



Clinical Teaching Handbook

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Good teaching requires courage – the courage to expose one’s ignorance as well as insight, to invite contradictions as well as consent, to yield some control in order to empower the group, to evoke other people’s lives as well as reveal one’s own.

Parker J. Palmer

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UNT College of Education Conceptual Framework

The Educator as Agent of Engaged Learning summarizes the conceptual framework for UNT's initial and advanced educator preparation programs. "Engaged learning" exemplifies the deep interaction with meaningful and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" reflects a synergistic interchange between teacher and student within the context of school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to lifelong learning. We value the contributions of district partners and seek collaborations which advance active, meaningful, and continuous learning.

The Engaged Learner is recognized as the heart of a community that includes educators in various roles. These underlying principles guide each program of educator preparation at UNT:

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the EC-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT educator preparation program of study, we expect that initial and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise. A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of EC-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

ACKNOWLEDGEMENT OF CLINICAL TEACHING HANDBOOK LIABILITY INSURANCE AND WAIVER OF LIABILITY

Legal Name _____ UNT 8-Digit Student ID# _____

By my actual or electronic signature below, I acknowledge that:

1. I have read, understood, and agree to abide by the standards, policies and procedures set forth or referenced in the *University of North Texas Clinical Teaching Handbook*.
2. I have read, understood, and agree to abide by The UNT Code of Student Conduct during the entirety of my clinical teaching semester/s; and that my failure to do so may result in any or all sanctions allowed by that policy, including but not limited to, loss of Student Good Conduct Standing.
3. I have read, understood, and agree to abide by the Texas Educators' Code of Ethics as set forth in Texas Administrative Title 19; Part 7; Chapter 247; and that my failure to do so may result in disciplinary action, including but not limited to, dismissal from my placement and/or non-recommendation for certification.
4. I understand that I am obliged to inform my university field supervisor of any changes in my information, such as name, phone number, email address, etc. I also accept responsibility for contacting my supervisor if I have questions, concerns, or need further explanation.

PROFESSIONAL LIABILITY INSURANCE

Clinical Teaching at the University of North Texas is not covered by professional liability insurance through UNT or the public school district. Liability insurance is available through membership in the student branches of the (Texas Classroom Teachers Association at 888-879-8292, or the Association of Texas Professional Educators <https://www.atpe.org/en/My-Account/Join>). Membership is mandatory and offered to clinical teachers at no charge.

WAIVER OF LIABILITY

By my signature below, I understand and accept the condition that the College of Education at the University of North Texas and the assigned public school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during clinical teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

NOTE: Your signature on this document is required for admission to clinical teaching. This document is located at:

https://unt.az1.qualtrics.com/jfe/form/SV_0lImKtNMOW9Vbet

UNT FERPA Consent to Release Educational Records and Information

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

I, _____ [print full legal name as it appears on your driver's license] am a teacher candidate at the University of North Texas and hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES Exam Results

B. To the following person(s):

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

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

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

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

NOTE: Your signature on this document is required for admission to clinical teaching. This document is located at: https://unt.az1.qualtrics.com/jfe/form/SV_4URsdirJLHI859j

Code of Ethics and Standard Practices for Texas Educators

TEXAS ADMINISTRATIVE CODE - TITLE 19 EDUCATION PART 7 STATE BOARD FOR EDUCATOR
CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS: [RULE §247.2 Code of Ethics and Standard Practices for Texas Educators](#)

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

STATEMENT OF PURPOSE

- The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.
- The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character
- The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
- The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
- The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- to protect the safety and welfare of Texas school children and school personnel; to ensure that educators are morally fit and worthy to instruct and supervise the youth of the state; to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

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.

NOTE: Your signature indicating your agreement to abide by these standards during your clinical teaching is required for admission to clinical teaching. This document is located at:

https://unt.az1.qualtrics.com/jfe/form/SV_er370uUU98qqs97

GOALS & OBJECTIVES OF THE CLINICAL TEACHING EXPERIENCE

Learner-ready teachers:

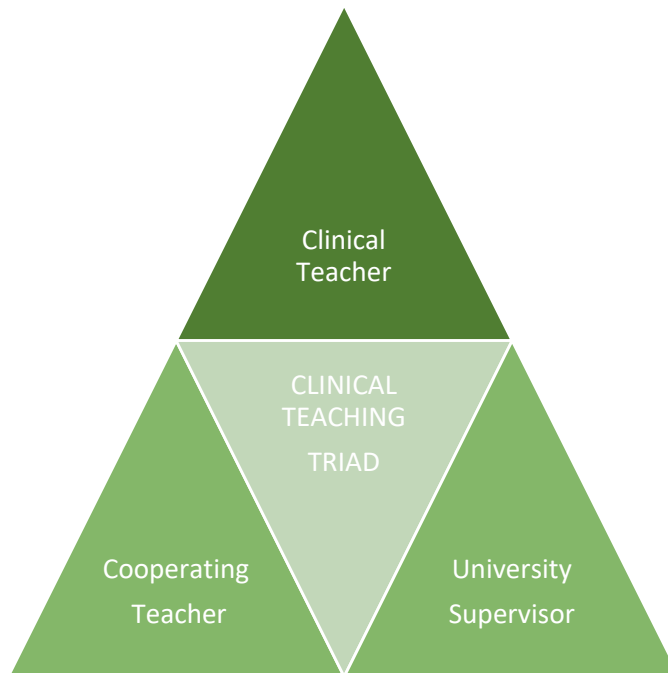
1. have deep knowledge of their content and how to teach it;
2. understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged;
3. care about, motivate, and actively engage students in learning;
4. collect, interpret, and use student assessment data to monitor progress and adjust instruction;
5. systematically reflect, continuously improve, and collaboratively problem solve;
6. demonstrate leadership and shared responsibility for the learning of all students.

The successful clinical teacher will:

1. Consider the cultural context of individual learners, the classroom, the school, and the greater community for the purpose of enacting culturally-responsive instruction that meets the needs of all learners
2. Demonstrate respect for learners' diverse strengths and needs, and display a commitment to using this information to plan effective instruction.
3. Communicate, collaborate, and consult with teachers, students, administrators, parents and other stakeholders within the school setting in ways that demonstrate professionalism and respect for the dignity of all.
4. Respond to expert feedback to promote positive improvement of his/her skills as an educator.
5. Enact professional, ethical, and legal behaviors as defined in all relevant policies and statutes
6. Demonstrate an ability to work with other adults and further develop skills in collaborative interaction appropriate for both face-to face and virtual contexts
7. Deepen knowledge of student content standards and learning progressions in the discipline(s) s/he teaches
8. Align instruction and assessment with learning goals.
9. Design clear, organized, sequential lessons that align with appropriate standards.
10. Implement engaging flexible lessons that encourage maximum learning
11. Increase understanding of common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
12. Select, create (as needed), and apply assessment strategies and tools in ways that indicate understanding of the role of both formative and summative assessment in the Learning Cycle
13. Use assessment information/data to inform instruction.
14. Assess the impact of current practice on meeting diverse learners' needs and make adjustments in practice
15. Display a commitment to and engage in ongoing self-assessment of his/her current teaching practice for the purpose of continuous improvement.
16. Integrate technology into instruction and communication in ways that are purposeful and effective in achieving appropriate outcomes
17. Seek out and respond to critique and suggestions for improvement in meeting each learner's needs from program faculty.
18. Maintain a high level of integrity and positive attitude and commitment to the teaching profession

CLINICAL TEACHING SUPPORT SYSTEM

Clinical teaching is a full-time, school-based experience supervised by both a certified cooperating teacher and a university supervisor. The clinical teaching experience should parallel to the degree possible, the actual experience of a certified teacher. The success of clinical teaching depends upon the open communication, mutual cooperation and collaborative efforts of the **Clinical Teaching Triad**:



The basic role of the triad is to work as a team through constant communication to support, enhance, and prepare the clinical teacher to become a reflective professional. Each member must have a clear understanding of his or her respective roles. To establish a shared understanding of roles and expectations, all three Triad participants **MUST** meet in the first weeks of the semester to collaboratively develop and plan the activities which best allow the clinical teacher to meet the outcomes of the clinical teaching experience.

