed and input into TK20. Second Dispositions and Professional Practices form completed.

April 12 – Third pre-conference meeting completed.

April 19 – Third observation and post-conference completed and input into TK20. Third Dispositions and Professional Practices form completed.

April 30 – All TK20 binders and portfolios complete and submitted by 11:59pm. Certificates of completion for dyslexia, youth suicide prevention, substance abuse, and mental health submitted to clinical teaching lab in blackboard.



## Texas A&M University Teacher Preparation Program

### Expectations of Clinical Teacher, Cooperating Teaching, and Field Supervisor

#### **Clinical Teacher**

##### Alignment of Professional Standards

Mandatory Meetings – students must attend program orientation and all clinical seminars in order to successfully complete the semester, in addition to the required number of hours or days in the placement, as set forth by TEA and SBEC guidelines for certification.

##### Professional Dress Expectations

As a pre-service teacher in a public school, you need to present a professional appearance to reflect transition from college student to educator. When student teaching, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

##### Professional Liability

The clinical teacher is entitled to the same protection of law as the cooperating teacher and the principal in the school where s/he is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

- Administering medicine to any student is not permitted even if cooperating teacher gives approval, the clinical teacher must decline and cite University policy.
- Clinical teachers are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
- Corporal punishment administered by the clinical teacher is not permitted at any time. The cooperating teacher should discuss school policy regarding treatment of students and contact with students.

##### Texas Education Code – Section 22.0511

##### Immunity from Liability

###### Sec. 22.051. DEFINITION; OTHER IMMUNITY.

(a) In this subchapter, "professional employee of a school district" includes:

- (1) a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a school district;
- (2) a teacher employed by a company that contracts with a school district to provide the teacher's services to the district;



### Texas A&M University Teacher Preparation Program

- (3) a student in an education preparation program participating in a field experience or internship;
- (4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;
- (5) a member of the board of trustees of an independent school district; and
- (6) any other person employed by a school district whose employment requires certification and the exercise of discretion.

(b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

#### Sec. 22.0511. IMMUNITY FROM LIABILITY.

- (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
- (b) This section does not apply to the operation, use, or maintenance of any motor vehicle.
- (c) In addition to the immunity provided under this section and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, "individual" includes a person who provides services to private schools, to the extent provided by federal law.

#### Roles and Responsibilities of the Clinical Teacher

To have a successful experience, the clinical teacher as a representative of the university, must maintain a positive professional working relationship with students, the university supervisor, cooperating teacher, campus administrators, colleagues, other school personnel and the community.

The following responsibilities and actions are essential:

- Maintain ongoing communication with cooperating teacher and field supervisor throughout semester.
- Become familiar with school policies and procedures; adhere to all district and campus policies. As Clinical Teacher, you serve in same capacity as "employee" of the district.
- Wear appropriate professional/business casual attire at all times unless other attire is approved for special days/functions.
- Review and follow the Code of Ethics for Texas Educators.
- Sign in and sign out when arriving/leaving in the front office; maintain Clinical Teaching Daily Attendance Record.
- Be punctual; do not leave early unless prior arrangements with cooperating teacher and university supervisor were made.
- **Notify the school, the cooperating teacher and university supervisor as soon as possible if absence due to illness is necessary. This is extremely important. Particularly this school year, with Covid-19 concerns.** Follow the Covid reporting procedures for the university and the school district.
- Follow the daily and duty schedule of the cooperating teacher (including Open House and faculty meetings).



## Texas A&M University Teacher Preparation Program

Turn in a weekly teaching schedule to your university supervisor; notify him/her if changes occur in this schedule.

- Submit weekly reflections to your university supervisor. Follow the instructions from the university supervisor for content and format.
- Establish a respectful supportive relationship with students, teachers, administrators, staff and parents.
- Provide lesson plans and reflections as required by university supervisor and cooperating teacher.
- Attend PTA meetings, open house, faculty meetings and any duty to which the cooperating teacher is assigned. Document attendance as appropriate.
- Attend all scheduled professional learning community (PLC) meetings, seminar meetings, and informal individual debriefing meetings.
- Complete all required assessments explained in the assessment section of this handbook and/or communicated to you by your field supervisor, the Coordinator of Field Experience, or the Certification office.

