



# Clinical Practice Handbook

**For Clinical Teachers, Cooperating Teachers, and Field Supervisors**

**Educator Preparation Office, Matthews Hall Suite 119**

1155 Union Circle, #311337 Matthews Hall Suite 119 Denton, Texas 76203-5017

(940) 565-4226

<https://www.coe.unt.edu/educator-preparation-office>



*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*

# Table of Contents

Table of Contents .....	2
Contacts.....	3
Frequently Used Terms .....	4
Overview of the Clinical Teaching Experience .....	5
Goals and objectives of Clinical Teaching .....	6
<b>Clinical Teachers</b>	
Roles, Responsibilities, and Expectations of the Clinical Teacher .....	8
Questions to Guide the Clinical Teacher’s Active Observation .....	11
<b>Cooperating Teachers</b>	
Roles, Responsibilities, and Expectations of the Cooperating Teacher .....	16
Checklist For Preparing For And Working With Your Clinical Teacher .....	20
EC-6 Clinical Teacher Suggested Pacing Guide.....	23
Middle/High School Clinical Teaching Suggested Pacing Guide .....	24
<b>University Field Supervisors</b>	
University Field Supervisor Role and Responsibilities .....	26
Clinical Teaching Policies and Rules .....	28
Addressing Concerns.....	32
Procedures for Termination from Clinical Teaching .....	33
Appeal Procedure.....	34
<b>Appendices</b>	
Appendix A Clinical Teaching/Practicum Due Dates for Foliotek.....	36
Appendix B <i>Feedback Acknowledgement Form</i> .....	37
Appendix C <i>Collaborative Progress Log</i> .....	38
Appendix D <i>Pre-Observation Conference Form</i> .....	39
Appendix E <i>T-TESS Evaluation Form</i> .....	40
Appendix F <i>First 15 Days of School</i> .....	41
Appendix G <i>UNT Common Lesson Plan</i> .....	42
Appendix H <i>UNT Career Connect Reflection</i> .....	46
Appendix I <i>Clinical Teaching Time Record</i> .....	48
Appendix J UNT Growth Plan.....	49
Appendix K Cooperating Teacher/Mentor Teacher Evaluation of UNT Supervisor .....	50
Appendix L Acknowledgement of Clinical Practice Handbook.....	51
Appendix M UNT FERPA Release.....	52
Appendix N Clinical Teacher Agreement to Texas Educators Code of Ethics .....	53
Appendix O <i>Disposition Inventory for Teachers – Candidate (DIFT-C)</i> .....	56
Appendix P Texas Teaching Standards .....	61
Appendix Q UNT T-TESS Clinical Teaching Rubric .....	65

**University of North Texas College of Education**  
**Educator Preparation Office, Matthews Hall Suite 119**  
<https://coe.unt.edu/educator-preparation-office>

<b>EPO Staff Contact Information</b>		
Mr. Tim Sutton	Director, Clinical Practice	<a href="mailto:tim.sutton@unt.edu">tim.sutton@unt.edu</a>
Ms. Elizabeth Dracobly	Administrative Coordinator	<a href="mailto:elizabeth.dracobly@unt.edu">elizabeth.dracobly@unt.edu</a>
Ms. Destinie Noles	Administrative Specialist, Clinical Practice	<a href="mailto:destinie.noles@unt.edu">destinie.noles@unt.edu</a>
Ms. Alyssa Strong	Foliotek Administrator	<a href="mailto:alyssa.strong@unt.edu">alyssa.strong@unt.edu</a>
Ms. Jessica Powell	TExES Advising Office	<a href="mailto:jessica.powell@unt.edu">jessica.powell@unt.edu</a>
Ms. Jill Denniston	Certification Office	<a href="mailto:jill.denniston@unt.edu">jill.denniston@unt.edu</a>
Dr. Alexandra Leavell	Associate Dean, Educator Preparation	<a href="mailto:alexandra.leavell@unt.edu">alexandra.leavell@unt.edu</a>

<b>PDS* Site (EC-6/4-8) Cadre Coordinator Information</b>		
<b>District</b>	<b>Cadre Coordinator</b>	<b>Email</b>
Allen/Carrollton-Farmers Branch	Ms. Benita Gordon	<a href="mailto:Benita.Gordon@unt.edu">Benita.Gordon@unt.edu</a>
Argyle/Sanger	Ms. Michele Langley	<a href="mailto:Michele.Langley@unt.edu">Michele.Langley@unt.edu</a>
Aubrey/Little Elm	Ms. Heather Steen	<a href="mailto:Heather.Steen@unt.edu">Heather.Steen@unt.edu</a>
Coppell	TBD	
Denton	Ms. Alice Mankoff	<a href="mailto:Alice.Mankoff@unt.edu">Alice.Mankoff@unt.edu</a>
Eagle Mountain-Saginaw	Ms. Rita Volturo	<a href="mailto:Rita.Volturo@unt.edu">Rita.Volturo@unt.edu</a>
Frisco	TBD	
Grapevine-Colleyville	Ms. Brooke Moose	<a href="mailto:Brooke.Moose@unt.edu">Brooke.Moose@unt.edu</a>
Irving (4-8)	Ms. Dianna Hopper	<a href="mailto:Dianna.Hopper@unt.edu">Dianna.Hopper@unt.edu</a>
Keller	Ms. Susan Padgett	<a href="mailto:Susan.Padgett@unt.edu">Susan.Padgett@unt.edu</a>
Lewisville	Ms. Donna Pockrus	<a href="mailto:Donna.Pockrus@unt.edu">Donna.Pockrus@unt.edu</a>
Northwest	Ms. Anita Chaney	<a href="mailto:Anita.Chaney@unt.edu">Anita.Chaney@unt.edu</a>
Plano	Ms. Linda Hunter	<a href="mailto:Linda.Hunter@unt.edu">Linda.Hunter@unt.edu</a>
Wylie (EC-6/4-8)	Dr. Laura Price	<a href="mailto:Laura.Price@unt.edu">Laura.Price@unt.edu</a>
Post Bac (Elementary)	TBD	

\* Secondary and All-Level candidates do not participate in the PDS Model and do not have Cadre Coordinators.

<b>OTHER HELPFUL CONTACTS</b>		
COE Undergraduate Student Advising Office	Matthews Hall 105	940.565.2736
Post-Baccalaureate Advising Office	Matthews Hall 204	940.565.3319
TExES Advising Office	Matthews Hall 119	940.565.8601
Certification Office	Matthews Hall 119	940.565.4226
UNT Career Center <a href="mailto:career.center@unt.edu">career.center@unt.edu</a>	Chestnut Hall, 103	940.565.2105
COE Career Development Specialist: Ms. Miaya Love	Chestnut Hall 103	940.565.2105
Student Financial Aid and Scholarships <a href="https://financialaid.unt.edu/">https://financialaid.unt.edu/</a>	Eagle Student Services Center	940.565.2302
UNT Registrar Help Desk	Eagle Student Services Center	940.565.2111 <a href="mailto:registrar@unt.edu">registrar@unt.edu</a>
Student Financial Services <a href="https://sfs.unt.edu/">https://sfs.unt.edu/</a>	Eagle Student Services Center Room 105	940.565.3225 <a href="mailto:sfs@unt.edu">sfs@unt.edu</a>
UNT Student Health and Wellness Center <a href="https://studentaffairs.unt.edu/student-health-and-wellness-center">https://studentaffairs.unt.edu/student-health-and-wellness-center</a>	Chestnut Hall, 2 <sup>nd</sup> floor	940.565.2333

## FREQUENTLY USED TERMS

**Cadre Coordinator (PDS):** The UNT employee responsible for facilitating the EC-6 and 4-8 ELAR/Social Studies PDS clinical experience. The Cadre Coordinator's responsibilities include:

- 1) facilitating open communication among the interns, supervisors, mentors, and UNT faculty,
- 2) mediating any concerns or problems during clinical practice.

**Clinical Practice Office:** UNT office responsible for the coordination of all clinical experiences related to initial teacher certification.

**Clinical Teacher:** A preservice teacher seeking initial certification.

**Cooperating Teacher:** A certified teacher in a partner district selected to teach, support, and monitor a clinical teacher's growth into the teaching profession.

**Director of Clinical Practice (Tim Sutton, COE-ClinicalPractice@unt.edu):** UNT employee responsible for coordinating all UNT clinical experiences with partner districts.

**DIFT-C (Disposition Inventory for Teachers-Candidates):** An inventory used to evaluate the teacher candidate's disposition throughout their program.

**Field Supervisor:** UNT employee responsible for on-site monitoring, mentoring, and evaluation during the culminating clinical practice semester.

**Foliotek:** Foliotek is an online data management system used to collect and store assessments used to evaluate candidates' knowledge, skills, and dispositions relevant to program standards and objectives, and to collect and store TEA-required documentation.

**Growth Plan:** A Growth Plan is a written form initiated by university or district personnel when a teacher candidate displays a lack of progress. Documents expectations that must be met by a teacher candidate to pass clinical teaching and be recommended for certification.

**Intern:** A candidate on an Intern or Probationary Certificate. Serves as the Teacher of Record while completing Practicum.

**Partner Districts:** Districts and campuses that host teacher candidates and collaborate with UNT's Educator Preparation Program

**"Post-bacc":** (Post-baccalaureate). The Post-bacc teacher education program is only available to candidates with an earned bachelor's degree.

**Professional Development School (PDS) Cadre (The PDS Model is designed only for EC-6 and 4-8 ELAR and Social Studies teacher candidates.):** Nucleus or core group of preservice teachers assigned to a specific UNT partner school district for the purpose of being trained by experienced UNT faculty and district personnel to become teachers. A cadre consists of pre-service students, cooperating teachers, a Cadre Coordinator, and UNT field supervisors.

**PDS 1:** First semester of intensive clinical practice (2 full days/14 weeks) for all undergraduate candidates in the EC-6/4-8 programs.

**PDS 2:** The second and last semester of clinical practice in the undergraduate program. This experience includes 14 weeks of placement in a partner school.

**Student Advising Office (SAO):** UNT office responsible for advisement of undergraduate teacher education candidates.

**TExES Advising Office (TAO):** UNT office responsible for the following tasks:

- 1) disseminating information about TExES state certification exam,
- 2) administering TExES practice tests to candidates, and
- 3) documenting and reporting TExES results.

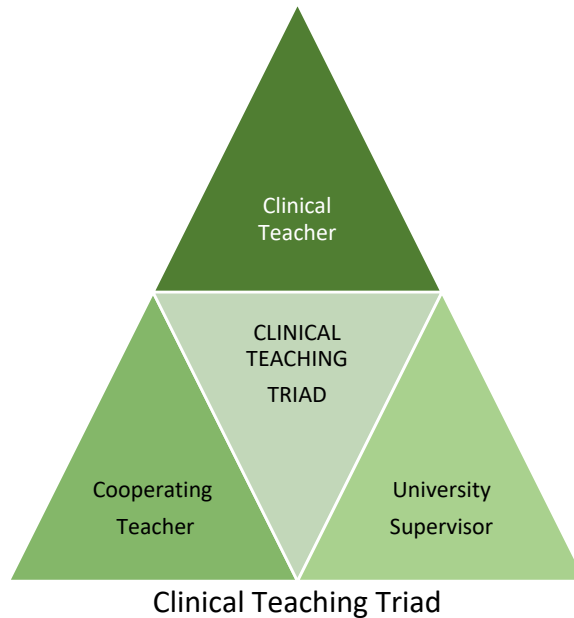
**Texas-Teacher Evaluation Support System (T-TESS):** Formal evaluation of teacher candidate completed by UNT field supervisors at least three times during clinical teaching. Failure to achieve a score of Developing or higher on each domain on the final evaluation will result in a grade of NP for one or both clinical teaching courses.

## Overview of the Clinical Teaching Experience

Clinical teaching is a 14-week, full-time school-based experience. Clinical teaching is the culminating experience for candidates wishing to become teachers. It is a time to apply the knowledge and skills gained in coursework and shorter field experiences. It is a crucial time to learn, develop and demonstrate the knowledge, skills, and dispositions expected of a classroom-ready, certified, beginning teacher.

Clinical teaching must engage the clinical teacher, to the fullest extent possible, in the same roles, responsibilities, and daily activities of a certified teacher.

Optimum success of the clinical teaching experience requires “all-in” participation and effort for the people who make up each Clinical Teaching Triad.