CLINICAL TEACHING POLICIES

LENGTH OF THE CLINICAL TEACHING EXPERIENCE

To be recommended for certification, a clinical teacher must complete The Clinical Student Teaching experience, which consists of a 14-week session or two 7-week sessions, depending on the requirements of the candidate's certification path.

ATTENDANCE

Clinical teachers are expected to report to their campus on time and remain at their assigned school for the entirety of the school day. Clinical teachers must be in attendance at their cooperating school every day of the clinical teaching experience. Leaving the school campus during the school day is not permitted without prior approval from your supervisor. It is the responsibility of the clinical teacher to inform the cooperating teacher, university supervisor/cadre coordinator, and school office before the beginning of the school day in case of an illness or forced absence. All absences must be made up by the clinical teacher. Excessive absences may result in having to repeat clinical teaching, a failing grade for clinical teaching, and/or the removal from clinical teaching. If it is necessary for the clinical teacher to be absent for one or several days during the student teaching experience, the clinical teacher is required to do the following:

- Telephone the assigned school as soon as possible and report the absence to the school secretary, or inform him or her the day before the absence
- Inform the cooperating teacher of the absence immediately
- Inform the university supervisor of the absence
- In emergency cases, the rule of prudent judgment should apply, including emergencies that may occur during the school day

HOLIDAYS AND PROFESSIONAL DEVELOPMENT DAYS

Clinical teachers follow their assigned district's calendar for all holidays, regardless of the scheduled University of North Texas holidays. For example, if you clinical teach in a spring semester, your spring break coincides with your district's spring break, not UNT's. Clinical teachers are expected to attend their district's professional development days and to participate in any professional development programs unless prohibited from attendance by district or campus policies.

RELIGIOUS HOLY DAYS

In accordance with UNT Policy, a student may be excused from attending classes or other activities, including examinations, for observance of a religious holy day, including travel for that purpose. The student should notify his/her university supervisor of anticipated absence to observe religious holy days as early in the semester as possible. An excused student may not be penalized for the absence and must be allowed to complete any examination or an assignment missed during the absence within a reasonable period after the absence.

CAREER DAY

A one-day absence is permitted for the purpose of professional interviews or the UNT/TWU Education Career Day. Prior approval from both your university supervisor and your cooperating teacher are required. Keep a written or electronic record of both your request for permission to be absent and the approval to do so. Education Career Day is held on the University of North Texas campus in the spring semester and Texas Women's University campus in the fall semester.

CONDUCT WITH STUDENTS

Clinical teachers must recognize their position as an adult role model for all students. As such, you are subject to the same standards of behavior regarding social interactions as a certified teacher. It is not appropriate to socialize in any way with students within the district to which the clinical teacher is assigned without the presence of the cooperating teacher or other appropriate certified personnel.

Texas Administrative Code:

(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.

SEMINAR/MEETING ATTENDANCE

Attendance at seminars and meetings conducted by university supervisors and/or cadre coordinators is mandatory for all clinical teachers. Every effort will be made to notify you of scheduled meetings; however, the field supervisor/cadre coordinator is permitted to call ad hoc meetings as deemed necessary.

SUBSTITUTE TEACHING

Per the Texas Administrative Code and UNT policy regarding clinical student teaching, clinical teachers may act as an unpaid substitute teacher for one day during clinical student teaching. It is at the discretion of the partner district to utilize this service. It is recommended that the clinical teacher obtain the appropriate substitute training as provided by the respective district prior to substituting for the cooperating teacher.

CLINICAL TEACHER COMPENSATION

Policy: During the clinical teaching semester, clinical teachers are not permitted to receive compensation from the school district to which they are assigned for any jobs or tasks performed during the school day. These jobs include, but are not limited to, substitute teacher, tutor, coach, athletic trainer, and/or club sponsor.

CORPORAL PUNISHMENT

If the board of trustees of an independent school district adopts a policy under Section 37.001(a)(8) of the Texas Administrative Code under which corporal punishment is permitted as a method of student

discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. In the instance corporal punishment is recommended, it is NOT to be administered by the clinical teacher. Only by the cooperating teacher or other appropriate certified personnel.

WORKING DURING CLINICAL TEACHING/TAKING COURSES

Clinical teaching is considered a full academic load. Additional coursework is not allowed during the clinical teaching semester without prior approval from the Teacher Education & Administration Admission, Retention & Review (ARR) Committee. A clinical teacher may NOT be employed during the official school hours adopted by their placement district. Employment during clinical teaching is not advised due to the tremendous time commitment expected for lesson and classroom preparation.

EVALUATION

Evaluation should be a continuous process in which the clinical teacher is informed of progress several times during the clinical teaching experience. Both the cooperating teacher and the university supervisor will jointly evaluate the clinical teacher's performance and provide feedback to the clinical teacher on a regular basis. The university supervisor will observe and evaluate the clinical teacher a minimum of **three times** during the clinical teaching experience. The university supervisor will provide a final evaluation at the conclusion of the clinical teaching semester, totaling four evaluations. The final grade will be Pass/No Pass. The clinical teacher should discuss any questions regarding his/her final grade with the university supervisor or the Director of Clinical Practice.

DEPARTMENT AND PROGRAM AREA POLICIES

ACCOMMODATION AND ACCESS

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. The Office of Disability Access is located in Sage Hall, 1167 Union Circle Suite 167, Ph. 940.565.4323. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 117. Dr. James Laney, Department Chair, Teacher Education and Administration (TE&A), is the contact person in TE&A.

FOLIOTEK E-PORTFOLIO

Foliotek is a cost-free software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. **All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site:** <https://www.coe.unt.edu/office-educator-preparation/foliotek>

EMERGENCY NOTIFICATION AND PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies such as chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas/Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS

Student records pertaining to coursework are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas/Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT

Students' access point for business and academic services at UNT is located at my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website, eagleconnect.unt.edu, which explains Eagle Connect and how to forward e-mail communication. All students should activate and regularly check their Eagle Connect e-mail account.

SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "Plagiarism" means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to: includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The following academic penalties and sanctions for misconduct may be assessed upon determination that academic dishonesty has occurred: A. Admonition. B. Assignment of Educational Coursework. C. Partial or No Credit for an Assignment or Assessment. D. Course Failure. E. Probation Extending for Up to Two (2) Long Semesters. F. Suspension for Up to One Year. G. Expulsion from the University. H. Revocation of Degree. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. Procedures delineated in the [UNT Policy on Academic Integrity](#) will be followed in response to any violations.

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators [(Chapter 247 of the Texas Administrative Code), found on page 6-7 of this document] and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)

UNT is a CAEP-accredited institution. The “educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key areas: (1) content and pedagogical knowledge, (2) clinical partnerships and practice, (3) candidate quality, recruitment, and selectivity, and (4) program impact.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum and Instruction program areas support technology integration to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse technology throughout the K-12 curriculum.

SPOT

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SPOT is an important part of your participation in the clinical teaching class.

CLINICAL TEACHING COMPONENTS

The following components are sequential in the clinical teacher's development.

ORIENTATION

Orientation to the school community is critical to the clinical teacher's confidence and ultimate success in clinical teaching. Ongoing communication through orientation and observation establishes the foundation for success in the clinical teaching experience.