The following guidelines will assist in preparation and instruction:

- Share and collaborate with cooperating teacher and other faculty member's instructional ideas, materials and technology.
- Share lesson plans with cooperating teacher and university supervisor; welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Prepare in advance all teaching materials/technology.
- Know and understand the curricular goals and objectives; be knowledgeable of the concepts to be presented.
- Plan and implement a variety of effective teaching/learning strategies to meet the needs of various students.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Communicate instructions, directions clearly and coherently to students.
- Develop critical thinking through use of effective questioning techniques.
- Provide lesson activities that require cooperation and teamwork.
- Encourage student creativity by accepting students' ideas to enrich learning opportunities.



### Evaluation Process of the Clinical Teacher (ED 410)

The clinical teaching semester is the final demonstration by students of their ability to perform successfully as beginning teachers. The goal of this preparation is the successful completion of the clinical teaching semester and for the clinical student to become a day one ready teacher.

Evaluation is the responsibility of the university supervisor in collaboration with the cooperating teacher. Absences may affect overall grade and successful completion.

Clinical teachers will be supported by both the field supervisor and cooperating teacher. Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the clinical teacher. Field supervisors will conduct a **mandatory** clinical teacher status conference/Mentor between cooperating teacher, and clinical teacher by the third week of the clinical teaching program. A **minimum** of three formal evaluations/observations will be conducted for each clinical teacher with the first completed by the fourth week of clinical teaching. The cooperating teacher will conduct several evaluations but a minimum of two formal observations/evaluations will be required for submission. Clinical Teachers are encouraged to reflect on each observation/evaluation. Field supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Clinical teacher and Field Supervisor will conduct:

- Initial clinical teacher status conference: (must occur within first 3 weeks of Clinical Teaching)
  - o Attended by student, field supervisor, cooperating teacher
  
- Formative Observation/Evaluation #1 (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher
  
- Formative Observation/Evaluation #2: (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher
  
- Formative Observation/Evaluation #3: (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher.

Cooperating teacher will conduct:

- Observation/Evaluation #1 (minimum 45 minutes)
- Observation/Evaluation #2: (minimum 45 minutes)



## Texas A&M University Teacher Preparation Program

Texas Administrative Code §228.35(g)

### **Pre- and Post-Observation Conference**

For each formal observation, field supervisor shall participate in an individualized pre- and post-observation conference with clinical teacher.

### **Unsatisfactory Performance of Clinical Teacher**

Violations of school policies or underperformance of the clinical teacher must be addressed immediately by cooperating teacher and/or university supervisor. The following sequential procedures shall be utilized to remedy the situation:

1. The clinical teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance or violation of school policies. Clinical teacher shall be verbally given detailed information regarding his/her behavior and suggestions to improve performance. Additional observations may be suggested by cooperating teacher and/or university supervisor.
2. If the behavior/action(s) continue, a written evaluation from both cooperating teacher and university supervisor will be given to clinical teacher in a clinical teacher status conference in the form of detailed written documentation of any infractions of school policy, professionalism, or performance. Additional observations may be suggested by cooperating teacher and/or university supervisor. A copy of the written documentation will be submitted to the Certification Coordinator, Coordinator of Field Experiences, and the Chair of Teacher Education.
3. When it is evident that clinical teacher does not follow through with verbal and written suggestions for improvement, a formal Growth Intervention Plan shall be developed by the university supervisor and cooperating teacher and presented to student in clinical teacher status conference. The Growth Intervention Plan will offer a clear time limits for compliance. Additional observations may be suggested by cooperating teacher and/or university supervisor. This plan will be seen as a contract and shall be signed by the clinical teacher, cooperating teacher, and university supervisor with a copy submitted to the Office of Educator Preparation, first to the Certification Coordinator, Coordinator of Field Experiences, and to the Chair of Teacher Education.

### **Growth Intervention Plan**

Any field- clinical teacher consistently not performing at the appropriate professional or academic level will be helped by cooperating teacher and/or university supervisor in the form of a Growth Intervention Plan with clear time limits for compliance. If a student is failing at mid-semester, that grade shall be reported to the Certification Coordinator, Chair of Teacher Education, and the Coordinator of Field Experience by the field supervisor. A copy of the Growth Intervention Plan will be kept in with the Certification Coordinator.



### **Drop/Withdrawal of Clinical Teacher**

Occasionally, there are circumstances that warrant a drop or withdrawal of the clinical teacher from the clinical teaching semester. In facilitating a drop or withdrawal of the clinical teaching for valid reasons, all parties involved will follow appropriate procedures.