Each Triad member must have a clear understanding of his/her/their respective roles. This *Clinical Teaching Handbook* provides explanations of each role, along with helpful supports and strategies for enacting them successfully. Read the complete *Handbook* now to help you become familiar with expectations for each Triad member. While we have tried to make the Handbook as clear as possible, we fully expect you will have questions and need further explanation about what particular things actually mean for YOU in the unique context of the assigned school setting.

For Triad members to establish a shared understanding of what each role should “look like” requires conversation. To this end, an initial meeting of all three Triad members is a program requirement. This meeting must occur before the end of the second week of clinical teaching. This initial meeting should be face to face or through a virtual meeting platform (Skype, Go to Meeting, etc.) Email and phone conversations are not acceptable.

Use this first of many meetings to get to know each other, to ask questions, and to talk through anything that is unclear. Together, begin to develop your plan to accomplish the goals and objectives of the clinical teaching experience. Most importantly, lay the foundation for the open communication, mutual cooperation, and the collaborative work that undergird all successful professional relationships.

## Goals and Objectives of Clinical Teaching

**To be successful in the clinical practice experience and to be recommended for a teaching certificate, the successful clinical teacher will:**

1. Demonstrate the values, attitudes, and dispositions consistent with those expected of a professional educator.
2. Demonstrate a level of integrity and respect that honors the dignity of self, others, and the education profession.
3. Consistently speak and act in a manner that reflects genuine concern for the safety and well-being of self and of all members of the educational context in which he/she/they work.
4. Demonstrate an eagerness to acquire, understand, and consider the cultural backgrounds and contexts of individual learners, the classroom, the school, and the greater community, and use this information to adapt and differentiate instruction that meets the needs of all learners
5. Seek out, be receptive to, and respond to substantive feedback from all program faculty.
6. Continuously use expected conventions of professional communication in verbal, written and digital contexts.
7. Develop, at minimum, entry-level competence in the full range of teaching skills and functions of a classroom teacher.
8. Demonstrate increasing degrees of competence in planning and lessons aligned with appropriate standards and with learners' developmental levels, skills, and strengths.
9. Demonstrate increasing degrees of competence in implementing engaging flexible lessons that encourage maximum learning
10. Consistently present content accurately and in ways that demonstrate an understanding of the major concepts, discipline-specific vocabulary, conceptual structure, and processes of inquiry specific to the discipline.
11. Increase his/her/their understanding of common learner misconceptions in the subject being taught and demonstrate approaches to both assess and guide learners to accurate understanding.
12. Demonstrate an awareness of and an increasing ability over time to select and use pedagogical methods and strategies that respond to content demands and learners' needs.
13. 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 informing the Learning Cycle.
14. Use information and data from assessments to inform and adapt instruction.
15. Communicate, collaborate, and consult with teachers, students, administrators, parents and other stakeholders within the clinical teaching context in ways that demonstrate respect, professionalism, and promote positive improvement for all.
16. Make informed and purposeful choices to integrate technology in significant and effective ways to improve communication and learning.
17. Know, and at all times, act in accordance with professional, ethical, and legal standards as defined in all relevant guidelines, policies and statutes.
18. Display a commitment to and engage in ongoing reflection and self-assessment of his/her/their current teaching practice for the purpose of continuous improvement.

# Clinical Teachers

# Roles, Responsibilities, and Expectations of the Clinical Teacher

## As a Clinical Teacher, remember:

- Teaching is first and foremost a human endeavor involving real people. The effectiveness of every learning experience depends on the quality of the relationships built by the people involved in the learning process.
- Your primary goal is to learn as much as possible about how to become the kind of teacher you want to be and to demonstrate your proficiency in the required skills and abilities.
- Asking for help is a way of respecting someone else's expertise and ability to contribute to your understanding.
- Every clinical teaching experience is unique. Stay curious, and be open to all available learnings.

## Your role:

- Your first responsibility is to the students. Their safety, health, social and emotional well-being, and academic achievement should guide your decision-making every day.
- You are still a student and a learner, but you will be expected to act as a beginning professional educator at all times.
- As a guest in your host school, act accordingly.
- Your cooperating teacher, field supervisor, UNT faculty, and school-based colleagues are resources for you. Understand their roles and responsibilities as well as your own.

## Responsibility to your students:

- You are a model for your students. Everything you say and do conveys a message about who you are and what you expect from them.
- Learn students' names and how to pronounce them. If uncertain, ask the student to help you.
- Be aware of students' social and emotional needs, not just academic ones.
- Create and maintain a positive classroom culture geared toward student success.
- Establish and maintain high expectations and help students to meet them.
- Teach the whole student; recognize their social-emotional needs.
- Be prepared. Know your content, have a plan, and teach to the best of your ability every day.
- State your expectations in ways students can understand and ensure students understand them.
- When a student misbehaves, respond, don't react. Stay in the solution by responding to and addressing the behavior, the reasons it did not meet expectations, and ways the student can respond more appropriately.
- Establish relationships based on mutual respect.
- Maintain a professional relationship with each student.
- The use of social media must be approved by your cooperating teacher and be for instructional purposes only.

## Responsibility to the host school/ your cooperating teacher:

- Be discreet with any confidential information you are privileged to. Along with meeting legal and policy guidelines for privacy, before you share any information, **THINK** about what you plan to say: Is it **T**True? Is it **H**Helpful? Is it **I**Important? Is it **N**Necessary? Is it **K**Kind?
- Know and act in accordance with all school policies and procedures.
- Establish professional relationships with school personnel (administrators, faculty, support staff), students and parents.



- Keep the same daily schedule as your cooperating teacher. Report to school on time and remain on campus throughout the designated school day.
- Notify the school office, your cooperating teacher, and your field supervisor as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Observe cell phone etiquette and use that is appropriate to the context. Your cell phone should be off and out of sight during class unless it is being used for instruction-related purposes.
- Food and drinks (other than water) should not be consumed in the classroom.
- When you are scheduled to teach, you must have written lesson plans in the expected format that have been approved by your cooperating teacher in advance of teaching.
- Schedule dedicated time with your cooperating teacher to ask questions, plan for instruction, and request feedback on your growth and progress. Be proactive about addressing your concerns and goals.
- Participate in school-wide professional and community events such as professional development sessions, faculty meetings, student development meetings (with your cooperating teacher's approval), sports events, club meetings, etc.

### **Responsibility to your university field supervisor and (if applicable) to your Cadre Coordinator**

- Submit by agreed-upon means, before or by Sunday afternoon, your weekly schedule showing when and where you will be teaching the following week.
- Notify your university supervisor immediately when changes occur to this schedule.
- Notify the university supervisor if absence due to illness is necessary.
- Ask questions during your post-observation conference to clarify your understanding of your performance ratings and especially about specific strategies to improve.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact your supervisor/cadre coordinator with question or concerns.

### **General Assessment and Evaluation Information**

1. Grades for clinical teaching courses are "P/NP" (Pass/No Pass) and are assigned by your university field supervisor. Grades are based on successful achievement of all goals, objectives, and expectations for Clinical Teaching.
2. A grade of "NP" (No Pass) in one or both of your clinical teaching courses will result in having to repeat the course/s during the subsequent long semester.
3. In accordance with the State Board of Educator Preparation Guidelines for clinical teaching, at the conclusion of your Clinical Teaching, your cooperating teacher/s is/are asked to respond "yes" or "no" to the statement, "I would recommend this clinical teacher for certification".
4. Submit all assignments, assessments, and required forms before or by the due date to receive credit.
5. Formal Evaluations:
  - You will be formally observed and evaluated by your university field supervisor a minimum of three times during your clinical teaching.
  - All formal evaluations use the **T-TESS Evaluation** approved by the UNT Educator Preparation Office. See Appendix Q to review the T-Tess Clinical Teaching Rubric.
  - Prior to each scheduled formal observation conducted by your university field supervisor, a lesson plan written using the **UNT Common Lesson Plan Format** must be submitted for review and approval by your cooperating teacher and your field supervisor. You must submit your lesson plan 3 days in advance of the scheduled observation.
  - Formal evaluations use the "POP" Cycle structure:

- **Pre-observation “conference”**. To receive feedback before you teach the lesson that will be observed, fill in the ***Pre-Observation Conference Form***. Then, complete the ***Common Lesson Plan*** for your lesson. Upload **BOTH** to Foliotek at least 3 days before you are scheduled to teach. Your field supervisor will review your submission and provide feedback and suggestions before you teach.
  - **Observation**. At a predetermined time, the field supervisor will observe you in person teaching the lesson. Virtual observation is not permitted.
  - **Post-observation conference**. As immediately as possible after you teach, you will meet face to face with your field supervisor to review the ***T-TESS Evaluation***.
    - After your post-observation conference, go into Foliotek and electronically sign the ***Feedback Acknowledgement Form*** to verify that your post-observation conference with your supervisor has occurred.
    - Clinical Teachers must provide a copy of each ***T-TESS Evaluation*** to the cooperating teacher.
    - Practicum Interns must provide a copy of each ***T-TESS Evaluation*** to the campus principal.
6. Both your university field supervisor and cooperating teacher will complete a final (summative) ***T-TESS Evaluation*** of your overall performance during Clinical Teaching.
7. \*\*You must achieve a final score of Developing or higher on each domain on the final evaluation to earn a grade of “P” (Pass) for your clinical teaching course/s.

## Questions to Guide the Clinical Teacher's Active Observation

These questions reflect multiple aspects of what a teacher needs to know and be able to do. At first glance, some may seem inconsequential. What do hall passes have to do with enlightening young minds, anyway? Believe it or not, knowing NOW whether or not students need the cooperating teacher's permission to leave the room and what the process for that is, will save you time (and some stress) later when you are trying to figure it out in front of the student waiting to be excused. Hall passes and other established routines are a big piece of effective classroom management. The better the classroom management, the better the learning outcomes. Less attention to daily, repetitive tasks = more time for enlightenment!

Use these questions to help you actively focus on important classroom procedures and teacher behaviors. This active observation will maximize your learning before you begin any teaching. Find the connection between everything the cooperating teacher does and how it impacts the learning environment. These are also excellent questions to ask your cooperating teacher directly.

### 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?

What are expectations for students as they enter and begin the class?

#### 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 for lunch?

Does the teacher have any supervisory duties during lunch?

How are the elementary students taken to the cafeteria and picked up?

#### 5. Schedule for special classes (Art, Music, PE, etc.)

○ What special classes do the students attend?

○ What is the schedule?

○ What is the pick-up protocol for special classes?

#### 6. Hall/Bathroom/Health/Office Passes

What process is used to allow students to leave the classroom?

Are students allowed to leave the room freely?

Must the teacher give permission before a student may be excused?

What procedures do teachers follow to maintain order in hallways?

#### 7. Recess

Do students have a recess period?

What are the procedures for supervising recess?

#### 8. Volunteers

What volunteer programs assist the campus/class?

How do you identify volunteers?

Are students allowed to go with volunteers?

#### 9. Dismissal

How does the teacher dismiss the class at the end of the period/day?

10. Buses

Do teachers have bus duty?

What is the bus duty schedule?

What procedures/rules for bus duty?

11. Excuse Notes

What is the district/campus policy for absences/tardies?

What is the process for collecting the forms?

What is the policy for acceptable excuses for tardies?

**EMERGENCY PROCEDURES**

What are the procedures for each type of drill (tornado, fire, intruder, lockdown, etc.

What will you be expected to do?

**RECORD KEEPING**

1. Attendance

How is attendance taken? Recorded?

Are the students allowed to assist?

2. Grading

How does the teacher grade homework?

Homework/Make-up Work/Late Work/Tutorials •

- What is the policy for late work?

- What is the policy for students who have been absent?

- What is the policy for helping students before, during, and after school?

How is the grade book set up? (electronic, paper copy, etc.)

Are students allowed to grade each other's work?

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/expectations/guidelines?

How were they chosen?

How are they enforced? (praise, consequence)

How are appropriate behaviors reinforced?

How does the teacher redirect off-task behaviors?

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/Seating

How does the teacher determine seating? (alphabetical, discipline, etc.)

Can students move at different times or do they need to stay in their seat for the entire period?

Are students grouped for projects, reading, etc.?

How does the teacher determine this grouping?

What types of grouping structures (pairs, triads, self-selected, interest, etc.) does the teacher use?

5. Engaging Students

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

What non-verbal signals are used?

6. Daily Schedule

Where is the schedule posted?

Do students keep a copy of the schedule in their binder?