Classroom Policies

- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students
- Hall passes

School Policies and Procedures

- Student Handbook
- Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

Teaching Responsibilities

- Parents nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)
- Computer accounts, lunch accounts, parking information

Instructional Resources

- Media center, computer labs, and technology coordinators
- Computer/technology use expectations
- District and school websites
- TEKS for course or grade level
- Appropriate instructional materials
- Lesson plan expectations
- Community resources to enhance instruction
- District Curriculum

Community and Student Needs

- Specific health/participation restrictions of any students (allergies, diabetes, etc.)
- General socioeconomic and cultural background of student population
- Responsibilities to students with special needs
- After school activities and opportunities for Clinical Teacher involvement
- Parent involvement in the school, expectations to communicate and work with parents

OBSERVATION

Much of the first week of clinical teaching will be spent in observation of the classroom environment, instructional strategies, and interpersonal communications and relationships. As the clinical Teacher observes, it is helpful to take reflective notes for the purpose of asking questions of the cooperating teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of “why” and “how” will provide the clinical teacher with a knowledge base for choosing methods for instruction and management.

ASSISTING

After a short period of observation time, you will be ready to become more involved with the students. The clinical teacher will begin working collaboratively with the cooperating teacher. The cooperating teacher may give specific suggestions for activities that will help you to become involved. For example:

- Monitor student work at their desks to give one-on-one assistance
- Distribute papers or materials
- Preparing resources
- Check attendance
- Assist student with make-up work/tutorials
- Grade papers

TEAMING

To initiate the teaching experience in the class, the clinical teacher may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways.

- Divide the class into two groups with the cooperating teacher and clinical teacher each taking a group for instruction.
- Divide the instructional time – one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- One person may present the lesson content while the other one supervises the cooperative group work
- Teaming allows the clinical teacher to gain some initial experience in front of the class with support from the cooperating teacher. It also allows the students to observe the cooperative relationship of the clinical teacher and cooperating teacher.

INSTRUCTION

After the cooperating teacher models the preparation for and teaching of the lesson plans, the clinical teacher will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the cooperating teacher at least **two days** prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success.

FULL RESPONSIBILITY

Full instructional responsibility demands total commitment on the part of both the clinical teacher and cooperating teacher. For a minimum of 10 consecutive days, the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher.

CLINICAL TEACHER ROLE AND RESPONSIBILITIES

RESPONSIBILITY TO THE STUDENTS

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students' social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters culturally-responsive instruction.

RESPONSIBILITY TO THE HOST SCHOOL/ COOPERATING TEACHER

- Be familiar with school policies and procedures.
- Keep the same daily schedule of the cooperating teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the cooperating teacher as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching and learning.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to self-evaluate and reflect on their learning.
- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Actively seek feedback from the cooperating teacher, communicate proactively, and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.

RESPONSIBILITY TO THE UNIVERSITY SUPERVISOR/CADRE COORDINATOR

- Turn in a weekly teaching schedule to your university supervisor as designated by him/her. Notify your supervisor immediately if changes occur to this schedule.
- Notify the university supervisor if absence due to illness is necessary.
- Attend all seminar meetings.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact your supervisor/cadre coordinator with question or concerns.

COOPERATING TEACHER RESPONSIBILITIES

RESPONSIBILITY TO THE CLINICAL TEACHER

- Prepare the classroom students to receive the Clinical Teacher as a professional co-worker.
- Prepare a workspace for the clinical teacher.
- Orient the clinical teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and clinical teacher are both in the classroom.
- Ensure that playground duty is done in the company of the cooperating teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the clinical teacher toward effectiveness by:
 - monitoring effective use of time,
 - requiring written lesson plans two days in advance of teaching,
 - creating a climate that encourages questioning and self-reflection,
 - praising and encouraging
 - keeping interactive lines of communication open and discuss problems frankly, one at a time,
 - sharing professional experiences and materials,
 - encouraging the use of alternative instructional and management strategies, and
 - guiding the acceptance of varied school duties and tasks which represent the teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the clinical teacher to assume all responsibility of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the clinical teacher.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the clinical teacher's effectiveness in the planning/teaching process.
- Assist the clinical teacher in implementing recommendations received during the daily evaluation sessions.
- Accept each clinical teacher as an individual and refrain from comparison of him/her with previous clinical teachers.
- Allow the clinical teacher to attend all required seminars/meetings which are part of the clinical experience.
- Leave the clinical teacher alone in the classroom (see pacing guide, p. 26-27) so that he/she can have a feeling of independence and an opportunity to learn from his/her mistakes.
- Introduce the clinical teacher to professional journals, resources, and organizations.
- Invite the clinical teacher to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR

- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth Plan (p. 28) whenever necessary to encourage timely change.
- Participate in a three-way evaluation conference with the clinical teacher and supervisor at the mid-point and final evaluation.
- Submit final evaluation online through Foliotek.
- Contact the university supervisor/cadre coordinator with questions or concerns.

COMPENSATION DAY for COOPERATING TEACHERS

Cooperating teachers play a vital role in preparing clinical teachers to achieve certification and begin their professional careers in public schools. A compensation day is offered as an acknowledgement of the service the cooperating teacher provides.

If the school/district approves, this bonus day should be taken during the last two weeks of the student teaching semester. The clinical teacher will be the substitute and will receive no pay for this substitute day.

UNT does not provide a form since most campuses/districts have their own procedures. Some districts have a printed form that must be signed by the cooperating teacher, the clinical teacher, and the university supervisor. Other districts require only verbal approval from the cooperating teacher and the university supervisor. Whatever format the campus/district uses, this notice serves as documentation for university approval.

UNIVERSITY SUPERVISOR ROLE AND RESPONSIBILITIES

RESPONSIBILITY TO THE CLINICAL TEACHER

- Conduct a clinical teacher orientation at the beginning of the semester that reviews the handbook, and emphasizes responsibilities (academic, moral, ethical, legal) and the information needed to make a smooth transition from being a university student to being a successful teacher.
- Observe, assess and evaluate clinical teachers on a regular basis regarding teaching, planning, management, and professionalism (at least 3 classroom visits).
- Conduct observations at a variety of times to include a range of subjects for which the clinical teacher is responsible for teaching.
- Provide verbal and written feedback following each observation.
- Guide the clinical teacher's growth in reflective thinking and self-evaluation.
- Evaluate the clinical teacher's lesson plans and provide verbal and/or written feedback.
- Participate in a three-way evaluation conference (at least 20 minutes) with the clinical teacher and cooperating teacher at the mid-point and at the end of the semester.
- Provide documentation of any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. A copy will be provided to the Director of Clinical Practice as well.
- Provide the clinical teacher with a Growth Plan (p. 28) if there are problematic areas that need special attention. A copy of the Growth Plan/Probation Contract will be submitted to the Director of Clinical Practice as soon as all parties have signed the form.
- Complete recommendation letters for clinical teachers who are applying for teaching positions.

RESPONSIBILITY TO THE COOPERATING TEACHER/HOST CAMPUS

- Conduct a meeting at the beginning of the semester to review the policies, expectations, and administrative tasks of the clinical teaching experience.
- Communicate and collaborate frequently with the cooperating teacher to support and evaluate the clinical teaching experience.
- Collaborate to prepare and present the mid-term and final evaluations.
- Develop a collaborative approach with campus administrators to support the clinical teaching experience.

RESPONSIBILITY TO THE UNT FIELD EXPERIENCE OFFICE

- Continue professional development through attendance and participation in supervisor meetings each semester.
- Communicate regularly with the Director of Clinical Practice about areas of concern or make suggestions for programmatic changes.
- Verify and sign the UNT 12-day class roll.
- Complete all evaluations through Foliotek.
- Complete the final grades on the UNT online reporting system.
- Serve as a mentor to a new Clinical Teacher supervisor, if requested.