The following outline reasons for dropping or withdrawing from clinical teaching:

- A. Mutual agreement for dropping or withdrawing by the clinical teacher, cooperating teacher/school and field supervisor for reasons of illness, injury or other unforeseen problem.
- B. Failure by the clinical teacher to establish and maintain satisfactory performance level in classroom instruction and management despite having a Growth Intervention Plan developed and time limit for compliance.
- C. Failure by the clinical teacher to abide by the policies of the school.
- D. Unprofessional conduct toward school personnel or students despite having a Growth Intervention Plan developed and time limit for compliance.
- E. A violation of the Educator's Code of Ethics.



## Texas A&M University Teacher Preparation Program

### Cooperating Teacher

As a professional teacher, the cooperating teacher plays a vital role in the preparation of the clinical teacher by providing the best educational experience. The cooperating teacher's major function in the clinical teaching semester is to provide opportunities for the clinical teacher to learn through practice and reflection. To qualify as a cooperating teacher, the cooperating teacher must hold a valid Texas Teaching Certificate in the same area/level as the clinical teacher and a minimum of three years teaching experience in the area/level. A cooperating teacher will also understand the practices of instructional coaching, the dispositions of an excellent teacher, and express the desire to invest in the clinical teacher assigned to them.

To maximize this mentoring experience, cooperating teachers will be assigned and asked to complete an online mentor training module. Once the cooperating teacher's information has been provided to the Coordinator of Field Experiences, an email will be sent to the cooperating teacher with login instructions.

The following guidelines are suggestions to prepare for the clinical teacher:

- Prepare the classroom students to receive the clinical teacher as a professional co-teacher.
- Prepare a workspace for the clinical teacher with a desk, chair, shelves, curriculum guides and teaching materials if possible.
- Participate in initial clinical teacher status conferences with supervisor to discuss roles, expectations, and timeline and subsequent pre-post observation conferences.

The following may assist in providing the clinical teacher an orientation:

- Welcome clinical teacher and introduce to the class.
- Provide a school calendar and daily schedule.
- Introduce clinical teacher to colleagues and school personnel.
- Review policies, discipline procedures, curriculum.
- Provide copies of textbooks and other curriculum materials.
- Explain process of reporting tardiness, absences and recording absences.

The following may assist in creating a successful learning experience for the clinical teacher:

- Provide gradual induction to the teaching process by modeling appropriate planning and teaching as well as explaining the purpose.
- Demonstrate methods and resources for creating daily lesson plans with use of curriculum guides.
- Explain the philosophy of classroom management, the specific techniques that are used.
- Choose a specific time for planning and reflecting on a daily/weekly basis.
- Informally assess clinical teacher progress and offer constructive feedback continuously.
- Allow clinical teacher to assume full responsibility of the classroom instruction and management.



### Texas A&M University Teacher Preparation Program

Formally assess clinical teacher using the observation documents which will be turned in to university supervisor as final input by cooperating teacher on level of performance as teacher.



## Texas A&M University Teacher Preparation Program

### Field Supervisor

The university supervisor acts as a liaison between the participating schools and Texas A&M University-Texarkana. The main function of the university supervisor is to provide guidance and support of the clinical teacher and cooperating teacher.

The university supervisor has the following responsibilities:

- Communicate regularly with clinical teachers; respond to clinical teachers' communication within two school/business days.
- Communicate regularly with cooperating teacher to provide information, answer questions, and discuss progress of or clinical teacher.
- Must hold an initial and summative clinical teacher status conference with the cooperating teacher and the clinical teacher.
- Explain clinical teaching requirements to cooperating teacher.
- Observe, assess, and evaluate clinical teachers a minimum of four times: Scheduled formal observations.
- Monitor attendance of clinical teacher.
- Provide external support and resources to support instructional effectiveness of the clinical teacher.
- Provide constructive written feedback on observations.
- Communicate regularly with cooperating teacher regarding clinical teacher's progress.
- Provide campus administrator a copy of observation/evaluations. Email and use "Read receipt".
- Document any program and/or school infractions, document lack of professionalism, cooperation as well as unsatisfactory progress in classroom instruction and management.
- Provide a "Growth Intervention Plan", see Appendix, if there are problematic areas that need special attention. This plan must be designed early so the clinical teacher has enough time to address areas of concern. Address plan with cooperating teacher.
- Complete and collect all required documentation.
- Guide clinical teacher in the completion of all required assessments and surveys.
- Assign final grade of satisfactory or unsatisfactory for each assigned clinical teacher.
- Complete each TK20 binder for assigned clinical teacher by the November 30<sup>th</sup> deadline.