## TEACHING PROCEDURES

1. Lesson

a. Introduction and teaching

How is the purpose of the lesson set?

How does the teacher motivate students' interest?

What type of assessment/questioning is used to determine students' background knowledge?

How does the teacher relate lesson content to the students' prior knowledge?

What type of formative assessment is used to determine students' 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. Assessment/data use

What formative assessments are used to determine student achievement?

How do the formative assessments address the learning objectives?

What formal/summative/benchmark assessments are used to determine student achievement?

What level of performance is used to measure acceptable student performance?

How does data used from formative/summative assessments inform instructional and curricular decisions?

What instructional changes are made for students who do not master the objective based on the data?

3. Homework/Make-up work/Late work/Tutorials

How does the teacher grade homework?

What is the policy for late work?

What is the policy for students who have been absent?

What is the policy for helping students before, during, and after school?

4. Transition techniques

What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?

What activities are available for students who finish early?

How does he/she/they keep students involved, motivated, and keep them on task?

## CURRICULUM MATERIALS AND RESOURCES

What textbooks, reference materials, and other teaching/learning tools are used for instruction?

Where are these items located?

How are the materials accessed?

What technological resources are available in the classroom/campus? (Copier, smartboards, laptops, software, learning applications, LCD projectors, computers, TV, listening stations with headsets, etc.)

What are the procedures to obtain and use the technology and other equipment?

Are students permitted internet access? How is access regulated?

What is the policy regarding use of cellphones?

Are cellphones use for instructional purposes?

### **DIFFERENTIATION/MODIFICATION**

How are students identified who receive services for special needs, ESL, gifted and talented, Rtl, 504, etc.

What techniques does the teacher use to differentiate and/or modify instruction?

What individual accommodations/modifications are needed for specific students?

### **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& FAMILY/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?

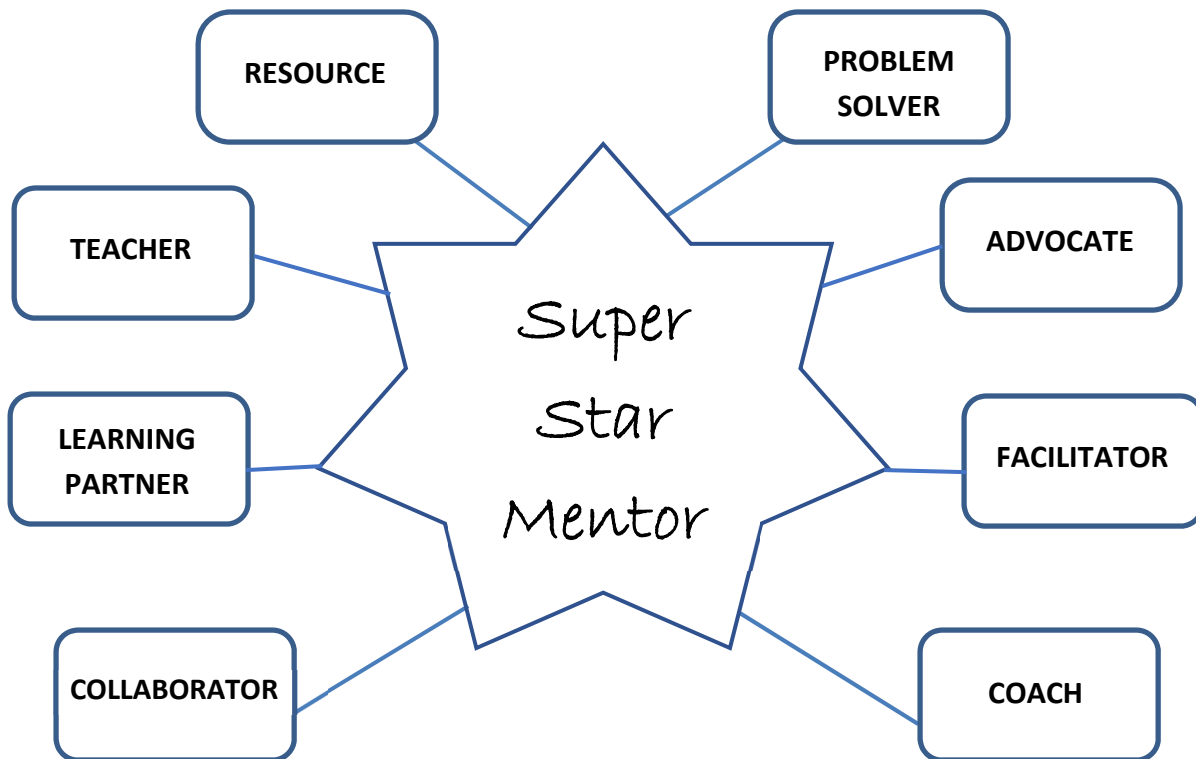
# Cooperating Teachers

# Roles, Responsibilities, and Expectations of the Cooperating Teacher

## As a Cooperating Teacher, remember:

- Your service in hosting a clinical teacher is critical to their success and the future of the teaching profession; it is invaluable and greatly appreciated!
- You play a pivotal role in helping the clinical teacher navigate their dual roles of university student and clinical beginning teacher.
- To “unpack” your practice and surface the thinking processes and expertise that are second nature to you for your clinical teacher.

## The Many Roles of the Cooperating Teacher



## Responsibility to the Clinical Teacher

- Accept each clinical teacher as a unique individual. Comparison of him/her/them to other clinical teachers is most useful for educative purposes.
- Prepare your classroom students to receive the Clinical Teacher as a professional co-worker. If you are comfortable, consider introducing your clinical teacher as “another teacher” or “Co-teacher”.
- As possible, provide a desk or other workspace for your clinical teacher.
- Familiarize your clinical teacher with the school and community culture. Explain what it means to be a successful, high-quality professional in your school.
- Review emergency and health procedures for fire drills, lockdowns, illness, fighting, etc. on the first day.
- Scaffold his/her/their gradual induction to becoming a successively more proficient teacher by modeling and guiding their planning and teaching.



- Praise is nice (“Good job”, “Nice lesson”, etc.). Substantive, specific feedback is invaluable to clinical teacher development. (“You’ve written a clear goal for this lesson. Let’s review the ABCD criteria to turn that into objectives.” “How could dismissal be more organized tomorrow? Try calling students to line up by their home groups.”etc.)
- Demonstrate your methods for creating daily lesson plans that are sequential and integrated with the broader curriculum.
- Explain the appropriate use of curriculum guides, teachers’ manuals, and other resources for your grade/subject level.
- Explain your 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 responsibility for any teacher duties are clearly explained and shared appropriately. Lunch, recess, hall, standardized testing, field trip, playground and other duties should typically be done in the company of the cooperating teacher or with district-designated personnel in the immediate area should problems arise.
- Schedule a dedicated time for instructional 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 them to participate in the varied school duties and tasks which constitute your workload.
- Explain the methods of documentation expected for attendance, tardiness, grades, conduct, etc.
- Allow the clinical teacher to ultimately assume all responsibility for classroom instruction and management.
- Give specific instruction on how you set up a classroom for the beginning of the year.
- Provide weekly feedback to the clinical teacher.
- Do correct any factual errors made in conveying content to students. This is best done during planning.
- Most clinical teachers need to know HOW to achieve more proficient levels of practice. Initiate frequent informal discussions that encourage reflective thinking about your clinical teacher’s performance. Start with questions that will generate his/her/their ideas. Sometimes they will need specific steps and strategies for how to improve.
- Follow up on how effectively your clinical teacher is implementing suggestions made during these discussions.
- Allow the clinical teacher to attend any UNT-required seminars/meetings which are part of the clinical experience.
- Once you feel your clinical teacher is ready, leave the clinical teacher alone in the classroom (see pacing guide, p 23-24) so that he/she/they can have a feeling of independence and an opportunity to learn from his/her/their mistakes.
- Introduce the clinical teacher to professional journals, resources, and organizations you find valuable.
- Include your clinical teacher in faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

**Note: See the CHECKLIST FOR PREPARING FOR AND WORKING WITH YOUR CLINICAL TEACHER (pp 20-22) for specific topics and areas to address.**

## RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR

- Participate in the opening Triad conference to clarify both your and program expectations.
- Communicate with the university supervisor on a regular basis. Quick email updates are helpful.
- Indications of potential barriers to successful teaching should be addressed immediately.
- Use a Growth Plan (p. 28) whenever necessary to encourage timely and effective change.
- Unresolved performance problems should be identified and discussed as early as possible.
- Participate in a three-way Triad 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 at any time with questions or concerns.

## RESPONSIBILITY FOR DOCUMENTATION, ASSESSMENT, AND EVALUATION:

The UNT Educator Preparation Program is accredited by the Texas Education Agency and the Council for the Accreditation of Educator Preparation. The following assessments and documentation are required for program compliance. Please consult the *Fall 2019 Foliotek Clinical Teaching/Practicum Assignments* in Appendix A for due dates. All documents must be completed by the last week of the teacher candidate's clinical teaching experience unless otherwise noted.

There are several assignments which need to be completed by your clinical teacher. Some of the documents may require your signature, but it is the teacher candidate's responsibility to request your assistance. Please refer to *Fall 2019 Foliotek Clinical Teaching/Practicum Assignments* in Appendix A for a list of due dates.

Links to access the Foliotek documents will be sent to you via your district email. The ***Clinical Teaching Time Record*** and weekly ***Cooperative Progress Logs*** will be provided by your clinical teacher

### The following are completed by the Cooperating Teacher **ONLY**:

1. ***T-TESS Final Evaluation***: UNT administers a modified version of the T-TESS instrument. The performance rating "Distinguished" has been removed from the instrument and "Unsatisfactory" has been added. Please complete a final evaluation at the end of your clinical teacher's time in the classroom. This final evaluation should be your summative assessment of your clinical performance over the entire clinical teaching experience.
2. ***T-TESS Final Evaluation Cover Sheet***: The cooperating teacher must check the appropriate box at the end of the ***T-TESS Final Evaluation*** which asks if the cooperating teacher would recommend the clinical teacher for standard certification.
3. ***DIFT-C (Disposition Inventory for Teachers-Candidates)***: Please complete this dispositions inventory at the end of at the end of your clinical teacher's time in the classroom. Please see Appendix O.
4. ***Cooperating Teacher/Mentor Teacher Evaluation of UNT Field Supervisor***: Please complete this one time at the end of the clinical teaching experience. Please see Appendix K.

### The following are completed by the Cooperating Teacher **AND** the Clinical Teacher

5. ***First 15 Days of School***
6. ***T-TESS Evaluation Verification Form***: After each of the three (3) formal T-TESS Evaluation by the university field supervisor, your clinical teacher is required to provide you with a copy of the evaluation and a copy of the ***T-TESS Evaluation Verification Form*** for your signature. Please return the form to your clinical teacher to upload into Foliotek.
7. ***Clinical Teaching Record (Time Log)***: Record of clinical teacher's daily attendance must be initialed by the Cooperating Teacher daily and signed at the end of the teacher candidate's clinical experience.