PROCEDURES FOR TERMINATION FROM CLINICAL TEACHING

The Clinical Teaching program is a cooperative relationship between the University of North Texas, cooperating school districts, cooperating teachers, and the clinical teacher. Each clinical teacher is to be made aware that his/her presence in the district, and in a particular classroom, is that of a guest. Occasionally, there are circumstances that warrant the termination of a clinical teacher. Termination may be initiated by the clinical teacher, the school district, or the University of North Texas. When such action is deemed necessary, the following reasons for termination and procedures for termination must be taken into consideration:

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the clinical teacher, cooperating teacher, and/or university supervisor for reasons of illness, injury, or other unforeseen concerns.
2. Failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and/or management.
3. Failure by the clinical teacher to abide by the policies of the TEA Educator Code of Ethics, UNT, the cooperating school, or cooperating school district.
4. Unprofessional conduct towards the host school faculty/administration and/or students/parents.

PROCEDURES FOR TERMINATION (for Reasons 2–4)

The following procedures are required for termination of the clinical teaching assignment:

1. The clinical teacher shall be informed by the cooperating teacher and/or university supervisor/cadre coordinator of any unsatisfactory performance. This shall be done through a written evaluation from the university supervisor, a joint conference between all three, and/or written documentation of any infractions of performance, school policy or professionalism.
2. When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Plan shall be initiated by the university supervisor/cadre coordinator and/or cooperating teacher and presented to the clinical teacher. This contract shall be signed by the clinical teacher and the university supervisor/cadre coordinator with copies submitted to the Clinical Practice Office.
3. Within one-week following the Growth Plan conference, the clinical teacher, cooperating teacher, university supervisor/cadre coordinator, and/or Director of Clinical Practice will confer to assess progress.
4. If inadequate progress in teaching effectiveness and/or professional conduct continues, a formal Probation Contract will be administered, with a clear time limit for compliance. A copy will be submitted to the school principal, the Clinical Practice Office, and to the ARR Committee.

5. The university supervisor/cadre coordinator, ARR Chair, or student may request that the Director of Clinical Practice conduct an observation and evaluation. A conference of all parties will follow.
6. When the clinical teacher is placed on probation and reassessment indicates unfavorable progress, the clinical teacher will meet with the Director of Clinical Practice and ARR Chair to discuss possible options. The options offered will depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the clinical teacher, the school, the cooperating teacher, and the students in the classroom. Some options that may be considered include the following:
 - a. Withdrawal from clinical teaching, with the option to reapply for clinical teaching.
 - b. Withdrawal from clinical teaching, with the decision to transfer to another college within the University to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
 - c. Termination of clinical teaching with a failing grade. The final termination decision is made by the appropriate ARR Committee following official ARR procedures/policies.
7. If the clinical teacher is to be terminated from the Clinical Teaching assignment, he/she will be given a letter stating the decision, the reasons for the termination, and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted. This letter is generated by the Director of Clinical Practice and approved by the Associate Dean for Educator Preparation before dissemination to anyone.

The final decision to terminate a clinical teacher is the responsibility of the ARR Committee and/or Associate Dean for Educator Preparation. This decision will be based upon documentation from the school principal, cooperating teacher, university supervisor/cadre coordinator, and/or the clinical teacher.

APPEAL PROCEDURE

If the clinical teacher wishes to contest the decision to terminate the assignment, the following procedures are required:

1. The clinical teacher must submit a written appeal to the College of Education Admission, Review, and Retention (ARR) committee.
2. The ARR chairperson will convene the committee to process the appeal.
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of clinical teacher infractions, the procedures followed by the university supervisor/cadre coordinator and cooperating teacher, and the appeal letter from the clinical teacher.
4. The committee will vote to accept or reject the appeal. The Director of Clinical Practice will meet with the clinical teacher to inform him/her of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher and the Associate Dean for Educator Preparation.
5. The decision may be appealed to the Associate Dean for Educator Preparation.

RECOMMENDATION FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

CLASSROOM ROUTINE

1. Starting Procedures
What does the teacher do as students arrive in the classroom?
Does the teacher have instructions on the board or activities for engagement?
How are class roll, lunch count, etc. conducted?
2. Material Distribution
Are instructional materials ready for use?
What are the student responsibilities regarding materials?
3. Restroom Procedures
May students leave for the restroom freely?
Are passes available to use under certain guidelines?
Must the teacher give permission before a student may be excused?
4. Lunch Procedures
How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
How are the elementary students taken to the cafeteria and picked up?

RECORD KEEPING

1. Attendance
Are the students allowed to assist?
2. Grading
Does the teacher use different types of evaluation symbols? (100%, ✓+, ☺)
How is the grade book set up? (electronic, paper copy, etc.)
3. Referrals
How are disciplinary actions and follow-up procedures handled?
How are other referrals handled? (speech, SPED, counselor, etc.)

CLASSROOM MANAGEMENT

1. Discipline Plan
What are the rules?
How were they chosen?
How are they enforced? (praise, consequence)
2. Tardy Policy
How is the policy enforced?
What is the school policy for acceptable excuses for tardies?
3. Seating Arrangements
How does the teacher determine seating? (alphabetical, discipline, ability levels)
Can students move at different times or do they need to stay in their seat for the entire period?
4. Grouping
Are students grouped for projects, reading, etc.?
How does the teacher determine this grouping?

TEACHING PROCEDURES

1. Lesson
 - a. Introduction and teaching
 - How is the purpose of the lesson set?
 - How does the teacher motivate students' interest?
 - How does the teacher relate lesson content to the students' prior knowledge?
 - What type of questioning is used to determine student understanding?
 - b. Student activities
 - How are students monitored for degree of understanding?
 - How does the teacher produce a smooth transition from teaching procedures to student practice?
 - How are students kept on task?
 - c. Enrich/Re-teach activities
 - What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
 - What modifications/accommodations and re-teach opportunities are provided for those who have not mastered the objective?
 - d. Closure
 - How does the teacher involve the students in a brief review of the lesson objective?
2. Homework/Make-up work/Late work/Tutorials
 - a. How does the teacher grade homework?
 - b. What is the policy for late work?
 - c. What is the policy for students who have been absent?
 - d. What is the policy for helping students before, during, and after school?
3. Transition techniques/Fillers
 - a. What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
 - b. If the teacher has time, how does he/she keep students involved, motivated, and keep them on task?

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

How are students recognized during classroom discussion? How do students gain the teacher's attention?

How does the teacher bring all students into the learning environment and keep them on-task?

How does the teacher redirect off-task behaviors?

How is the classroom discipline plan implemented?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?

What non-verbal signals are used?

PARENT/TEACHER INTERACTION

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents?

**UNIVERSITY OF NORTH TEXAS
ELEMENTARY CLINICAL TEACHING PACING GUIDE**

WEEK	RESPONSIBILITIES
Weeks 1-7 are for the first rotation of PDS 2	
1	Observe and assist The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
2	Co-plan and teach 1-2 subjects/periods per day Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
3	Co-plan and teach 2-3 subjects/periods per day Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
4	Independently plan and teach 2-3 subjects/periods per day As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the Clinical Teacher should have taught all subjects/periods.
5-7	Full Responsibility Choose 10 consecutive days during these 3 weeks for full responsibility.
Weeks 8-14 are for the second rotation of PDS 2	
8	Observe and assist The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
9	Co-plan and teach 1-2 subjects/periods per day Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
10	Co-plan and teach 2-3 subjects/periods per day Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
11	Independently plan and teach 2-3 subjects/periods per day As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the clinical teacher should have taught all subjects/periods.
12-14	Full Responsibility Choose 10 consecutive days during these 3 weeks for full responsibility. FINAL CONFERENCES DURING WEEKS 13-14

Note: This is a suggestion. It can be changed to meet individual needs.