## Texas A&M University Teacher Preparation Program

### TK20 by Watermark

Tk20 by Watermark is the online repository used to collect official documentation of the candidate's Clinical Teaching semesters. Field Supervisors will receive a username and password in their first semester of employment with the University. Cooperating Teachers will receive an email from Tk20 each semester with a link that gives them direct access to their assigned Clinical Teacher's binder. This email will not go out until binders are sent to the candidates, sometime after the University census date.

Teacher Candidates must purchase an account in Tk20, either through the TAMU-T bookstore (financial aid may be used with this option only) or directly from Watermark at <https://tamut.tk20.com>. This account must be paid and active no later than the first day of the clinical semester.

### GoReact

GoReact is the online tool used for all clinical teacher observations. The software is connected to the university's LMS and all clinical teachers are required to use this program. GoReact is FERPA compliant and encrypted, so information collected will not be viewed outside the GoReact, the university LMS, nor will it be used for any other purpose than evaluating the clinical teacher. The information will only be viewed by the field supervisor, clinical teacher, and possibly the director of clinical experiences, department chair, or certification office.

### Retention/Exit Policy for A&M-Texarkana Educator Preparation Programs

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- Maintain 3.0 Graduate GPA
- No grades below "C" in major/professional development areas nor "Unsatisfactory" in Practicum/Internship courses
- No violations of the university [Student Code of Conduct](#)
- No violations of the [TEA Educators' Code of Ethics](#)



## Texas A&M University Teacher Preparation Program

### Complaint Policy for A&M-Texarkana Educator Preparation Programs

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. Any of the persons previously mentioned may seek resolution without fear of retribution. Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the TPP at A&M-Texarkana must be submitted in accordance with the following procedures:

1. Individual "files" a complaint by submitting a written letter regarding the complaint to the Teacher Prep Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed.
2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission.
3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator's receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision.

Appeals Process An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal and may conduct an additional investigation.



## Appendix A: Clinical Semester Forms





### Pre-Conference Planning Sheet

Lead Teacher:	Co-Teacher:	Date:
Strategies: Alternative/Differentiated Team Assist Observe Parallel Station Supplemental Team		
<p>How are roles of each teacher divided up for this lesson? Who is responsible for each component of the lesson?</p> <p>What aspects of the lesson do you anticipate to be challenging for students? What are examples of cues that might be present to indicate students are struggling with the material? How do you plan to address the needs of students who are struggling?</p> <p>How will you address the needs of gifted students? What other differentiated accommodations are available for students?</p> <p>What evidence will allow you to assess if students have mastered the objective of the lesson?</p> <p>How will the planned formative assessments help you to determine what students know and what they might still need to know?</p>		
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Texas A&M University Teacher Preparation Program

Clinical Teaching Observation Report

Date:		Time (45 minute minimum):
Clinical Teacher:		Semester:
District & Campus:		Observation: 1 2 3
Field Supervisor:		Observation Modality: Face-to-face; synchronous, or asynchronous

Teacher Candidate Goal:

**Domain 1: Planning**

**Dimension 1.1 Standards and Alignment: the candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
All rigorous and measurable goals aligned to state standards. All activities, materials and assessments are logically sequenced, related to students' prior understanding, real world based, cross-curricular, deepen students understanding, are appropriate for diverse learners. Objectives aligned and logically sequenced. Integration of technology to	All measurable goals aligned to state standards. All activities, materials and assessments are sequenced, relevant to students' prior understanding, cross-curricular, reinforce broader unit course objectives, are appropriate for diverse learners. All objectives are aligned and logically sequenced to the lessons goal. Integration of technology to enhance mastery of goal(s).	All goals aligned to the state content standards. All activities, materials, and assessments are relevant to student, provide appropriate time for closure, fit into the broader unit and course objectives, are appropriate for diverse learners. All objectives aligned to the lesson's goal. integrate technology when applicable.	Most goals align to state content standards. Most activities, materials, and assessments are sequenced, sometimes provide appropriate time for lesson closure. Lessons where most objectives are aligned and sequenced to the lesson's goal.	Few goals aligned to the state content standards. Few activities, materials, and assessments are sequenced, rarely provide time for lesson and lesson closure. Few objectives are aligned and sequenced to the lesson's goal.	