8. ***Collaborative Progress Log (CPL)***: The CPL is used to structure feedback and goal-setting by the Cooperating Teacher and the Clinical Teacher. This form is hand-written, completed in a face-to-face meeting, signed by both the Cooperating Teacher and the Clinical Teacher, and uploaded into Foliotek each week by the Clinical Teacher. The CPL forms are provided by your clinical teacher. Each CPL must be uploaded to Foliotek each week by Friday at midnight. Please see Appendix C

## CHECKLIST FOR PREPARING FOR AND WORKING WITH YOUR CLINICAL TEACHER

	<b>Before arrival: Preparing for your Clinical Teacher</b>
	Confirm his/her/their arrival date and time with principal and/or HR
	Make contact and exchange important phone numbers, email addresses, and preferred communication modes
	Prepare a dedicated workspace for your clinical teacher
	Prepare your students to receive the clinical teacher as a professional co-worker
	Outline basic teaching responsibilities for the student; review pacing guide
	Duplicate class rosters, seating charts, course syllabi, and classroom management plan
	Prepare copies of your daily schedule, calendar of special school/district events, professional days, conference dates, and dates for school closings/holidays
	Add clinical teacher's email address to the building email if appropriate
	Assist in obtaining district/campus ID badge
	Orient the clinical teacher to your students, map of the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
	Share planning and curricular resources
	<b>Week 1: Orientation/Active Observation. Modeling, Explaining, and Reviewing:</b>
	<p><b>First Day:</b></p> <ul style="list-style-type: none"> <li>• Ensure clinical teacher has district/campus ID badge</li> <li>• Review class and school emergency and drill procedures</li> <li>• Specific health/participation restrictions of any students (allergies, diabetes, etc.)</li> <li>• Share a copy of your district, school, and team guidelines and any faculty-specific regulations</li> <li>• Introduce your clinical teacher to office staff, administrators, colleagues, the school counselor, SRO, etc.</li> <li>• Outline expectations regarding:             <ul style="list-style-type: none"> <li>○ Confidentiality of information and student records</li> <li>○ Arrival and departure times</li> <li>○ Procedures to follow in case of absence due to illness</li> <li>○ Use of school and personal property</li> </ul> </li> </ul>
	<p><b>Classroom Policies</b></p> <ul style="list-style-type: none"> <li>• Classroom rules and management plan</li> <li>• Recording absent and tardy students</li> <li>• Hall passes</li> <li>• Discipline referral procedures and when their use is warranted</li> </ul>
	<p><b>School Policies and Procedures</b></p> <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)</li> </ul>
	<p><b>Teacher Non-instructional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Parents nights, open houses, faculty meetings, department meetings, committee meetings</li> <li>• Duties (bus, hallway supervision, lunch supervision)</li> <li>• Computer accounts, lunch accounts, parking information</li> </ul>

	<p>Instructional Resources</p> <ul style="list-style-type: none"> <li>• Media center, computer labs, and technology coordinators</li> <li>• Computer/technology use expectations</li> <li>• District and school websites</li> <li>• TEKS for course or grade level</li> <li>• Appropriate instructional materials</li> <li>• Lesson plan expectations</li> <li>• Community resources to enhance instruction</li> <li>• District Curriculum</li> </ul>
	<p>Community and Student Needs</p> <ul style="list-style-type: none"> <li>• General socioeconomic and cultural background of student population</li> <li>• Responsibilities to students with special needs</li> <li>• After school activities and opportunities for Clinical Teacher involvement</li> <li>• Parent/family involvement in the school</li> <li>• Expectations to communicate and work with parent</li> </ul>
	Classroom culture and student characteristics and how you consider these in your planning and instructional approach and assessment.
	Specific ways you manage the learning environment to maintain student engagement, motivation to learn, and appropriate behavior
	Share unique characteristics of individual students that are relevant to differentiating planning, the learning environment, instruction, and/or assessment. These might include Individualized Education Plans, Behavior Intervention Plans, 504 accommodations, etc.
	Technology, digital, and other resources they will be expected to use.
	Your instructional decision-making processes and use of strategies before, during, and after you teach.
	Professional communication and interaction with colleagues and staff members.
	Explain your method of assessment, grading, record-keeping, and documentation
	Arrange for the clinical teacher to observe other teachers
	Together, discuss and complete the weekly <b><i>Collaborative Progress Log</i></b> (CPL)
	<b>Week 2: Shadow and Assist</b>
	Review learning objectives and lesson plans for the day, week, and long-term.
	Provide a gradual induction to the teaching process by modeling both planning and teaching. 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.
	<p>Identify opportunities for the clinical teacher to assist with daily classroom procedures and supporting student learning.</p> <ul style="list-style-type: none"> <li>• Monitor student independent work and provide assistance as appropriate.</li> <li>• Distribute papers or materials</li> <li>• Prepare resources</li> <li>• Check attendance and learn students' names</li> <li>• Assist students with make-up work/tutorials</li> <li>• Grade papers</li> </ul>
	Provide your clinical teacher with ongoing guidance and informal feedback; share suggestions to improve their understanding of effective communication, giving students directions, scaffolding students' understanding
	Cooperating teacher assists in developing skills to analyze the candidates own teaching

	Debrief with your clinical teacher; share your thought processes and “unpack” aspects of your decision-making that may not be apparent to them
	Together, discuss and complete the weekly <b><i>Collaborative Progress Log</i></b> (CPL)

	Week 3 and beyond: From Co-Teaching to Full Responsibility <b>NOTE: Refer to the suggested Pacing Guide for ideas about gradual release of responsibility.</b>
	Increase daily responsibilities with the goal of the clinical teacher assuming full responsibility as soon as feasible.
	Develop a weekly implementation plan to clarify what the clinical teacher will be responsible for.
	Mentor, guide, monitor, and provide necessary supports
	Continue and increase substantive and specific feedback on performance
	Together, complete a <b><i>Collaborative Progress Log</i></b> once a week to document progress and to establish goals for continuous improvement.

**University Of North Texas**  
**EC-6 CLINICAL TEACHING SUGGESTED PACING GUIDE**

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

WEEK	RESPONSIBILITIES
<b>Weeks 1-7 are for the first rotation of PDS 2</b>	
<b>1</b>	<b>Actively Observe and Assist</b> The majority of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible.
<b>2</b>	<b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>3</b>	<b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>4</b>	<b>Independently plan teach 2-3 subjects/periods per day</b> 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.
<b>5-7</b>	<b>Full Responsibility</b> 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/they 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.
<b>Weeks 8-14 are for the second rotation of PDS 2</b>	
<b>8</b>	<b>Actively Observe and Assist</b> The majority of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible.
<b>9</b>	<b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>10</b>	<b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>11</b>	<b>Independently plan and teach 2-3 subjects/periods per day</b> 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 student teacher should have taught all subjects/periods.
<b>12-14</b>	<b>Full Responsibility</b> 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/they 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.

## University Of North Texas

### MIDDLE/HIGH SCHOOL CLINICAL TEACHING SUGGESTED PACING GUIDE

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

WEEK	RESPONSIBILITIES
<b>1</b>	<p><b>Actively Observe and Assist</b></p> <p>The majority of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible.</p>
<b>2</b>	<p><b>Team teaching</b></p> <p>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. Some examples:</p> <ul style="list-style-type: none"> <li>• Divide the class into two groups with the cooperating teacher and clinical teacher each taking a group for instruction.</li> <li>• 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.</li> <li>• One person may present the lesson content while the other one supervises the cooperative group work</li> </ul>
<b>3</b>	<p><b>Co-plan and teach 1-2 classes</b></p> <p>This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.</p>
<b>4</b>	<p><b>Co-plan and teach 1-2 classes</b></p> <p>This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.</p>
<b>5</b>	<p><b>Independently plan and teach 2-3 classes</b></p>
<b>6</b>	<p><b>Independently plan and teach 2-3 classes</b></p>
<b>7-9</b>	<p><b>Full Responsibility</b></p> <p>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/they 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.</p>
<b>10-12</b>	<p><b>Plan and teach 2-3 additional classes</b></p> <p>Progressively add periods that build toward the second full responsibility</p>
<b>13-14</b>	<p><b>Second Full Responsibility</b></p> <p>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/they 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.</p>



# University Field Supervisor

# University Field Supervisor Role and Responsibilities

## Role of the university field supervisor:

- The university field supervisor is a resource for both the Clinical teacher and the Cooperating Teacher.
- The university field supervisor is the Instructor of Record for the clinical teaching course/s.
- The university field supervisor assigns a final grade of “P” (Pass) or “NP” (No Pass) for each clinical teacher enrolled in all sections to which he/she/they is/are assigned.

## Responsibilities To The Clinical Teacher

1. Conduct an orientation with your clinical teachers immediately following the UNT Clinical Teacher Orientation.
2. Explain, clarify, and review your expectations and university expectations for clinical teachers.
3. Review the *Clinical Teaching Handbook*, assignment expectations, due dates, and establish informal and formal communication protocols.
4. Review, discuss, and answer questions about the *Code Of Ethics And Standard Practices For Texas Educators* which your students have agreed to and signed.
5. Model professional standards of communication and interaction expected of teachers for and with your clinical teachers at all times.
6. Share your relevant expertise and experience in anticipation of and in response to what a beginning teacher should know, understand, and be able to do.
7. Provide guidance and support verbally and in writing; informally and formally; to enhance the growth and development of your clinical teachers as they transition from their role as student to that of a beginning teacher.
8. Share helpful resources such as professional materials, professional organizations, teaching websites, etc. Some field supervisors choose to create a dedicated Facebook page for their clinical teachers,
9. Formally observe, assess, and evaluate each clinical teacher according to UNT EPP Guidelines a minimum of 3 times using *T-TESS Evaluation* and the POP (Pre-observation, Observation, and Post-Observation Conference) Cycle structure.
10. Conduct observations at a variety of times to include a range of classroom contexts/subjects which the clinical teacher is responsible for teaching.
11. Guide the clinical teacher’s understanding of the importance of self-assessment and reflection on practice to his/her/their continuous improvement as an educator. Think-alouds, journals, and self-questioning are helpful vehicles for building this critical skill.
12. Evaluate the clinical teacher’s lesson plans and provide verbal and/or written suggestions and feedback on specific ways to improve before and after teaching.
13. Participate in a Triad three-way evaluation conference (at least 20 minutes) with the clinical teacher and cooperating teacher at the beginning, mid-point, and end of the semester.
14. Complete recommendation letters for clinical teachers who are applying for teaching positions.
15. Submit all required assessments and documentation by the due date.

## Responsibility to the Cooperating Teacher/Host Campus

- Schedule a face-to-face or virtual meeting at the beginning of the semester to introduce yourself to the cooperating teacher/s and establish communication preferences.
- Review, explain, and answer any questions about the cooperating teacher’s role and responsibilities contained in the *Clinical Teaching Handbook*.

- Point out the Contact Information provided in the *Clinical Teaching Handbook* and the URL for the Educator Preparation website.
- Understand and be able to explain all policies, expectations, and administrative tasks of the clinical teaching experience.
- Communicate frequently with the cooperating teacher about the clinical teacher's progress and address any concerns immediately.
- Collaborate with the cooperating teacher to support, enhance, and evaluate all aspects of the clinical teaching experience.
- Collaborate to prepare and lead both the mid-term and final evaluations of the clinical teacher.
- Develop a collaborative approach with campus administrators to support the clinical teaching experience.
- Request information about relevant campus and district policies, protocols, and guidelines for campus visitors, parking, and emergency situations.
- Learn and follow all school procedures and district guidelines regarding visitors on each campus. (Parking, entry to the building, exit from the building, sign-in, sign-out, identification requirements, etc.)

### **Responsibility to UNT/ The Clinical Practice 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 and/or to make suggestions for programmatic changes.
- Request support, additional information, and guidance when you need them.
- Go to <http://my.unt.edu> to verify attendance, approve, and submit the **UNT 12th-day class roll**.
- Timely complete all required forms, assessments, and formal evaluations through the Foliotek Data Management System.
- Go to <http://my.UNT.edu> to complete, approve, and submit final grades for your clinical teachers before or by the deadline.
- Serve as a mentor to a new Clinical Teacher supervisor, if requested.

# Clinical Teaching Policies and Rules

## LENGTH OF THE CLINICAL TEACHING EXPERIENCE

To be recommended for certification, a clinical teacher must successfully complete the clinical teaching experience, which consists of one 14-week placement or two 7-week placements, depending on the requirements of the candidate's certification plan.

## ATTENDANCE

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 the UNT supervisor. All absences must be made up by the clinical teacher after the scheduled end date of clinical teaching. The make-up day will be determined by the cooperating teacher, clinical teacher, and supervisor

If it is necessary for the clinical teacher to be absent for one or more days during the clinical teaching experience, it is the responsibility of the clinical teacher to do the following:

1. Telephone the cooperating teacher, university supervisor/cadre coordinator, and school office before the beginning of the school day which will be missed.
2. In emergency cases, the rule of prudent judgment should apply, including emergencies that may occur during the school day
3. Provide documentation from a medical professional when absent for three or more consecutive days

\*Excessive absences may result in having to repeat clinical teaching, a failing grade for clinical teaching, and/or the removal from clinical teaching.

## CONDUCT REGARDING SOCIAL INTERACTIONS WITH STUDENTS

Clinical teachers must recognize their position as an adult role model for all students. Clinical Teachers are held to the same standards of behavior regarding social interactions as a certified teacher. It is not appropriate to be present in non-school related contexts with students without the presence of the cooperating teacher or other appropriate certified personnel. The following excerpt from the *Texas Administrative Code* provides further guidance.

(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.

## HOLIDAYS

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. If you clinical teach in a fall semester, your winter break coincides with your district's winter break, not UNT's.