**UNIVERSITY OF NORTH TEXAS
MIDDLE/HIGH SCHOOL CLINICAL TEACHING PACING GUIDE**

WEEK	RESPONSIBILITIES
1	Observe and assist The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
2	Team teach
3	Co-plan and teach 1-2 classes This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
4	Co-plan and teach 1-2 classes This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
5	Independently plan and teach 2-3 classes
6	Independently plan and teach 2-3 classes
7-9	Full Responsibility for 2-3 classes Choose 10 consecutive days during these 3 weeks for full responsibility.
10-12	Plan and teach 2-3 additional classes Progressively add periods that build toward the second full responsibility
13-14	Second Full Responsibility Choose 10 consecutive days during these 3 weeks for full responsibility. FINAL CONFERENCES DURING WEEKS 13-14

Note: This is a suggestion. It can be changed to meet individual needs.

Clinical Teacher Name: _____

University of North Texas
Clinical Teaching Growth Plan/Probation Contract

- Growth Plan Contract
- Probation Contract

Identified areas of concern:

Recommended Intervention Strategies:

Timeline for Meeting Goals:

Additional Concerns, Needs, Comments:

Date to Reconvene: _____

Signatures: _____ Date: _____
(Clinical Teacher)

_____ Date: _____
(Cooperating Teacher)

_____ Date: _____
(University Supervisor and/or Cadre Coordinator)

_____ Date: _____
(Director of Clinical Practice)

Supervisors: Forward any Probation Contracts to UNT Clinical Practice Office.

University of North Texas College of Education

Dr. Randy Bomer	Dean	COE-DeansOffice@unt.edu
Dr. Alexandra Leavell	Associate Dean, Educator Preparation	Alexandra.Leavell@unt.edu
Mr. Tim Sutton	Director, Clinical Practice	Tim.Sutton@unt.edu
Ms. Destinie Noles	Administrative Specialist, Clinical Practice	Destinie.Noles@unt.edu
Dr. Gwenn Pasco	Assistant Dean, Student Advising Office	G.Pasco@unt.edu
Ms. Alyssa Strong	Foliotek Administrator	Alyssa.Strong@unt.edu
Ms. Jessica Powell	TEXES Advising Office	Jessica.Powell@unt.edu
Ms. Jill Denniston	Certification Office	Jill.Dennison@unt.edu

District PDS Sites	Cadre Coordinator	Email
Allen/Carrollton-Farmers Branch	Ms. Benita Gordon	Benita.Gordon@unt.edu
Argyle/Sanger	Ms. Michele Langley	Michele.Langley@unt.edu
Aubrey/Little Elm	Ms. Heather Steen	Heather.Steen@unt.edu
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Northwest	Ms. Anita Chaney	Anita.Chaney@unt.edu
Plano	Ms. Linda Hunter	Linda.Hunter@unt.edu
Wylie (EC-6/4-8)	Dr. Laura Price	Laura.Price@unt.edu
Post Bac (Elementary)	Dr. Stacey Williams	Stacey.Williams@unt.edu

OTHER IMPORTANT CONTACTS

Student Advising Office.....	940.565.2736
TEXES Advising Office.....	940.565.8601
Registrar Help Desk.....	940.565.2378
Student Records and Academic Status.....	940.565.2369
Financial Aid.....	940.565.2302
Graduation Application.....	940.565.4625
Career Center.....	940.565.2105

Spring 2019 Foliotek Clinical Teaching/Practicum Assignments

Clinical Teaching	Practicum
<ul style="list-style-type: none"> <input type="checkbox"/> January 14th Email sent about Clinical Teaching Assignments/ Reminder for Acknowledgement form <input type="checkbox"/> Ongoing Collaborative Assessment Logs* uploaded weekly <input type="checkbox"/> Ongoing Pre-Observation Conference Forms are due in Foliotek 3 days prior to each scheduled observation. <input type="checkbox"/> January 22nd Must have first two lines of Acknowledgement form filled in. (after meeting with supervisor) <input type="checkbox"/> February 8th Reminder will be sent about First Observation <input type="checkbox"/> February 8th Complete First 15 Days of School Documentation in Foliotek <input type="checkbox"/> February 15th First evaluation completed by Supervisor in Foliotek <input type="checkbox"/> February 22nd Upload T-TESS 1 Observation Verification Form in Foliotek <input type="checkbox"/> March 22nd Second evaluation completed by Supervisor in Foliotek <input type="checkbox"/> March 29th Upload T-TESS 2 Observation Verification Form in Foliotek <input type="checkbox"/> April 19th Third evaluation completed by Supervisor in Foliotek <input type="checkbox"/> April 19th Upload Common Lesson Plan* in Foliotek for assessment <input type="checkbox"/> April 19th Exit Survey sent out <input type="checkbox"/> April 26th Upload Reflection* in Foliotek <input type="checkbox"/> April 26th Upload T-TESS 3 Observation Verification Form* in Foliotek <input type="checkbox"/> May 3rd Feedback Acknowledgement Form – All boxes must be filled <input type="checkbox"/> May 3rd Upload Time Logs* in Foliotek <input type="checkbox"/> May 3rd Exit Survey due 	<ul style="list-style-type: none"> <input type="checkbox"/> January 14th Email sent about Clinical Teaching Assignments/ Reminder for Acknowledgement form <input type="checkbox"/> Ongoing Pre-Observation Conference Forms are due in Foliotek 3 days prior to each scheduled observation. <input type="checkbox"/> January 22nd Must have first two lines of Acknowledgement form filled in. (after meeting with supervisor) <input type="checkbox"/> February 8th Reminder will be sent about First Observation <input type="checkbox"/> February 8th First 15 Days of School Documentation Completed in Foliotek <input type="checkbox"/> February 15th First evaluation completed by Supervisor in Foliotek <input type="checkbox"/> February 22nd Upload T-TESS 1 Observation Verification Form in Foliotek <input type="checkbox"/> April 5th Second evaluation completed by Supervisor in Foliotek <input type="checkbox"/> April 19th Exit Survey sent out <input type="checkbox"/> April 26th Reflection* uploaded in Foliotek <input type="checkbox"/> April 12th Upload T-TESS 2 Observation Verification Form in Foliotek <input type="checkbox"/> April 19th Upload Common Lesson Plan* in Foliotek for assessment <input type="checkbox"/> May 3rd Feedback Acknowledgement Form – All boxes must be filled <input type="checkbox"/> May 3rd Upload Time Logs* in Foliotek <input type="checkbox"/> May 3rd Exit Survey due <hr style="border-top: 1px dashed black;"/> <p>*denotes forms located in Resource section of Foliotek</p> <p>Foliotek Field Experience Report runs on May 3rd, and supervisors/mentor teachers notified of any missing observations.</p>



Collaborative Assessment Log

Candidate Name: _____ Cooperating Teacher Name: _____
 Grade Level: _____ Subject: _____
 Today's Date: _____

What goal have you been working on?