Texas A&M University Teacher Preparation Program

<p>enhance mastery of goal.</p>					
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**Dimension 1.2 The teacher candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>Formal and informal assessments to monitor progress of all students, share appropriate diagnostic formative and summative assessment data with students to engage them in self-assessment, build</p>	<p>Formal and informal assessments to monitor student progress of all students and incorporate appropriate diagnostic data in lesson plans. Analysis of student data connected to</p>	<p>Formal and informal assessments to monitor progress of all students. Consistent feedback to students, analysis of student data connected to specific instructional strategies.</p>	<p>Formal and informal assessments to monitor progress of all students. Consistent feedback to students. Analysis of student data connected to</p>	<p>Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students. Utilization of multiple sources of student data.</p>	



Texas A&M University Teacher Preparation Program

awareness of students' strengths and weaknesses to track their own progress.	specific instructional strategies and use of results to reflect on teaching and to monitor teaching strategies and behaviors in relation to student success.		specific instructional strategies.		
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**Dimension 1.3 Through knowledge of students proven practices, the teacher candidate ensures high levels of learning, social-emotional development and achievement for all students.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
All lessons that connect to students' prior knowledge, experiences, interests, and future learning expectations across content areas. Guidance for students to apply strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their learning patterns, habits and needs to achieve high levels of academic and	All lessons that connect to students' prior knowledge, experiences, and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their learning. Opportunities for students to utilize their individual learning patterns, habits, and needs.	All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	Few lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.	



Texas A&M University Teacher Preparation Program

social-emotional SUCCESS.					
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**Dimension 1.4 The teacher candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. Instructional groups based upon the needs of all students and allows for students to take ownership of group and individual accountability. The ability of all students to set goals, reflect on, evaluate, and hold each other accountable within instructional groups. Activities, resources, technology, and instructional materials that are all aligned to instructional purposes are varied</p>	<p>Questions that encourage all students to engage in complex, higher-order thinking and problem solving. Instructional groups based upon the needs of all students and maintains both group and individual accountability. All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. Activities, resources, technology, and instructional materials that are all aligned to instructional purposes, are varied and appropriate to</p>	<p>Questions that encourage all students to engage in complex, higher order thinking. Instructional groups based on the needs of all students. All students understanding their individual roles within instructional groups. Activities, resources, technology, and instructional materials that are all aligned to instructional purposes.</p>	<p>Questions that promote limited, predictable, or rote responses and encourage some complex, higher-order thinking. Instructional groups based on the needs of students. Most students understanding their individual roles within instructional groups. Activities, resources, technology, and/or instructional materials that are mostly aligned to instructional purpose.</p>	<p>Encourages little to no complex higher-order thinking. Instructional groups based on the needs of a few students. Lack of student understanding of the individual roles within instructional groups. Activities, resources, technology, and/or instructional materials misaligned to instructional purposes.</p>	



Texas A&M University Teacher Preparation Program

and appropriate to ability levels of students and actively engage them in ownership of their learning.	ability levels of students.				
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**Domain 2: Instruction**

**Dimension 2.1 the teacher candidate supports all learners in their pursuit of high levels of academic and social-emotional success.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
The teacher candidate provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systemically enables students to set goals for themselves and monitor their progress.	The teacher candidate provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning.	The teacher candidate sets expectations that challenge all students. Persists with the lesson until most students demonstrate mastery of the objective. Address student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning.	The teacher candidate sets expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses students' mistakes. Sometimes provides opportunities for students to take initiative of their learning.	The teacher candidate sets expectations that challenge few students. Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. Allow student mistakes to go unaddressed or controls student errors in a way that discourage further effort. Rarely provides opportunities for students to take initiative of their own learning.	