## **DISTRICT PROFESSIONAL DEVELOPMENT DAYS**

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 clinical teacher should make every effort to notify his/her /their 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. 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. Consult the Educator Preparation Office website for the specific date.

## **SEMINAR/MEETING ATTENDANCE**

Attendance at UNT 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.

## **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. 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. This compensation day is offered as an acknowledgement of the service the cooperating teacher provides.

With district approval, this day should be taken during the **last two weeks** of the student teaching semester and should be scheduled well in advance. The field supervisor and (if applicable) the cadre coordinator are to be informed of the scheduled compensation day. 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.

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**

Clinical teachers are not permitted to receive compensation from the school district to which they are assigned. Compensation is not permitted for jobs which include, but are not limited to, substitute teacher, tutor, coach, athletic trainer, and/or club sponsor.

## **EMPLOYMENT DURING CLINICAL TEACHING**

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.

## **TAKING OF ADDITIONAL 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.

## **ASSESSMENT/EVALUATION**

Evaluation should be a continuous process in which the clinical teacher is informed continually of progress both informally and formally 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.

## **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.

## **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. Misty Sailors, 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/educator-preparation-office/foliotek>

## **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](mailto: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: 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.

## **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.

## **CAUSE FOR SUSPENSION FROM AND/OR TERMINATION OF CLINICAL TEACHING PLACEMENT**

UNT teacher candidates are held to all policies and rules in the *Clinical Teaching Handbook* and to the *Code of Ethics and Standard Practices for Texas Educators* as printed in the Handbook. Clinical Teachers/Teacher Candidate shall also comply with state regulations, written local school board policies, and other applicable state and federal laws. The College of Education will remove students from their field placement assignments if the university determines that the student has violated such policies and procedures.

A clinical teacher may also be removed at the request of the school district. A School District representative will notify UNT of any teacher candidate conduct that violates the policies of the School District or the *Code of Ethics and Standard Practices for Texas Educators*. In the event a teacher candidate is to be suspended or dismissed from any placement, the School District will follow the Procedures for Suspension and termination in this Handbook and consult with UNT before finalizing such action, unless immediate removal is required by law.

If a student is removed for such reasons from any clinical practice placement, he/she/they will automatically receive a grade of “NP” (No Pass) for one or both clinical teaching courses. A clinical teacher may or may not be permitted to repeat a failed course.

## Addressing Concerns: Stages of Intervention

- Keep in mind that part of learning is being given an opportunity to work out the solution to correct one's own mistakes without intervention. Respond; don't react.
- If and when concerns and problems become evident to you, respond sooner rather than later.
- Document concerns even before you respond to them. This helps identify specific observed behaviors that indicate a lack of potential for program completion and/or success as a teacher. Should issues persist, it may be difficult to recall the specifics later.
- Infractions of school, district, university, or Texas Education Agency policies/guidelines may warrant the skipping of certain Stages of Intervention.

### Stage One Intervention

- The first step should be to meet privately with the clinical teacher to address the issue honestly.
- Be specific about naming the observed behavior/s and explaining your concerns about how the behavior may/does impact the clinical teacher's potential to be successful.
- Listen to your clinical teacher's perspective.
- Suggest solutions and specific steps, strategies, behaviors he/she/they can take to improve.
- Follow up to discuss progress.
- Document the concerns, suggestions made, and observed progress.

### Stage Two Intervention: Growth Plan

- If problems persist, a written Growth Plan should be completed (Appendix J) A Growth Plan can be completed by a cooperating teacher, a field supervisor, or collaboratively.
- Contact the UNT Director of Clinical Practice if you want support in completing and/or in reviewing the Growth Plan to the clinical teacher; or if the nature of the observed behavior warrants his presence.
- Schedule a meeting to review the Growth Plan.
- Note the date to meet again in the space provided on the Growth Plan.
- Obtain the required signatures at the end of the meeting.
- Copies should be provided for the clinical teacher, the cooperating teacher, the field supervisor, and the Director of Clinical Practice.
- Meet again on the designated date to review progress.

### Stage Three: Probation Contract

- In situations where solutions are not possible, and/or the clinical teacher fails to respond to the Growth Plan, a Probation Contract may be required. (Appendix J)
- A Probation Contract cannot be initiated without the involvement of the Director of Clinical Practice.
- Contact the Director of Clinical Practice and provide all written documentation. The Director of Clinical Practice will then initiate the Probation Contract process.

### Stage Four Intervention: Suspension of or Termination from Clinical Practice

- An explanation of the process for Suspension of or Termination from Clinical Practice follows this section.
- The clinical teacher may also request termination of the Clinical Practice experience for medical or personal reasons. In these instances the Termination Contract is not considered a disciplinary measure.
- Other than the clinical teacher, only the Director of Clinical Practice or the Associate Dean for Educator Preparation can complete a Suspension or Termination Contract



## PROCEDURES FOR SUSPENSION OF or 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. The expected outcome of clinical teaching is that the clinical teacher demonstrates necessary knowledge, skills, and dispositions required to be recommended for certification. 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 demonstrate/provide required evidence of potential for success as a teacher.
3. Failure by the clinical teacher to abide by the policies of: *The Code of Ethics and Standard Practices for Texas Educators*, the Texas Education Agency, the State Board for Educator Certification, the University of North Texas, the cooperating school, and/or the cooperating school district, rules governing educator preparation, UNT, policies 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. (See Stage One Intervention) 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. Verbal suggestions should be documented in writing.
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/they 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.

# Appendices

## Fall 2019 Clinical Teaching/Practicum Due Dates for Foliotek

\*\*This list includes ONLY clinical practice course assignments.

Clinical Teachers	Interns/Practicum Students
<input type="checkbox"/> <u>August 26<sup>th</sup></u> Email sent about Clinical Teaching Assignments/ Reminder to sign <b>Feedback Acknowledgement form</b>	<input type="checkbox"/> <u>August 26<sup>th</sup></u> Email sent about Clinical Teaching Assignments/ Reminder for <b>Feedback Acknowledgement form</b> <u>Ongoing</u>
<input type="checkbox"/> <u>Ongoing</u> <b>Collaborative Progress Logs</b> uploaded by each week <b>by Friday at midnight.</b>	<input type="checkbox"/> <b>Pre-Observation Conference Forms</b> are due in Foliotek <b>3 days prior to each</b> scheduled observation.
<input type="checkbox"/> <u>Ongoing</u> <b>Pre-Observation Conference Forms</b> must be uploaded in Foliotek <b>3 days prior</b> to each scheduled T-TESS Evaluation.	<input type="checkbox"/> <u>September 3<sup>rd</sup></u> Must have first line of <b>Feedback Acknowledgement</b> <b>form</b> filled in. (after meeting with supervisor)
<input type="checkbox"/> <u>September 3<sup>rd</sup></u> First line of <b>Feedback Acknowledgement form</b> filled in after meeting with supervisor	<input type="checkbox"/> <u>September 20<sup>th</sup></u> Reminder will be sent about First <b>T-TESS Evaluation</b> (UNT Supervisor)
<input type="checkbox"/> <u>September 20<sup>th</sup></u> Reminder sent about First <b>T-TESS Evaluation</b> (UNT Supervisor)	<input type="checkbox"/> <u>September 20<sup>th</sup></u> <b>First 15 Days of School</b> Documentation Completed in Foliotek
<input type="checkbox"/> <u>September 20<sup>th</sup></u> <b>First 15 Days of School</b> Documentation in Foliotek	<input type="checkbox"/> <u>September 27<sup>th</sup></u> First <b>T-TESS Evaluation</b> completed (UNT Supervisor)
<input type="checkbox"/> <u>September 27<sup>th</sup></u> First <b>T-TESS Evaluation</b> completed in Foliotek (UNT Supervisor)	<input type="checkbox"/> <u>October 4<sup>th</sup></u> Upload first <b>T-TESS Evaluation Verification Form</b> in Foliotek
<input type="checkbox"/> <u>October 4<sup>th</sup></u> Upload first <b>T-TESS Evaluation Verification Form</b> in Foliotek	<input type="checkbox"/> <u>November 1<sup>st</sup></u> Second <b>T-TESS Evaluation</b> completed in Foliotek (UNT Supervisor)
<input type="checkbox"/> <u>October 25<sup>th</sup></u> Second <b>T-TESS Evaluation</b> completed in Foliotek (UNT Supervisor)	<input type="checkbox"/> <u>November 22<sup>nd</sup></u> Exit Survey sent out
<input type="checkbox"/> <u>November 1<sup>st</sup></u> Upload second <b>T-TESS Evaluation Verification Form</b> in Foliotek	<input type="checkbox"/> <u>December 3<sup>rd</sup></u> <b>Reflection</b> uploaded in Foliotek
<input type="checkbox"/> <u>November 22<sup>nd</sup></u> Third <b>T-TESS Evaluation</b> completed in Foliotek (UNT Supervisor)	<input type="checkbox"/> <u>November 8<sup>th</sup></u> Upload second <b>T-TESS Evaluation Verification Form</b> in Foliotek
<input type="checkbox"/> <u>November 29<sup>th</sup></u> Upload <b>Common Lesson Plan</b> in Foliotek for assessment	<input type="checkbox"/> <u>November 29<sup>th</sup></u> Upload <b>Common Lesson Plan</b> in Foliotek
<input type="checkbox"/> <u>November 22<sup>nd</sup></u> Exit Survey sent for completion	<input type="checkbox"/> <u>December 6<sup>th</sup></u> <b>Feedback Acknowledgement Form</b> – All boxes must be filled
<input type="checkbox"/> <u>December 3<sup>rd</sup></u> Upload <b>Reflection</b> in Foliotek	<input type="checkbox"/> <u>December 6<sup>th</sup></u> Upload <b>Time Logs</b> in Foliotek
<input type="checkbox"/> <u>December 3<sup>rd</sup></u> Upload third <b>T-TESS Evaluation Verification Form</b> in Foliotek	<input type="checkbox"/> <u>December 6<sup>th</sup></u> Exit Survey due
<input type="checkbox"/> <u>December 6<sup>th</sup></u> <b>Feedback Acknowledgement Form</b> – All boxes must be filled	<hr style="border-top: 1px dashed black;"/> <p>Foliotek Field Experience Report runs on December 6<sup>th</sup>, and supervisors/mentor teachers notified of any missing observations.</p>
<input type="checkbox"/> <u>December 6<sup>th</sup></u> Upload <b>Time Logs</b> in Foliotek	
<input type="checkbox"/> <u>December 6<sup>th</sup></u> Exit Survey due	

The clinical teacher will sign this form to acknowledge:

1. Meeting with your supervisor for the first time.
2. You received feedback during a face-to-face Post-Observation Conference with your field supervisor.

## Feedback Acknowledgement Form

My supervisor made initial contact with me - including contact via telephone, email, or other electronic communication - within the first three weeks of my assignment.

Yes       No

My name in this box indicates that I had interactive feedback time with my Supervisor following my **first** classroom observation.

Date of interactive feedback following the **first** classroom observation.

My name in this box indicates that I had interactive feedback time with my Supervisor following my **second** classroom observation.

Date of interactive feedback following the **second** classroom observation.

My name in this box indicates that I had interactive feedback time with my Supervisor following my **third** classroom observation.

Date of interactive feedback following the **third** classroom observation.

My name in this box indicates that I had interactive feedback time with my Supervisor following my **fourth** classroom observation.

Date of interactive feedback following the **fourth** classroom observation.

Please provide a personal email address that can be used to contact you after graduation.

1. Completed together by clinical teacher and cooperating teacher once each week.
2. Can be typed or handwritten, but requires original signatures of both clinical teacher and cooperating teacher
3. Log is uploaded into Foliotek by the clinical teacher by Friday at midnight each week.



### COLLABORATIVE PROGRESS LOG

Candidate Name:	Cooperating Teacher Name:
District	Grade Level/Course
1. Candidate Strengths ( <i>What's Working</i> ):	2. Areas for Candidate Development ( <i>next proficiency level, current Challenges/Concerns</i> ):
<p><b>3. Goal Setting:</b> Based on your discussion of strengths and needs, describe a specific goal you will work on:</p> <p> <input type="checkbox"/> New Goal                 <span style="margin-left: 200px;"><input type="checkbox"/> Same goal as before</span> </p>	
4. Specific action steps the Clinical Teacher will take:	5. Specific action steps the Cooperating Teacher will take:
Clinical Teacher Signature:	
Cooperating Teacher Signature:	

WEEK # (Circle)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
MEETING DATE:														



## UNT Final Clinical Teacher Evaluation

Based on the Texas Teacher Evaluation System (T-Tess)

Clinical Teacher:

Clinical Teacher  
TEA ID#:

Semester &  
Year:

District:

Campus:

Cooperating  
Teacher:

Evaluator  
(First and  
Last Name):

Indicate  
Evaluator's Title:

Grade Level:

Beginning Date  
of Internship:  

Would you recommend this candidate for certification?