<u>Strengths (What's Working):</u>	<u>Areas For Development (Current Challenges/Concerns):</u>
<u>Teacher Candidate's Next Steps:</u>	<u>Cooperating Teacher's Next Steps:</u>
What will be your goal going forward? (It can be the same or different, depending on where you would like to focus.):	
Candidate Signature:	
Cooperating Teacher Signature:	
Next meeting date:	

CLINICAL TEACHING TIME RECORD

(To Be Completed by Student and Verified by Cooperating Teacher)

Cooperating Teacher's Name	Student's Name	Student ID #
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School/District	Sem/Year	Supervisor's Name
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DATE	START/END TIME	DESCRIPTION OF ACTIVITY MUST INCLUDE ACTIVITY COMPLETED OR A DESCRIPTION OF WHAT WAS OBSERVED WITH A REFLECTION	Cooperating TEACHER INITIAL

Cooperating Teacher's Signature Verifying Days of Completion _____



UNT CAREER CONNECT

Campus • Community • Career

Introduction: Experience alone is not the key to learning. Learning from experience involves reflection of your thoughts and feelings, and promotes self-awareness. Reflection is the act of processing an experience to gain further insight, which can help better inform future action.

Purpose: The purpose of this reflection is to bring together for you whether/how your clinical teaching experience:

1. Helped you better understand the community in which you worked.
2. Made you a more effective communicator.
3. Revealed anything about yourself personally and/or professionally.
4. Related to your coursework.
5. Evoked any particular feeling/s for you.
6. Had any significant “take-aways” or outcomes.

Your reflection is a required and critical component of your Clinical Teaching experience. Failure to complete it will be taken into consideration for your final grade for clinical teaching. Your responses should be substantive enough to indicate you have reflected thoughtfully on each question.

Submission: You must type your responses in a Word document or PDF. Be sure your name and the date are at the top. Upload your file into the “Reflection” section in the Clinical Teaching Area of foliotek®

Reflection

Respond to the following numbered items. (The underlying bullet points can help guide your responses.)

- 1. Describe your experience while engaging in the Clinical Teaching activity. (Who, What, Where, When)**
 - What activity did you participate in?
 - What were your responsibilities while engaging in the activity?
 - Did you work individually or as a team?
- 2. Explain how this experience connected you to the community.**
 - How did this activity affect your view of your responsibility in the community?
- 3. Discuss what you learned about yourself through this experience.**
 - Did you identify any personal strengths or areas for growth?
 - Was there an aspect of the experience that challenged you?
- 4. Describe the connection, if any, between this experience and your coursework/ area of interest.**
- 5. Explain how you can apply this experience towards your career goals.**
- 6. Describe how you felt about the experience.**
 - Did you notice any feelings arise before, during, or after the experience that supported or altered your previous perspective?
 - What will you take away from this experience?

Reflection Rubric

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
Presentation	Concrete thoughts conveyed but with no to minimal justification or evidence	Concrete and/or abstract thoughts conveyed with some justification and/or evidence	Concrete and/or abstract thoughts, conveyed with moderate detail, moderate justification, and at least one piece of evidence	Concrete and abstract thoughts conveyed with substantial detail, strong justification, and more than one piece of evidence
Perspective Taking	Based on one or two perspectives with no to minimal supporting detail	Based on two perspectives with some supporting detail	Based on two perspectives with moderate supporting detail	Based on more than two perspectives with substantial supporting detail
Connection	No to minimal connection made between college experience and/or (1) coursework, (2) skills, (3) career interest with no to minimal supporting detail	Some connection made between college experience and/or (1) coursework, (2) skills, (3) career interest with some supporting detail	Moderate connection made between college experience and/or (1) coursework, (2) skills, (3) career interest with moderate supporting detail	Strong connection made among college experience and/or (1) coursework, (2) skills, (3) career interest with substantial supporting detail
Understanding	No to minimal integration of personal thoughts and/or feelings into experience	Some integration of personal thoughts and/or feelings into experience	Moderate integration of personal thoughts and/or feelings into experience	Strong integration of personal thoughts and feelings into experience

UNT Clinical Teaching

First 15 Days of School

Instructions:

Watch the video “The First 15 Days of School Interview” (link provided in Foliotek). Interview your cooperating teacher, using similar questions asked in the video. Based on the video, teacher interview, and any field experience, complete the First 15 Days of School Documentation form. This can be found in the [Resources](#) section of Foliotek.

Questions:

1. Describe what you have observed and learned about the first days of school based on the video and teacher interview. Include the perspective of both the teacher and students.
2. Explain how this knowledge will prepare you for the beginning of school as an in-service teacher.
3. Discuss what you learned about yourself through this experience.
 - a. Did you identify any personal strengths or areas for growth connected to preparing for the first days of school?
4. Describe the connection, if any, between your understanding of the first days of school and your coursework.
5. Describe how you felt about the experience.
 - a. Did you notice any changes in your perspective about the first days of school after viewing the video, teacher interview, and/or personal experience?

Assignment: COMMON LESSON PLAN

Purpose:

Why do teachers write lesson plans? The truth is that not all experienced teachers still do, at least not with the extensive detail you will be required to provide as you complete this lesson plan. Expert teachers definitely still plan the learning experiences for their learners, but as they progress along the continuum from “novice” to “expert”, the years of practicing their craft, of learning what worked well and what needed improvement, their teacher-thinking skills and instructional-decision making abilities become more natural and internal.

An analogy for this seemingly invisible expertise would be learning to drive. At first, you studied the Driver’s Manual, learned the signs and the terms, passed the written test, and got your permit. Then, you hit the road. As with any new experience, it may have felt awkward, unnatural. And your brain was in high gear-noticing, even narrating, every action. “There’s a stop sign ahead, I need to start braking... don’t press too hard...ease up...it’s a 4-way...who got here first?...do I go?...does he go?...and so on. When you compare those first hesitant drives with driving today, there’s a noticeable difference. You pull into your driveway, and unless something novel happened on the way, you didn’t consciously think about your driving at all. That’s because you have had the practice and experience to develop your “Driver Thinking Skills”.

Writing lesson plans are an important way of practicing and developing your “Teacher Thinking Skills.” The final lesson plan is a product, but more importantly, it is evidence of where you are now in the development of your Teacher Thinking Skills. By creating it, you will gather an enormous amount of information about where your instructional-decision making skills are on the continuum from novice to expert. Lesson planning may feel awkward at first. Just like driving, there are many things to consider at the same time. But also, like driving, you had “an experienced driver over the age of 18” sitting in the passenger seat giving you feedback and input. The goal of good planning is to get your learners to the desired destination. By writing out your thinking in this formal way, we can see where you are now, and help you along the way.

UNT COMMON LESSON PLAN INSTRUCTIONS

Teacher Candidate: Grade Level and or Subject: Date: Unit Topic (if applicable):	
PART I. DEFINE THE GOALS/S FOR THE LESSON	
What is the focus of this lesson?	<i>In your own words, explain in general terms the topic, skills, or process this lesson is about.</i>
National / State Learning Standard/s: <i>**Your instructor will tell you which standards to use in addition to TEKS and ELPS.</i>	<i>Identify the relevant grade-level and/or subject-specific standard(s) that will be addressed in this lesson. Write them here, including the strand, cluster, and standard(s) by number and its text.</i> <b style="color: red;">Find the TEKS, ELPS, and CCRS standards at this link: http://www.teksresourcesystem.net/module/standards/Tools/Search
Goal/s of the lesson	<i>In your own words, write the answer to the question: What do want my students to know, understand, and/or be able to do at the end of this lesson?</i>
PART II: WRITE THE OBJECTIVE/S FOR THE LESSON	
Specific learning target(s) / objectives: <i>*** Objectives have a formal structure and differ in that way from the Goals you stated above.</i> For example: <i>“After viewing the video Bill Nye: Doin’ Science with the whole class, the learner will independently list in writing the 6 steps of the Scientific Inquiry Method accurately and in the correct order”</i>	<i>Using the format prescribed by your instructor, write the objectives for this lesson.</i> <ul style="list-style-type: none"> ➤ <i>Your objective/s must include 4 elements; use the ABCD acronym to ensure you have addressed them:</i> <p>A = Audience <i>Who is to exhibit the learning? “The learner will...”</i></p> <p>B = Behavior <i>What observable outcomes is the learner to exhibit if the lesson succeeds? Choosing your verbs thoughtfully helps you establish clearly what the actual outcomes of the lesson should be. “... independently list in writing the 6 steps of the Scientific Inquiry Method...”</i></p> <p>C = Conditions/Context: <i>What conditions/context are provided for the learner’s success? “...After viewing the video Bill Nye: Doin’ Science with the whole class...”</i></p> <p>D = Degree: <i>What is an acceptable indicator of success for the learner? “...accurately and in the correct order”</i></p> ➤ <i>As an added check, ensure your objectives are also “SMART”?</i> <p><u>As an added check, are your objectives also “SMART”?</u></p> <p>Specific .Is the verb precise? Does it reflect what you have in mind for the learning outcome?</p> <p>Measurable .Can the performance of the objective/s be measured?</p> <p>Achievable .In light of the content and the learners you actually have, is the objective achievable?</p>