**Dimension 2.2 The teacher candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>The teacher candidate displays extensive content knowledge of all the subjects s/he teaches. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively motivates concerns. Consistently provides opportunities for students to use different types of thinking (analytical, practical, creative and research-based) Sequence instruction that allows students to understand how the lesson fits within the structure of eh discipline, the state standards, related</p>	<p>The teacher candidate conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking. Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</p>	<p>The teacher candidate conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking. Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</p>	<p>The teacher candidate conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking.</p>	<p>The teacher candidate conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking.</p>	



Texas A&M University Teacher Preparation Program

content and within real-world scenarios.					
<p><b>Dimension 2.3 The teacher candidate clearly and accurately communicates to support persistence, deeper learning, and effective effort. Consistently anticipates student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (analytical, practical, research based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.</b></p>					
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>The teacher candidate establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and materials with teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at</p>	<p>The teacher candidate establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the</p>	<p>The teacher candidate establishes classroom practices that encourage most students to communicate effectively with teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember/understand/apply level questions that focus on the objective of the lesson and provoke discussion.</p>	<p>The teacher candidate leads lessons with some opportunity for dialogue clarification or elaboration. Recognizes student misunderstanding but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do</p>	<p>The teacher candidate directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has incorrect spelling, grammar, punctuation, or structure. Rarely asks questions or asks questions that do not amplify discussion or align to the objective or the lesson.</p>	



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<p>create/analysis/evaluate levels that require a deeper learning and broader understanding of the objective of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support students directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.</p>	<p>create/evaluate/analysis level that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate, and extend learning. Provides wait time when questioning students.</p>	<p>Uses probing questions to clarify and elaborate learning.</p>	<p>little to amplify discussion.</p>		
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**Dimension 2.4 The teacher candidate differentiates instruction, aligning methods and techniques to diverse student needs.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>The teacher candidate adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of students' participation and</p>	<p>The teacher candidate adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly monitors the quality of student participation and</p>	<p>The teacher candidate adapts lessons to address individual needs of all students. Regularly monitors the quality of students' participation and performance. Provides differentiated instructional methods</p>	<p>The teacher candidate adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides</p>	<p>The teacher candidate provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated</p>	



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<p>performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and or social emotional needs of all students.</p>	<p>performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social emotional needs of students.</p>	<p>and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social emotional needs.</p>	<p>differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.</p>	<p>instructional methods and content. Does not recognize when students become confused or disengaged or does not respond appropriately to student learning or social/ emotional needs.</p>	
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**Dimension 2.5 The teacher candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.**

DISTINGUISHED	ACCOMPLISHES	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>The teacher candidate systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit</p>	<p>the teacher candidate utilizes input from students in order to monitor and adjust instruction, activities, and pacing to respond to differences in student responses. Adjusts instruction and activities to maintain student engagement. Continually checks</p>	<p>The teacher candidate consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding.</p>	<p>The teacher candidate sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses</p>	<p>The teacher candidate rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior ad responses with student engagement and understanding.</p>	



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checks for understanding through questioning and academic feedback.	for understanding through purposeful questioning and academic feedback.		but misses some clues of misunderstanding.	Makes no attempts to engage students who appear disengaged or disinterested.	
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**Domain 3: Learning Environment**

**Dimension 3.1 The teacher candidate organizes a safe, accessible, and efficient classroom.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
The teacher candidate establishes and uses effective routines, transitions and procedures that primarily rely on student leadership responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge, and inspire students to participate in high-level learning beyond the learning objectives.	The teacher candidate establishes and uses effective routines, transitions, and procedures that s/he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting, and organized to support learning objectives and is accessible to all students.	All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students.	Most procedures, routines and transitions provide clear direction, but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. the classroom is safe and accessible to most students but is disorganized and cluttered.	Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized, and uncomfortable. Some students are not able to access materials.	

**Dimension 3.2 The teacher candidate establishes, communicates, and maintains clear expectations for student behavior.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
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Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehaviors fluidly. Students and the teacher create, adopt, and maintain classroom behavior and standards.	Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards.	Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards.	Inconsistently implements the campus and/or classroom behavior system.	Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.	
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**Dimension 3.3 The teacher candidate leads a mutually respectful and collaborative class of actively engaged learners.**

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
Consistently engages all students with relevant, meaningful learning based on their interest and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements.	Engages all students with relevant meaningful learning, sometimes adjusting lessons based on student interests and abilities.	Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups.	Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other.	Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and the teacher.	

Teacher Candidate Signature: \_\_\_\_\_  
 Field Supervisor Signature: \_\_\_\_\_



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Post-Observation Conference

Clinical Teacher:	Field Supervisor:	Date:
After each observation, the field supervisor and clinical teacher will use this form as a guide to review the lesson and debrief. The field supervisor will upload into the clinical teacher's TK20 binder.		

1. What is your impression of the lesson?
2. What was the most effective component of the lesson? What evidence is available to support this?
3. If you teach this lesson again, what aspects of the lesson would you change? What improvements would you make?
4. Did the students' meet the objective from today's lesson? What evidence is available to support this claim?
5. How did you assess student understanding throughout the lesson?
6. Were students confused or disengaged at any point in the lesson? How did you know they were disengaged or confused? What corrective steps did you take?
7. Were you able to easily follow the established classroom procedures and rules during the lesson? What evidence is available to support your answer? How will you focus on classroom management moving forward?





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Clinical Teacher Status Conference signatures:

Teacher candidate \_\_\_\_\_

Cooperating teacher \_\_\_\_\_

Field supervisor \_\_\_\_\_



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Dispositions and Professional Practices Survey

1 = Needs improvement 2=Meets expectations NO = Not observed

Professional and Ethical Actions		Rating	Evidence
Ethical Behavior	Open and honest with all stakeholders. Maintains trust and confidentiality of students or colleagues. Adheres to the Code of Ethics and Standard Practices for Texas Educators.		
Personal Responsibility	Exercises mature judgment and self-control. Accepts consequences of decisions and actions without excuses. Seeks feedback and makes changes, as necessary.		
Dependability	Attends class and field work consistently, arrives on time, and is prepared. Absences arranged in advance. Meets deadlines. Follows through with commitments. Does not leave early.		
Professional Appearance	Neat and clean appearance appropriate to the setting, including proper "teaching attire" in field settings.		
Social Media	Evaluates social media language, images, and links to ensure professional impression is conveyed. Complies with all district and university social media policies (e.g., sharing social media with students).		
Cultural Awareness	Shows sensitivity and ability to work with diverse students, families, colleagues and/or university peers (e.g., race, ethnicity, socioeconomic status, gender, sexual orientation, culture, language). Uses person-first language (e.g., avoids labeling).		
Inclusive Practices	Endeavors to meet the needs of all students in a caring, discrimination-free, and equitable manner. Values differences.		
<b>Growth Minded Skills and Behaviors</b>			
Growth Mindset Focus	Desire to learn and grow through classroom experience. Willing to persist through challenges presented; unafraid to ask for help. Seeks opportunities to learn and develop skills throughout placement.		
Reflective Practice	Thoughtfully considers experiences within the classroom. Continually reconsiders perceptions, practices, and written work.		
Leadership	Takes initiative. Inspires, motivates and encourages others to contribute. Demonstrates understanding of group collaboration skills; is able to lead or follow, when necessary.		



## Texas A&M University Teacher Preparation Program



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<b>Communication Skills</b>			
Speaking	Speaks fluently and demonstrates breadth of vocabulary. Uses language and grammar correctly. Communicates ideas clearly, free of verbal fillers. Volume and pitch are appropriate, and tone is pleasant. Voice and elocution create and maintain interest.		
Writing	Writing is well organized and developed. Relatively error free, clear, with vocabulary appropriate for the audience.		
Listening	Listens purposefully, attentively, and empathetically. Uses active listening skills in conversations and discussions.		
Non-verbal Cues	Body language (including facial expressions, posture, and eye contact) conveys interest and engagement.		
Self-Awareness & Self-Regulation	Demonstrates awareness and understanding of one's own feelings. Realistically self-assesses and effectively self-regulates behavior.		
Social Awareness	Has the "with-it-ness" to read verbal and nonverbal cues of individuals and the group. Accurately perceives and responds to others.		
<b>Critical Thinking</b>			
Questions	Asks relevant questions to use evidence and consider alternative perspectives. Questions to further one's own and others' understanding.		
Evidence-based Practices	Draws on relevant theory and research to understand personal experience and inform decisions. Supports decisions with evidence.		
Problem Solving & Decision-Making	Considers multiple perspectives, weighs possible options/implications, uses reasoned evidence to determine a possible solution, and evaluates its effectiveness.		

Teacher candidate \_\_\_\_\_

Cooperating teacher \_\_\_\_\_

Field supervisor \_\_\_\_\_



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Growth Intervention Plan

Teacher Candidate: _____			Date: _____
Purpose of Growth Intervention Plan:			
Areas for professional growth:			
Steps to growth: 1. 2. 3. 4.	Criteria to measure growth: 1. 2. 3. 4.	Responsible party for evaluation:	Successful Completion Deadline:

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Texas A&M University Teacher Preparation Program

### Co-Teaching Models Used in Clinical Experiences

What is co-teaching?

Co-teaching is when two or more professionals work together to provide instruction to a group of students with shared ownership, resources, and accountability.

Who co-teaches?

Any two (or more) educational professionals can co-teach. Some common pairings include:

- Special education teacher with general education teacher
- General education teacher with general education teacher
- General or special education teacher with specialist (e.g. reading specialist, ESL/ENL teacher)
- Mentor teacher with teacher candidate (during field placement or student teaching)

How are effective co-teaching relationships developed?

When establishing a co-teaching relationship, there are three important factors which must be considered: parity, planning, and partnership.

#### **Parity**

- Both teachers are equally valuable members of the classroom. It is important to make sure others (e.g. students, other faculty/staff, administrators, parents) know this.
- It is a good idea to delineate roles, but both roles should be viewed as equally valuable. For example, a general education teacher might be known as the “content specialist,” while a special education teacher might be known as the “strategy specialist.”

#### **Planning**

- Co-planning is a must for effective co-teaching. Without co-planning, true co-teaching cannot occur.
- It is critical for teachers to set aside a regular time to co-plan and follow through with it.
- Teachers also need to decide how they will co-plan in terms of format, responsibilities for lesson preparation, etc.
- There are several different approaches, or models, for co-teaching. Each approach has advantages and disadvantages, but is fitting for certain situations. Co-teachers should plan to vary their approaches based on the content, mode of lesson delivery, and needs of students.
- Regardless of the co-teaching approach, the teachers must plan for and engage in high-quality instruction in order for co-teaching to be effective.



## Texas A&M University Teacher Preparation Program

### Co-Teaching Models Used in Clinical Experiences

#### **Partnership**

- Co-teaching is a relationship, so communication is critical. Co-teachers should discuss and agree upon the details of how the classroom will be run (e.g. rules, procedures).
- Like all relationships, co-teachers will have disagreements and difficulties from time to time. It is important to have a plan in place for how these issues will be resolved professionally. Respect and compromise are essential.

#### **What are the various approaches, or models, for co-teaching?**

1. One Teach, One Observe: One teacher has primary responsibility for instruction, while the other observes and collects data.
2. One Teach, One Assist: One teacher has primary responsibility for instruction, while the other assists with teaching tasks (e.g. passing out papers, writing notes on the board) and provides individual student assistance.
3. Station Teaching: The teachers divide the content and the students. Each teacher then teaches part of the content to one group and subsequently repeats that instruction for the other group. If appropriate, a third station can be developed at which students work independently.
4. Parallel Teaching: The teachers divide the class into two groups. Then, simultaneously, each teacher teaches one of the groups. They teach the same content, in the same manner.
5. Alternative Teaching: One teacher takes responsibility for the majority of students, while the other teacher works with a smaller group of students needing specialized attention (e.g. remediation, enrichment).
6. Teaming/Team Teaching: Both teachers work together to deliver the same instruction at the same time to the whole group of students.



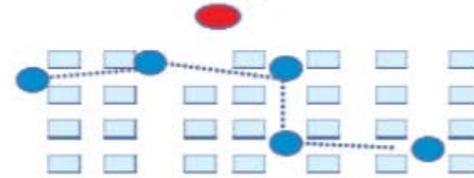
## Texas A&M University Teacher Preparation Program

# CO-TEACHING APPROACHES

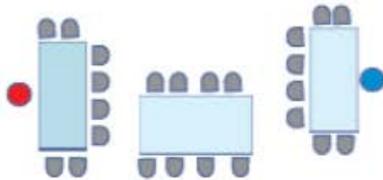
## ONE TEACH, ONE OBSERVE



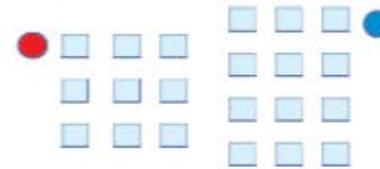
## ONE TEACH, ONE ASSIST



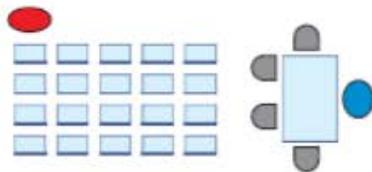
## STATION TEACHING



## PARALLEL TEACHING



## ALTERNATIVE TEACHING



## TEAMING