Yes

No (If no, additional documentation will be required.)

### Reflection

Clinical teacher's greatest strength:

Clinical Teacher's greatest challenge:

Recommendations/Next Steps/Goals:



This assignment is completed by the Clinical Teacher and uploaded to Foliotek by the due date.

**UNT Clinical Teaching Assignment:**

**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 relevant 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.
4. Did you identify any personal strengths or areas for growth connected to being prepared for your first days of school as a new teacher with your own classroom?
5. Describe the connection, if any, between your understanding of the first days of school and your coursework.
6. Describe how you felt about the experience.
7. Did you notice any changes in your perspective about the first days of school after viewing the video, teacher interview, and/or personal experience?

1. Must be completed by the Clinical Teacher before every formal **T-TESS Evaluation** by the university field supervisor.
2. The Clinical Teacher will submit a completed copy of the CLP for review and approval three (3) days prior to the scheduled observation to both your university field supervisor (upload to Foliotek) and your cooperating teacher.
3. Clinical Teachers may use an alternate format when planning lessons that will not be observed for formal evaluation.



### UNT 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.

\*The clinical teacher is permitted to use a lesson plan format provided by the cooperating teacher, campus, or district for daily planning. However, the clinical teacher will complete a lesson using the UNT Common Lesson Plan for each formal **T-TESS Evaluation** the UNT supervisor observes.

**UNT COMMON LESSON PLAN FORMAT WITH INSTRUCTIONS**

<b>Teacher Candidate:</b> <b>Grade Level and or Subject:</b> <b>Date:</b> <b>Unit Topic (if applicable):</b>	
<b>PART I. DEFINE THE GOALS/S FOR THE LESSON</b>	
<b>What is the focus of this lesson?</b>	In your own words, explain in general terms the topic, skills, or process this lesson is about.
<b>National / State Learning Standard/s:</b>  <i>**Your instructor will tell you which standards to use in addition to TEKS and ELPS.</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 <u>and</u> its text.  <b>Find the TEKS, ELPS, and CCRS standards at this link:</b>  <a href="http://www.teksresourcesystem.net/module/standards/Tools/Search">http://www.teksresourcesystem.net/module/standards/Tools/Search</a>
<b>Goal/s of the lesson</b>	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?
<b>PART II: WRITE THE OBJECTIVE/S FOR THE LESSON</b>	
<b>Specific learning target(s) / objectives:</b> *** Objectives have a formal structure and differ in that way from the Goals you stated above.  <b>For example:</b> <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>	Using the format prescribed by your instructor, write the objectives for this lesson.  ➤ Your objective/s must include 4 elements; use the <b>ABCD</b> acronym to ensure you have addressed them: <b>A = Audience</b> Who is to exhibit the learning? "The learner will..." <b>B = Behavior</b> 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..." <b>C = Conditions/Context:</b> What conditions/context are provided for the learner's success? "...After viewing the video Bill Nye: Doin' Science with the whole class..." <b>D = Degree:</b> What is an acceptable indicator of success for the learner? "...accurately and in the correct order"  <u>As an added check, are your objectives also "SMART"?</u> <b>Specific.</b> Is the verb precise? Does it reflect what you have in mind for the learning outcome? <b>Measurable.</b> Can the performance of the objective/s be measured? <b>Achievable.</b> In light of the content and the learners you actually have, is the objective achievable? <b>Relevant.</b> Is the objective relevant to the curriculum, to your learners? Is it important and worthwhile? <b>Time-sensitive.</b> Does the scope of the objective match reasonably well the time you can commit to achieving it?

### PART III TEACHING THE LESSON

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.

\*\*\*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><b>A. Opening/Introduction</b> (also referred to as a “motivator” or “hook”)</p>	<p><b>Prior knowledge</b> Explain how you will assess, activate, and/or add to the Prior Knowledge necessary for learners to be successful in the lesson.</p> <p><b>Anticipatory Set</b> 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>B. Procedures</b> <i>** 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.</i></p>	<p>1. List in sequence 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"> <li>➤ What will the teacher do and say?</li> <li>➤ What will the students do?</li> <li>➤ If a step includes a specific resource, name it “Students will annotate their copy of “The Giver” (not just “a book”)</li> </ul>
<p><b>C. Formative assessment methods/tools:</b></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><b>D. Grouping structure/s:</b></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><b>E. Accommodations/ Modifications</b></p>	<p>Describe any accommodations or modifications you will make for students with 504 plans, students with disabilities and IEP’s and/or BIP’s, ELL’s, gifted, or other exceptional learners.</p> <p><b>Accommodations</b> change HOW the content is taught; not the content itself, the standard/s, or the objective/s</p> <p><b>Modifications</b> 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.</p>
<p><b>F. Instructional Materials, Equipment and Technology:</b></p>	<p>List ALL materials, equipment and technology the teacher <b>and</b> 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?

<b>Summative Assessment:</b>	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.
<b>Assessment Accommodations &amp; Modifications</b>	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.

#### V. REFLECTION ON THE EXPERIENCE

<b>Reflection</b>	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?)
-------------------	---

**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



1. This assignment is completed by the clinical teacher and must be uploaded to “Reflection” section in the Clinical Teaching Area of Foliotek<sup>®</sup> by the due date to receive credit.
2. You must type your reflection in a Word document or PDF. Be sure your name and the date are at the top.
3. The assignment is graded using the rubric on the next page.

**Introduction:** Experience alone is not the key to learning. Learning from experience involves reflection on your thoughts and feelings and promotes greater 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.
- 7.

**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<sup>®</sup>

### Reflection

**Directions:** Respond to the following numbered items. You can focus on a single experience/activity or the Clinical Teaching experience as a whole. 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?

## Career Connect 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





1. Prior to initiating a Growth Plan, contact the Director of Clinical Practice to determine who should be involved in creating and explaining the Growth Plan to the clinical teacher.
2. A signed copy of the growth plan must be provided to the clinical teacher, the cooperating teacher and the Director of Clinical Practice.

Student Teacher Name:

Student ID:

**University of North Texas**  
**Student 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: \_\_\_\_\_  
(Student teacher)

\_\_\_\_\_ Date: \_\_\_\_\_  
(Mentor Teacher)

\_\_\_\_\_ Date: \_\_\_\_\_  
(University Supervisor)

\_\_\_\_\_ Date: \_\_\_\_\_  
(Director of Clinical Practice)

1. Completed by the Cooperating/Mentor Teacher at the conclusion of the Clinical Practice semester.
2. This evaluation will be emailed to the Cooperating Teacher/Mentor.

### COOPERATING TEACHER/MENTOR TEACHER EVALUATION OF UNT SUPERVISOR

Cooperating / Mentor Teacher Name: \_\_\_\_\_ UNT Supervisor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Please use the following scale to answer questions about the quality of the supervision provided:

To what extent did the UNT Field Supervisor...	Rarely (1)	Occasionally (2)	Frequently (3)	Always/Almost Always (4)
Explain UNT expectations for the performance of the intern in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide information on the student's performance in the classroom after the observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide specific feedback/strategies to the clinical teacher to enhance performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask for ways to support you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide multiple means of communication with him/her (email, telephone, text, face-to-face, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain ongoing communication with you throughout the clinical experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ACKNOWLEDGEMENT OF CLINICAL TEACHING HANDBOOK  
LIABILITY INSURANCE AND WAIVER OF LIABILITY FOR CLINICAL TEACHERS**

**Note: Clinical Teacher must sign and submit this form through Qualtrics before Clinical Teacher Orientation**

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](https://unt.az1.qualtrics.com/jfe/form/SV_0lImKtNMOW9Vbet)

## UNT FERPA Consent to Release Educational Records and Information for Clinical Teachers

**Note: Clinical Teacher must sign and submit this form through Qualtrics before Clinical Teacher Orientation**

**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](https://unt.az1.qualtrics.com/jfe/form/SV_4URsdirJLHI859j)**

## **CLINICAL TEACHER AGREEMENT TO ABIDE BY THE CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS**

**Note: Clinical Teacher must sign and submit this form through Qualtrics before Clinical Teacher  
Orientation**

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

### **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.

**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

**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](https://unt.az1.qualtrics.com/jfe/form/SV_er370uUU98qqs97)**

1. Must be completed once by the Cooperating Teacher.
2. Can be completed multiple times, if necessary or desirable.
3. Can be completed by UNT Field Supervisor or other program faculty as necessary or desirable

**Disposition Inventory for Teachers - Candidate (DIFT-C)**

Instructions: Please rate the degree to which this UNT teacher candidate possesses or displays dispositions on a scale of 0 to 3 (0=Not observed, 1=Does not meet expectations, 2=Meets expectation, 3=Exceeds expectations). The “Exceeds Expectations” rating is used only for truly outstanding dispositions, and the “Not observed” rating is used if there were no opportunities for the instructor to observe a particular disposition. Ratings of zero (0) are not included in the calculation of the overall rating.

Proficiencies	Not Observed (0)	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (4)
<p>1. The teacher candidate is prepared and punctual.</p> <p>INTASC: 90</p> <p>TTS: 6A</p>	Not Observed	The teacher candidate does not adequately manage resources (time, knowledge, materials, etc.) to achieve desired outcomes for self and others (e.g., students, peers, etc.) and does not adequately plan and prepare to fulfill responsibilities.	The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals.	The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals, anticipates needs and assists others in obtaining or managing resources, and effectively seeks and obtains additional resources beyond those readily available.
<p>2. The teacher candidate develops appropriate relationships with peers, colleagues, and students.</p> <p>INTASC: 30, 70, 9B, 9C, 10G, 10I, 10R TTS: 6B(1), 6C(1), 6D(2)</p>	Not Observed	The teacher candidates’ relationships with colleagues and/or students lack respect, sensitivity, and caring.	The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students. The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students and intentionally models	The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students and intentionally models these behaviors for others.



			these behaviors for others.	
<p>3. The teacher candidate communicates in a manner appropriate to the learning environment.</p> <p>NTASC: 3F, 8M, 8Q</p> <p>TTS: 6C(1), 6D(2), 6D(4)</p>	Not Observed	The teacher candidate uses oral communication that has incorrect grammar and written communication that has inaccurate spelling, grammar, punctuation, or structure.	The teacher candidate uses professional oral and written communication that is clear and correct. The teacher candidate also establishes classroom practices that provide opportunities for students to communicate effectively with the teacher and their peers.	The teacher candidate uses professional oral and written communication that is clear and correct and provides explanations that are clear and coherent. The teacher candidate also establishes classroom practices that provide for the use of visual tools and technology and encourage all students to communicate effectively.
<p>4. The teacher candidate makes appropriate adaptations and accommodations for those with diverse needs.</p> <p>INTASC: 6P, 6U, 7B, 9G</p> <p>TTS: 1B(3), 2B(3), 3B(2), 4B(2), 5A(2)</p>	Not Observed	The teacher candidate displays behaviors that are discriminatory or intolerant of diversity (race, gender, culture, exceptionalities). The teacher candidate also selects materials, designs activities, or interacts in ways that promote stereotypes or demeans others.	The teacher candidate consistently seeks a variety of perspectives in exploring issues. The teacher candidate selects materials, designs activities, and interacts in ways that demonstrate an appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints).	The teacher consistently models respect for all people, prepares written work and other expressions to reflect an understanding of diversity (race, gender, culture, exceptionalities), seeks a variety of perspectives on exploring issues, and selects materials, designs activities, and interacts in ways that demonstrate an appreciation of diversity. The teacher candidate also seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.
<p>5. The teacher candidate is flexible and comfortable with change, adapting,</p>	Not Observed	The teacher candidate does not take the appropriate initiative to understand and identify student needs	The teacher candidate performs in ways that reflect concern and equitable effort on behalf	The teacher candidate performs in ways that reflect concern and equitable effort on

<p>adjusting, and modifying practices to meet the needs of students and peers.</p> <p>INTASC: 1A, 1G, 5S, 7F, 7L, 7Q, 8B, 8P, 9G</p> <p>TTS: 1F(3), 2B(3), 2C(3), 3A(3), 4A(3), 4B(2), 5D(2)</p>		<p>and/or provide learning experiences that meet the needs of all students and peers. The teacher candidate fails to provide extra assistance or alternative learning experiences when needed, excludes some students from learning experiences, and gives preferential treatment to some students or peers.</p>	<p>of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students or peers.</p>	<p>behalf of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students and peers. The teacher candidate also works to influence others' provision of services for those beyond those in his/her immediate setting.</p>
<p>6. The teacher candidate demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines.</p> <p>INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R</p> <p>TTS: 2A(3), 5C(1), 5D(2)</p>	<p>Not Observed</p>	<p>The teacher candidate frequently misses or is late to meetings, makes errors in records, and/or misses paperwork deadlines, lacks initiative, and shows little interest in learning or improving skills.</p>	<p>The teacher candidate fulfills all responsibilities, is reliable with paperwork, duties, and assignments, and demonstrates initiative suitable to the context.</p>	<p>The teacher candidate consistently fulfills all responsibilities to the highest standards, can model this behavior for others, and demonstrates a high level of initiative suitable to the context.</p>
<p>7. The teacher candidate accepts and acts upon constructive criticism.</p> <p>INTASC: 10T TTS: 6A(1),6A(2)</p>	<p>Not Observed</p>	<p>The teacher candidate wants exceptions to be made for him/her, or tries to get around established rules of behavior and thinks rules are for others and/or blames others for mistakes or errors. The teacher candidate does not provide any substantive suggestions</p>	<p>The teacher candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. The</p>	<p>The teacher candidate consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. The teacher candidate also actively seeks further</p>

		for positive self-improvement, fails to see the need for positive change, and rejects suggestions from others directly or by failing to act.	teacher candidate is open-minded and positive when receiving feedback from others and demonstrates the ability to act on suggestions.	information and perspectives from others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints.
8. The teacher candidate actively seeks out professional growth opportunities.  INTASC: 9A, 9B, 9K  TTS: 6A(3), 6B(1), 6B(2)	Not Observed	The teacher candidate does not use feedback from others to inform professional growth and does not actively participate in professional learning opportunities.	The teacher candidate accesses a variety of current research-based resources, feedback from others, and professional learning opportunities and applies the newfound knowledge and skills gained from professional learning to his or her practice.	The teacher candidate seeks out and accesses relevant current research-based resources, feedback from others, and designs and implements professional learning opportunities to support his or her professional growth. The teacher candidate consistently applies knowledge and skills gained from professional learning to his or her practice.
9. The teacher candidate seeks out, develops, and continually refines his/her expertise in teaching.  INTASC:  TTS:	Not Observed	The teacher candidate participates in few, if any, activities to improve knowledge, practice, and/or applies little new learning to practice.	The teacher candidate participates in few, if any, activities to improve knowledge, practice, and/or applies little new learning to practice.	The teacher candidate consistently seeks new learning opportunities that improve technological practice and is up-to-date on emerging technology and ways to incorporate technology into lessons plans and instructional strategies.
10. The teacher candidate maintains high expectations for self and all others.  INTASC: 100  TTS: 1E(1), 2B(1), 4C(2), 4D(1)	Not Observed	The teacher candidate demonstrates little or no responsibility by indicating low expectations of learning for some students or peers, and/or does little to adjust instruction or teaching practices in ways that would benefit	The teacher candidate demonstrates responsibility by setting high expectations for their learning and student learning, uses data to adjust instruction or teaching practices to meet students' needs and their own needs.	The teacher candidate demonstrates responsibility by setting high expectations for student learning and their own learning and by following through using continuous cycles of data analysis to tailor

		students' learning or their own.		instruction and teaching practices.
11. The teacher candidate complies with educational laws and policies.	Not Observed	The teacher candidate demonstrates a lack of knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The teacher candidate displays a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, or imposition of personal religious or political views upon others.	The teacher candidate frequently demonstrates knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The teacher candidate displays a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, and appropriate separation of personal and professional domains.	The teacher candidate consistently demonstrates knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator and models these behaviors to others. The teacher candidate also seeks or leads opportunities to select or create appropriate new forums to advocate for students or the teaching profession.
12. The teacher candidate demonstrates ethical and scholastic integrity.  INTASC: 5K, 6V, 9F, 9O TTS:6D(1)	Not Observed	The teacher candidate lacks the understanding of the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate also exhibits an insufficient commitment to academic integrity by lacking documentation of original sources and not fulfilling assignment guidelines.	The teacher candidate understands the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate demonstrates sufficient commitment to academic integrity by attempting to use appropriately documented original sources and illustrating an acceptable level of fulfillment of assignment guidelines as specified by the instructor.	The teacher candidate consistently demonstrates an understanding of the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics and models these behaviors for others. The teacher candidate is committed to academic integrity as evidenced by appropriately documenting original sources and illustrating complete fulfillment of assignment guidelines.

## TEXAS TEACHING STANDARDS

The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12. The Texas Teaching Standards are performance standards to be used to inform the training, appraisal, and professional development of teachers. UNT has implemented the Texas Teaching Standards through the implementation of *T-TESS* as its evaluation tool.

<p>Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</p>
<p>Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.</p> <ul style="list-style-type: none"> <li>(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.</li> <li>(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.</li> <li>(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.</li> </ul>
<p>Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.</p> <ul style="list-style-type: none"> <li>(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.</li> <li>(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.</li> <li>(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.</li> </ul>
<p>Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.</p> <ul style="list-style-type: none"> <li>(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.</li> <li>(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.</li> <li>(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.</li> </ul>
<p>Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.</p> <ul style="list-style-type: none"> <li>(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.</li> <li>(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.</li> <li>(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.</li> </ul>
<p>Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.</p> <ul style="list-style-type: none"> <li>(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.</li> </ul>

- (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

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

- (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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

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

- (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

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

- (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible, and instruction is fully accessible.

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

- (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

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

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

- (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

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

- (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
- (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

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

- (i) Teachers teach both the key content knowledge and the key skills of the discipline.
- (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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

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

- (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

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

- (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

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

- (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
- (iii) Teachers cultivate student ownership in developing classroom culture and norms.

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

- (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- (ii) Teachers maximize instructional time, including managing transitions.

- (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

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

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

- (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

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

- (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
- (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

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

- (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

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

- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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

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

- (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
- (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
- (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

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



**University of North Texas  
College of Education  
T-TESS Clinical Teaching Rubric**

	<b>T-TESS Domain I: Planning</b>				
	<b>Accomplished (4pts)</b>	<b>Proficient (3pts)</b>	<b>Developing (2pts)</b>	<b>Improvement Needed (1pt)</b>	<b>Unsatisfactory (0)</b>
<p><b>Dimension 1.1 Standards and Alignment</b> The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. <b>Texas Teacher Standards:</b> 1.1, 1.2, 3.1, 3.2, 3.3 <b>InTASC:</b> 4(1), 4(n), 6(b), 7(a), 7(b) <b>Sources of Evidence:</b> Pre-Conference, Formal Observation, Classroom</p>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• All measurable goals aligned to state content standards.</li> <li>• Integration of technology to enhance mastery of goal(s).</li> <li>• All activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>◦ are sequenced</li> <li>◦ are relevant to students’ prior understanding</li> <li>◦ integrate other disciplines</li> <li>◦ provide appropriate time for student work, lesson and lesson closure</li> <li>◦ reinforce broader unit and course objectives</li> <li>◦ are vertically aligned to state standards</li> <li>◦ are appropriate for diverse learners</li> </ul> </li> <li>• All objectives that are aligned and logically sequenced to the lesson's goal.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• All goals aligned to state content standards.</li> <li>• Integration of technology when applicable.</li> <li>• All activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>◦ are sequenced</li> <li>◦ are relevant to students</li> <li>◦ provide appropriate time for lesson and lesson closure</li> <li>◦ fit into the broader unit and course objectives</li> <li>◦ are appropriate for diverse learners</li> </ul> </li> <li>• All objectives are aligned to the lesson’s goal.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Most goals aligned to state content standards.</li> <li>• Most activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>◦ are sequenced</li> <li>◦ sometimes provide appropriate time for lesson and lesson closure</li> </ul> </li> <li>• Lessons where most objectives are aligned and sequenced to the lesson’s goal.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Few goals aligned to state content standards.</li> <li>• Few activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>◦ are sequenced</li> <li>◦ rarely provide time for lesson and lesson closure</li> </ul> </li> <li>• Lessons where few objectives are aligned and sequenced to the lesson’s goal.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Goals are not aligned to state content standards.</li> <li>• Activities, materials and assessments:                             <ul style="list-style-type: none"> <li>◦ are not sequenced</li> <li>◦ do not provide time for lesson and lesson closure</li> </ul> </li> <li>• Lessons where no objectives are aligned and sequenced to the lesson’s goal.</li> </ul>

<p><b>Dimension 1.2</b> <b>Data and Assessment</b> The teacher uses formal &amp; informal methods to measure student progress, then manages &amp; analyzes student data to inform instruction.</p> <p><b>Texas Teacher Standards:</b> 1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4</p> <p><b>InTASC:</b> 7(c), 7(e), 8(g), 8(n)</p> <p><b>Sources of Evidence:</b> Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post- Conference Instructional Planning</p>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Formal and informal assessments to monitor progress of all students.</li> <li>• Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality.</li> <li>• Analysis of student data connected to specific instructional strategies.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Formal and informal assessments to monitor progress of most students.</li> <li>• Timely feedback to students and families.</li> <li>• Utilization of multiple sources of student data.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Few formal and informal assessments to monitor student progress.</li> <li>• Few opportunities for timely feedback to students or families.</li> <li>• Utilization of few sources of student data.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• No formal or informal assessments to monitor student progress.</li> <li>• No opportunities for timely feedback to students or families.</li> <li>• No utilization of sources of student data.</li> </ul>
<p><b>Dimension 1.3</b> <b>Knowledge of Students</b> Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <p><b>Texas Teacher Standards:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3</p> <p><b>InTASC:</b> 1(a), 1(b), 2(a), 2(f), 6(g), 7(b)</p> <p><b>Sources of Evidence:</b> Analysis of Student Data, Pre-Conference, Formal Observation</p>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• All lessons that connect to students' prior knowledge, life experiences and future learning expectations.</li> <li>• Opportunities for students to utilize their individual learning patterns, habits and needs.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• All lessons that connect to students' prior knowledge and experiences.</li> <li>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Most lessons that connect to students' prior knowledge and experiences.</li> <li>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Few lessons that connect to students' prior knowledge and experiences.</li> <li>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Lessons that do not connect to students' prior knowledge and experiences.</li> <li>• Adjustments do not address strengths and gaps in background knowledge, life experiences and skills of few students.</li> </ul>

<p><b>Dimension 1.4 Activities</b> The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. <b>Texas Teacher Standards:</b> 1.2, 1.3, 1.4, 1.5 <b>InTASC:</b> 6(b), 6(h), 6(i), 6(k), 6(p), 8(g), 9(f) <b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Questions that encourage all students to engage in complex, higher-order thinking and problem solving.</li> <li>• Instructional groups based on the needs of all students and maintains both group and individual accountability.</li> <li>• All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.</li> <li>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Questions that encourage all students to engage in complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of all students.</li> <li>• All students understanding their individual roles within instructional groups.</li> <li>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of most students.</li> <li>• Most students understanding their individual roles within instructional groups.</li> <li>• Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• Encourages little to no complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of a few students.</li> <li>• Lack of student understanding of their individual roles within instructional groups.</li> <li>• Activities, resources, technology and/or instructional materials misaligned to instructional purposes.</li> </ul>	<p>Instructional Planning Includes</p> <ul style="list-style-type: none"> <li>• No encouragement of complex or higher-order thinking.</li> <li>• Instructional groups are not based on the needs of students.</li> <li>• No evidence of student understanding of their individual roles within instructional groups.</li> <li>• Activities, resources, technology and/or instructional materials missing.</li> </ul>
--	---	--	--	--	--

	<b>T-TESS Domain II: Instruction</b>				
	<b>Accomplished (4pts)</b>	<b>Proficient (3pts)</b>	<b>Developing (2pts)</b>	<b>Improvement Needed (1pt)</b>	<b>Unsatisfactory (0)</b>
<p><b>Dimension 2.1 Achieving Expectations</b> The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. <b>Texas Teacher Standards:</b> 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2 <b>InTASC:</b> 3(c), 3(k), 5(l) <b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Provides opportunities for students to establish high academic expectations for themselves.</li> <li>• There is evidence that most students demonstrate mastery of the objective.</li> <li>• Anticipates student mistakes and encourages students to avoid common learning pitfalls.</li> <li>• Establishes systems where students take initiative of their own learning and self-monitor.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Sets academic expectations that challenge all students.</li> <li>• There is evidence that most students demonstrate mastery of the objective.</li> <li>• Addresses student mistakes and follows through to ensure student mastery.</li> <li>• Provides students opportunities to take initiative of their own learning.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Sets academic expectations that challenge most students.</li> <li>• There is evidence that some students demonstrate mastery of the objective.</li> <li>• Sometimes addresses student mistakes.</li> <li>• Sometimes provides opportunities for students to take initiative of their own learning.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Sets expectations that challenge few students.</li> <li>• There is evidence that few students demonstrate mastery of the objective.</li> <li>• Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.</li> <li>• Rarely provides opportunities for students to take initiative of their own learning.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Does not set expectations.</li> <li>• Students do not demonstrate mastery of the objective.</li> <li>• Does not recognize when a student error has been made.</li> <li>• Does not provide opportunities for students to take initiative of their own learning.</li> </ul>

<p><b>Dimension 2.2</b> <b>Content Knowledge and Expertise</b></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><b>Texas Teacher Standards:</b> 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3</p> <p><b>InTASC:</b> 4(a), 4(b), 4(e), 4(j), 4(q), 5(a), 7(a)</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Displays content knowledge of all the subjects she or he teaches and closely related subjects.</li> <li>• Integrates learning objectives with other disciplines and real-world experiences.</li> <li>• Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>• Conveys accurate content knowledge in multiple ways.</li> <li>• Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</li> <li>• Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Conveys accurate content knowledge.</li> <li>• Integrates learning objectives with other disciplines.</li> <li>• Anticipates possible student misunderstandings.</li> <li>• Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</li> <li>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Conveys accurate content knowledge.</li> <li>• Sometimes integrates learning objectives with other disciplines.</li> <li>• Sometimes anticipates possible student misunderstandings.</li> <li>• Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Conveys inaccurate content knowledge that leads to student confusion.</li> <li>• Rarely integrates learning objectives with other disciplines.</li> <li>• Does not anticipate possible student misunderstandings.</li> <li>• Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Is unaware of conveying inaccurate content knowledge</li> <li>• Does not integrate learning objectives with other disciplines.</li> <li>• Does not anticipate possible student misunderstandings.</li> <li>• Provides no opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>
<p><b>Dimension 2.3</b> <b>Communication</b></p> <p>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p><b>Texas Teacher Standards:</b> 1.4, 1.5, 2.1, 3.1, 4.4</p> <p><b>InTASC:</b> 2(l), 3(f), 8(m)</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.</li> <li>• Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.</li> <li>• Asks questions at the creative, evaluative and/ or analysis levels that focus on the objective of the lesson and provoke thought and discussion.</li> <li>• Provides wait time when questioning students.</li> <li>• Provides explanations that are clear and coherent.</li> <li>• Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Uses probing questions to clarify, elaborate learning.</li> <li>• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.</li> <li>• Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.</li> <li>• Provides explanations that are clear.</li> <li>• Uses verbal and written communication that is clear and correct.</li> <li>• Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Leads lessons with some opportunity for dialogue, clarification or elaboration.</li> <li>• Recognizes student misunderstandings but has a limited ability to respond.</li> <li>• Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.</li> <li>• Uses verbal and written communication that is generally clear with minor errors of grammar.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Directs lessons with little opportunity for dialogue, clarification or elaboration.</li> <li>• Is sometimes unaware of or unresponsive to student misunderstandings.</li> <li>• Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>• Directs lessons with no opportunity for dialogue, clarification or elaboration.</li> <li>• Is unaware of or unresponsive to student misunderstandings.</li> <li>• Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.</li> </ul>

<p><b>Dimension 2.4</b> <b>Differentiation</b> The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p><b>Texas Teacher Standards:</b> 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4</p> <p><b>InTASC:</b> 2(a), 6(g), 7(b)</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Adapts lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Uses strategies to teach and assess students.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Adapts lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs.</li> <li>Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Adapts lessons to address some student needs.</li> <li>Sometimes monitors the quality of student participation and performance.</li> <li>Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs.</li> <li>Sometimes provides differentiated instructional methods and content.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Provides one-size- fits-all lessons without meaningful differentiation.</li> <li>Rarely monitors the quality of student participation and performance.</li> <li>Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs.</li> <li>Rarely provides differentiated instructional methods and content.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Does not monitor the quality of student participation and performance.</li> <li>Does not recognize when students become confused or disengaged and does not respond appropriately to student learning or social- emotional needs.</li> <li>Does not provide differentiated instructional methods and content.</li> </ul>
<p><b>Dimension 2.5</b> <b>Monitor and Adjust</b> The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p><b>Texas Teacher Standards:</b> 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4</p> <p><b>InTASC:</b> 3(d), 3(r), 6(g), 8(b), 8(c), 8(i)</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</li> <li>Adjusts instruction and activities frequently and within a broad range to maintain student engagement.</li> <li>Continually checks for understanding through purposeful questioning and academic feedback.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>Monitors student behavior and responses for engagement and understanding.</li> <li>Adjusts instruction and activities to maintain student engagement.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>Sees student behavior but misses some signs of disengagement.</li> <li>Is aware of most student responses but misses some clues of misunderstanding.</li> <li>Adjusts some instruction within a limited range.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Rarely utilizes input from students in order to monitor and adjust Instruction and activities.</li> <li>Generally does not link student behavior and responses with student engagement and understanding.</li> <li>Persists with instruction or activities that do not engage students.</li> <li>Makes no attempts to engage students who appear disengaged or disinterested.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Does not utilize input from students in order to monitor and adjust Instruction and activities.</li> <li>Does not link student behavior and responses with student engagement and understanding.</li> <li>Makes no attempts to engage students who appear disengaged or disinterested.</li> </ul>

	<b>T-TESS Domain III: Learning Environment</b>				
	<b>Accomplished (4pts)</b>	<b>Proficient (3pts)</b>	<b>Developing (2pts)</b>	<b>Improvement Needed (1pt)</b>	<b>Unsatisfactory (0)</b>
<p><b>Dimension 3.1 Classroom Environment, Routines and Procedures</b> The teacher organizes a safe, accessible and efficient classroom.</p> <p><b>Texas Teacher Standards:</b> 1.4, 4.1, 4.2, 4.3, 4.4</p> <p><b>InTASC:</b> 3(d), 7(c)</p> <p><b>Sources of Evidence:</b> Formal Observation, Pre-Classroom</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.</li> <li>Students take some responsibility for managing student groups, supplies and/or equipment.</li> <li>The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>All procedures, routines and transitions are clear and efficient.</li> <li>Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</li> <li>The classroom is safe and organized to support learning objectives and is accessible to most students.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</li> <li>Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.</li> <li>The classroom is safe and accessible to most students, but is disorganized and cluttered.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</li> <li>Students often do not understand what is expected of them.</li> <li>The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>No procedures and routines guide student behavior &amp; maximize learning. Transitions are characterized by confusion and inefficiency.</li> <li>Students do not understand what is expected of them.</li> <li>The classroom is unsafe, disorganized and uncomfortable. Most students are not able to access materials.</li> </ul>
<p><b>Dimension 3.2 Managing Student Behavior</b> The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p><b>Texas Teacher Standards:</b> 4.1, 4.2, 4.3, 4.4</p> <p><b>InTASC:</b> 3(c), 3(k), 5(l)</p> <p><b>Sources of Evidence:</b> Formal Observation, Classroom, Pre-Conference</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.</li> <li>Most students know, understand and respect classroom behavior standards.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Consistently implements the campus and/or classroom behavior system proficiently.</li> <li>Most students meet expected classroom behavior standards.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Inconsistently implements the campus and/or classroom behavior system.</li> <li>Student failure to meet expected classroom behavior standards interrupts learning.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Rarely or unfairly enforces campus or classroom behavior standards.</li> <li>Student behavior impedes learning in the classroom.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Does not enforce campus or classroom behavior standards.</li> <li>Student behavior impedes learning in the classroom.</li> </ul>
<p><b>Dimension 3.3 Classroom Culture</b> The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p><b>Texas Teacher Standards:</b> 1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4</p> <p><b>InTASC:</b> 3(a), 3(p), 1(h), 2(l)</p> <p><b>Sources of Evidence:</b> Formal Observation, Classroom</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.</li> <li>Students collaborate positively with each other and teacher.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Engages all students in relevant, meaningful learning.</li> <li>Students work respectfully individually and in groups.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Establishes a class where most students are engaged in the curriculum.</li> <li>Students are sometimes disrespectful of each other.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Establishes a class where few students are engaged in the curriculum.</li> <li>Students are disrespectful of each other and of the teacher.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Does not establish a class where students are engaged in the curriculum.</li> <li>Students are disrespectful of each other and of the teacher.</li> </ul>

	<b>T-TESS Domain IV: Professional Practices and Responsibilities</b>				
	<b>Accomplished (4pts)</b>	<b>Proficient (3pts)</b>	<b>Developing (2pts)</b>	<b>Improvement Needed (1pt)</b>	<b>Unsatisfactory (0)</b>
<p><b>Dimension 4.1 Professional Demeanor and Ethics</b></p> <p>The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p><b>Texas Teacher Standards:</b> 6.2, 6.3, 6.4</p> <p><b>InTASC:</b> 9(f), 9(o)</p> <p><b>Sources of Evidence:</b> Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	<p>• The Teacher: 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).</p> <p>• Advocates successfully for the needs of all students on the campus.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets all professional standards (e.g., attendance, professional appearance and behaviors).</li> <li>Advocates successfully for the needs of students in the classroom.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets most professional standards (e.g., attendance, professional appearance and behaviors).</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Fails to meet the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Fails to meet the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Does not meet professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</li> </ul>
<p><b>Dimension 4.2 Goal Setting</b></p> <p>The teacher reflects on his/her practice.</p> <p><b>Texas Teacher Standards:</b> 5.4, 6.1, 6.2</p> <p><b>InTASC:</b> 9(b), 9(d)</p> <p><b>Sources of Evidence:</b> Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</li> <li>Meets all professional goals resulting in improvement in practice and student performance.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Sets short- and long- term professional goals based on self-assessment, reflection and supervisor feedback.</li> <li>Meets all professional goals resulting in improvement in practice and student performance.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Sets short-term goals based on self-assessment.</li> <li>Meets most professional goals resulting in some visible changes in practice.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Sets low or ambiguous goals unrelated to student needs or self-assessment.</li> <li>Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</li> </ul>	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>Sets no goals unrelated to student needs or self-assessment.</li> <li>Does not meet professional goals and persists in instructional practices that remain substantially unimproved over time.</li> </ul>

<p><b>Dimension 4.3</b> <b>Professional Development</b> The teacher enhances the professional community. <b>Texas Teacher Standards:</b> 3.1, 6.1, 6.2, 6.3 <b>InTASC:</b> 9(c), 9(d), 10(b), 10(d) <b>Sources of Evidence:</b> Professional Development Plan or Improvement Plan, Pre- Conference, Post- Conference, Daily interaction with others</p>	<p>The Teacher: • 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.</p>	<p>The Teacher: • Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.</p>	<p>The Teacher: • Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.</p>	<p>The Teacher: • Engages in few professional development activities, professional learning communities or committees to improve professional practice.</p>	<p>The Teacher: • Does not engage in professional development activities, professional learning communities or committees to improve professional practice.</p>
<p><b>Dimension 4.4</b> <b>School Community Involvement</b> The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. <b>Texas Teacher Standards:</b> 2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4 <b>InTASC:</b> 9(b), 9(k), 10(f) <b>Sources of Evidence:</b> Professional Development Plan or Improvement Plan, Pre- Conference, Post- Conference, Daily interaction with others</p>	<p>The Teacher: • 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.</p>	<p>The Teacher: • 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.</p>	<p>The Teacher: • Communicates school goals to students, parents and families. • Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities.</p>	<p>The Teacher: • Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.</p>	<p>The Teacher: • Does not contact parents about disciplinary matters. • Does not attend required school outreach activities.</p>