	<p>Relevant. Is the objective relevant to the curriculum, to your learners? Is it important and worthwhile?</p> <p>Time-sensitive. Does the scope of the objective match reasonably well the time you can commit to achieving it?</p>
PART III TEACHING THE LESSON	
<i>This is the body of the lesson plan. Here you explain the instructional and learning activities/actions that will best ensure all learners will successfully achieve the objective/s?</i>	
****For this section only, you may use the format prescribed by your course instructor, cooperating teacher, or what is required in your field placement. (e.g.: 5E, Madeline Hunter, Inquiry Cycle, etc.)	
Regardless of format selected, you MUST address components A-F:	
<p>A. Opening/Introduction (also referred to as a “motivator” or “hook”)</p>	<p>Prior knowledge Explain how you will assess, activate, and/or add to the Prior Knowledge necessary for learners to be successful in the lesson.</p> <p>Anticipatory Set Identify how you will gain the students’ attention and engage them with the lesson content. How this lesson is meaningful to the students and connects to their lives.</p>
<p>B. Procedures ** Include enough detail so that someone else could replicate your lesson. Unless your instructor directs you otherwise, this section should read almost like a script.</p>	<p>1. List, in order, the steps of the lesson.</p> <p>2. Include any modeling, guided practice, or independent practice necessary to scaffold students’ progress toward the objective/s.</p> <ul style="list-style-type: none"> ➤ What will the teacher do and say? ➤ What will the students do? ➤ If a step includes a specific resource, name it “Students will annotate their copy of “The Giver” (not just “a book”)
<p>C. Formative assessment methods/tools:</p>	<p>Tell specifically how you will measure the learners’ progress toward achieving the lesson objective/s. What tools and/or techniques will you use at critical points in the lesson to determine whether or not students are ready to continue with the lesson?</p>
<p>D. Grouping structure/s:</p>	<p>Tell how the students will be organized throughout the lesson: independent work, pairs, small groups, who class. Use purposeful grouping based on the demands of this lesson for the learners.</p>
<p>E. Accommodations/ Modifications</p>	<p>Describe any accommodations or modifications you will make for students with 504 plans, students with disabilities and IEP’s</p> <p>Accommodations for change HOW the content is taught; not the content itself, the standard/s, or the objective/s</p> <p>Modifications change HOW, but also WHAT a learner is expected to master. A smaller amount of the content; a select standard instead of all of them, one objective vs. two, etc. and/or BIP’s, ELL’s, gifted, or other exceptional learners.</p>
<p>F. Instructional Materials, Equipment and Technology:</p>	<p>List ALL materials, equipment and technology the teacher and students will use during the lesson. Add or attach copies of ALL printed and online materials at the end of this template.</p>

IV. SUMMATIVE ASSESSMENT

THINK: HOW WILL I ENSURE THE LEARNERS HAVE MET THE OBJECTIVE/S FOR THE LESSON?

Summative Assessment:	<i>Include details of any summative assessment as applicable and attach a copy of what you use. Include an answer key, if applicable. Explain how the summative assessment measures the learning target(s)/objectives. If you do not include a summative assessment, identify how you will measure students' mastery of the learning target(s)/objectives.</i>
Assessment Accommodations & Modifications	<i>Describe how you will provide accommodations or modifications for students with 504 plans, students with disabilities and IEP's and/or BIP's, ELL's, and students with exceptionalities.</i>
V. REFLECTION ON THE EXPERIENCE	
Reflection	<i>Write a brief reflection on what worked in the lesson and what you could improve upon for the next lesson. (If you did not actually get to teach it, reflect on your planning experience. What challenged you? What do you still need to know? How could you find out?)</i>

TEKS: Texas Essential Knowledge and Skills
ELPS: English Language Proficiency Standards
CCRS: College Career and Readiness Standards
IEP: Individualized Education Plan
BIP: Behavior Intervention Plan
ELL: English Language Learner

DOMAIN I: PLANNING

		ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED	UNSATISFACTORY
		Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes
PLANNING DIMENSION I.1	<p>Dimension 1.1 Standards and Alignment</p> <p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p>	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: <ul style="list-style-type: none"> ☐ are sequenced ☐ are relevant to students' prior understanding ☐ integrate other disciplines ☐ provide appropriate time for student work, lesson and lesson closure ☐ reinforce broader unit and course objectives ☐ are vertically aligned to state standards ☐ are appropriate for diverse learners • All objectives that are aligned and logically sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • Integration of technology when applicable. • All activities, materials and assessments that: <ul style="list-style-type: none"> ☐ are sequenced ☐ are relevant to students ☐ provide appropriate time for lesson and lesson closure ☐ fit into the broader unit and course objectives ☐ are appropriate for diverse learners • All objectives that are aligned to the lesson's goal. 	<ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> ☐ are sequenced ☐ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> ☐ are sequenced ☐ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • Goals are not aligned to state content standards. • Activities, materials and assessments: <ul style="list-style-type: none"> ☐ are not sequenced ☐ do not provide time for lesson and lesson closure • Lessons where no objectives are aligned and sequenced to the lesson's goal.
	<p>Texas Teaching Standards: 1.1, 1.2, 3.1, 3.2, 3.3</p> <p>InTASC: 4(1), 4(n), 6(b), 7(a), 7(b)</p> <p>Sources of Evidence: Pre-Conference, Formal Observation, Classroom</p>	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN I: PLANNING

		ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED	UNSATISFACTORY
		Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes
PLANNING DIMENSION 1.2	<p>Dimension 1.2 Data and Assessment</p> <p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Texas Teaching Standards: 1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4</p> <p>InTASC: 7(c), 7(e), 8(g), 8(n)</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post- Conference Instructional Planning</p>	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans. Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data. 	<ul style="list-style-type: none"> No formal or informal assessments to monitor student progress. No opportunities for timely feedback to students or families. No utilization of sources of student data.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN I: PLANNING

		ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED	UNSATISFACTORY
		Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes
PLANNING DIMENSION I.3	<p>Dimension 1.3 Knowledge of Students</p> <p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <p>Texas Teaching Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3</p> <p>InTASC: 1(a), 1(b), 2(a), 2(f), 6(g), 7(b)</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • All lessons that connect to students’ prior knowledge, life experiences and future learning expectations. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Lessons that do not connect to students’ prior knowledge and experiences. • Adjustments do not address strengths and gaps in background knowledge, life experiences and skills of few students.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN I: PLANNING

		ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED	UNSATISFACTORY
		Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes
PLANNING DIMENSION I.4	<p>Dimension 1.4 Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Texas Teaching Standards: 1.2, 1.3, 1.4, 1.5</p> <p>InTASC: 6(b), 6(h), 6(i), 6(k), 6(p), 8(g), 9(f)</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on 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 ability levels of students. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes. 	<ul style="list-style-type: none"> • No encouragement of complex or higher-order thinking. • Instructional groups are not based on the needs of students. • No evidence of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials missing.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED	UNSATISFACTORY
		The Teacher:	The Teacher:	The Teacher:	The Teacher:	The Teacher:
INSTRUCTION DIMENSION 2.1	<p>Dimension 2.1 Achieving Expectations</p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Texas Teaching Standards: 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2</p> <p>InTASC: 3(c), 3(k), 5(l)</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic expectations for themselves. 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 and self-monitor. 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. There is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets academic expectations that challenge most students. There is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets expectations that challenge few students. There is evidence that few students demonstrate mastery of the objective. Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. Rarely provides opportunities for students to take initiative of their own learning. 	<ul style="list-style-type: none"> Does not set expectations. Students do not demonstrate mastery of the objective. Does not recognize when a student error has been made. Does not provide opportunities for students to take initiative of their own learning.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSSES ON TEACHER CENTERED ACTIONS	FOCUSSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
INSTRUCTION DIMENSION 2.2	<p>Dimension 2.2 Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Texas Teaching Standards: 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3</p> <p>InTASC: 4(a), 4(b), 4(e), 4(j), 4(q), 5(a), 7(a)</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Displays content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Conveys accurate content knowledge in multiple ways. Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> Conveys accurate content knowledge. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Accurately reflects how the lesson fits within the structure of the discipline and the state standards. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> 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 (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> 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 (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> Is unaware of conveying inaccurate content knowledge Does not integrate learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides no opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUS ON MOSTLY TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
INSTRUCTION DIMENSION 2.3	<p>Dimension 2.3 Communication</p> <p>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Texas Teaching Standards: 1.4, 1.5, 2.1, 3.1, 4.4</p> <p>InTASC: 2(l), 3(f), 8(m)</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate. • Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Provides wait time when questioning students. • Provides explanations that are clear and coherent. • Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers. 	<ul style="list-style-type: none"> • Uses probing questions to clarify, elaborate learning. • Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Provides explanations that are clear. • Uses verbal and written communication that is clear and correct. • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. 	<ul style="list-style-type: none"> • Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. • Uses verbal and written communication that is generally clear with minor errors of grammar. 	<ul style="list-style-type: none"> • 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 inaccurate spelling, grammar, punctuation or structure. 	<ul style="list-style-type: none"> • Directs lessons with no opportunity for dialogue, clarification or elaboration. • Is unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
INSTRUCTION DIMENSION 2.4	<p>Dimension 2.4 Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Texas Teaching Standards: 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4</p> <p>InTASC: 2(a), 6(g), 7(b)</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Uses strategies to teach and assess students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs. Sometimes provides differentiated instructional methods and content. 	<ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs. Rarely provides differentiated instructional methods and content. 	<ul style="list-style-type: none"> Does not monitor the quality of student participation and performance. Does not recognize when students become confused or disengaged and does not respond appropriately to student learning or social-emotional needs. Does not provide differentiated instructional methods and content.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
INSTRUCTION DIMENSION 2.5	<p>Dimension 2.5</p> <p>Monitor and Adjust</p> <p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Texas Teaching Standards: 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4</p> <p>InTASC: 3(d), 3(r), 6(g), 8(b), 8(c), 8(i)</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities frequently and within a broad range to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction and activities. Monitors student behavior and responses for engagement and understanding. Adjusts instruction and activities to maintain student engagement. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. Adjusts some instruction within a limited range. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Generally does not link student behavior and responses with student engagement and understanding. Persists with instruction or activities that do not engage students. Makes no attempts to engage students who appear disengaged or disinterested. 	<ul style="list-style-type: none"> Does not utilize input from students in order to monitor and adjust instruction and activities. Does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSSES ON TEACHER CENTERED ACTIONS	FOCUSSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.1	<p>Dimension 3.1 Classroom Environment, Routines and Procedures</p> <p>The teacher organizes a safe, accessible and efficient classroom.</p> <p>Texas Teaching Standards: 1.4, 4.1, 4.2, 4.3, 4.4</p> <p>InTASC: 3(d), 7(c)</p> <p>Sources of Evidence: Formal Observation, Pre-Classroom</p>	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> No procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Most students are not able to access materials.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUS ON MOSTLY TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.2	<p>Dimension 3.2 Managing Student Behavior</p> <p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Texas Teaching Standards: 4.1, 4.2, 4.3, 4.4</p> <p>InTASC: 3(c), 3(k), 5(l)</p> <p>Sources of Evidence: Formal Observation, Classroom, Pre-Conference</p>	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom. 	<ul style="list-style-type: none"> Does not enforce campus or classroom behavior standards. Student behavior impedes learning in the classroom.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.3	<p>Dimension 3.3 Classroom Culture</p> <p>The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Texas Teaching Standards: 1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4</p> <p>InTASC: 3(a), 3(p), 1(h), 2(l)</p> <p>Sources of Evidence: Formal Observation, Classroom</p>	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and teacher. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a class where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a class where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher. 	<ul style="list-style-type: none"> Does not establish a class where students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1	<p>Dimension 4.1</p> <p>Professional Demeanor and Ethics</p> <p>The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Texas Teaching Standards: 6.2, 6.3, 6.4</p> <p>InTASC: 9(f), 9(o)</p> <p>Sources of Evidence: Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates successfully for the needs of all students on the campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates successfully for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements. 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Does not meet professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2	<p>Dimension 4.2 Goal Setting The teacher reflects on his/her practice. Texas Teaching Standards: 5.4, 6.1, 6.2 InTASC: 9(b), 9(d) Sources of Evidence: Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:			
		<ul style="list-style-type: none"> • Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> • Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> • Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice. 	<ul style="list-style-type: none"> • Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time. 	<ul style="list-style-type: none"> • Sets no goals unrelated to student needs or self-assessment. • Does not meet professional goals and persists in instructional practices that remain substantially unimproved over time. 	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSSES ON MOSTLY TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
	<p>Dimension 4.3 Professional Development The teacher enhances the professional community.</p> <p>Texas Teaching Standards: 3.1, 6.1, 6.2, 6.3</p> <p>InTASC: 9(c), 9(d), 10(b), 10(d)</p> <p>Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	<ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade-or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled activities, professional learning communities, committee, grade - or subject-level team meetings as directed. 	<ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.
	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

		ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	UNSATISFACTORY The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4	<p>Dimension 4.4</p> <p>School Community Involvement</p> <p>The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p>Texas Teaching Standards: 2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4</p> <p>InTASC: 9(b), 9(k), 10(f)</p> <p>Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	<ul style="list-style-type: none"> Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various media. Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community. 	<ul style="list-style-type: none"> Communicates the mission, vision and goals of the school to students, colleagues, parents and families. Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities. 	<ul style="list-style-type: none"> Communicates school goals to students, parents and families. Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. 	<ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities. 	<ul style="list-style-type: none"> Does not contact parents about disciplinary matters. Does not attend required school outreach activities.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

RUBRIC WORD BANK
with examples of qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED	UNSATISFACTORY
LEARNING ENVIRONMENT Classroom Culture	ALL	ALL	MOST	FEW	NO
LEARNING ENVIRONMENT Managing Student Behavior	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY	DOES NOT
INSTRUCTION Achieving Expectations	MOST	MOST	SOME	FEW	NO
INSTRUCTION Content Knowledge and Expertise	REGULARLY	DOES (ACTION)	SOMETIMES	FEW	NO
S INSTRUCTION Differentiation	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)	DOES NOT (ACTION)
	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS