Texas A&M University - Texarkana
Teacher Preparation Program

Block 2 Clinical Teaching Handbook
Spring 2019

Revised 11/19/2018
# Handbook Contents

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MISSION OF THE TEACHER PREPARATION PROGRAM

The Office of Field Experiences works collaboratively with school districts, assuring that all prospective teachers acquire the following proficiencies:

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

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

3. The teacher responds appropriately to diverse groups of learners.

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

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

*Proficiencies taken from Learner-Centered Schools for Texas, Texas Education Agency, February 1994.

A&M - Texarkana reserves the right to change policies, procedures, rules, calendars, curriculum, degree requirements, and any other requirements affecting students. Changes will become effective whenever the appropriate authorities so determine and may apply to both prospective students and those already enrolled.
PARTICIPANTS

Texas A&M - Texarkana
CASE Dean                      Dr. Del Doughty
Associate Dean                Dr. Sara Lawrence

Director of Teacher Preparation Ms. Debora Shidemantle

Teacher Certification Coordinator Ms. Katheryn Hartshorn

NTCC Site Coordinator           Ms. Laura Currey

University Field Supervisors

Full-time University Faculty
Ms. Laura Currey
Ms. Melba Foster
Dr. Teri Fowler
Ms. Katheryn Hartshorn
Dr. Sandra Labby
Dr. Sara Lawrence
Dr. Frank Mullins
Dr. Jan Murdock
Dr. LuzMary Rincon
Ms. Debora Shidemantle
Dr. Abbie Strunc

Part-time Field Supervisors
Ms. Donna Bird
Ms. Vicki Burns
Mr. Bill Hastings
Ms. Lynn Holloway
Ms. Janice Mayfield
Dr. Tricia Ray
Ms. Agnes Tirrito
The A&M-Texarkana Office of Field Experiences currently includes the following field-based sites as participants:

**Atlanta ISD**
Superintendent: Mr. Sidney Harrist  
Site Coordinator: Ms. Dianne Whatley

**Chapel Hill ISD**
Superintendent: Mr. Marc Levesque  
Site Coordinator: Ms. Jamie Martinez/Mr. Marcus Ysasi

**Daingerfield-Lone Star ISD**
Superintendent: Ms. Sandra Quarles  
Site Coordinator: Ms. Martha Campbell

**Gilmer ISD**
Superintendent: Mr. Rick Albritton  
Site Coordinator: Ms. Sigrid Yates

**Harts Bluff**
Superintendent: Dr. Lyle DeBus  
Site Coordinator: Ms. Tracie Rose

**Hooks ISD**
Superintendent: Mr. Shane Krueger  
Site Coordinator: Mrs. Kim Lee

**Hughes Springs**
Superintendent: Ms. Sarah Dildine  
Site Coordinator: Ms. Theresa Jennings

**Liberty-Eylau ISD**
Superintendent: Mr. Ronnie Thompson  
Site Coordinator: Ms. Laronda Graff

**Marshall ISD**
Superintendent: Dr. Jerry Gibson  
Site Coordinator: Mr. Gregg Morris

**Mt. Pleasant ISD**
Superintendent: Mr. Judd Marshall  
Site Coordinator: Ms. Debbie Malone
<table>
<thead>
<tr>
<th>School District</th>
<th>Title</th>
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<tr>
<td>Mt. Vernon ISD</td>
<td>Superintendent</td>
<td>Mr. Gregg Weiss</td>
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<td>Site Coordinator</td>
<td>Ms. Kathie Thompson</td>
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<td>New Boston ISD</td>
<td>Superintendent</td>
<td>Dr. Rose Mary Neshyba</td>
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<td>Site Coordinator</td>
<td>Ms. Denise Davis</td>
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<td>Pewitt ISD</td>
<td>Superintendent</td>
<td>Mr. Andy D. Reddock</td>
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<td>Site Coordinator</td>
<td>Ms. Amy Barron</td>
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<td>Pittsburg ISD</td>
<td>Superintendent</td>
<td>Ms. Judy Pollan</td>
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<td>Site Coordinator</td>
<td>Ms. Beth Anne Dunavant</td>
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<td>Pleasant Grove ISD</td>
<td>Superintendent</td>
<td>Dr. Jason Smith</td>
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<td>Site Coordinator</td>
<td>Mr. Bill Harp</td>
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<td>Queen City</td>
<td>Superintendent</td>
<td>Ms. Charlotte Williams</td>
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<td>Site Coordinator</td>
<td>Ms. Gayle Miller</td>
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<td>Redwater ISD</td>
<td>Superintendent (Interim)</td>
<td>Dr. Kathy Allen</td>
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<td>Site Coordinator</td>
<td>Ms. Connie Mears</td>
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<td>Texarkana ISD</td>
<td>Superintendent</td>
<td>Mr. Paul Norton</td>
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<td>Site Coordinator</td>
<td>Ms. Amy Nix</td>
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<td><strong>Hallsville Area</strong></td>
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<td>Hallsville ISD</td>
<td>Superintendent</td>
<td>Mr. Jeff Collum</td>
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<td>Site Coordinator</td>
<td>Ms. Dalana Grebe</td>
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<td>Harleton ISD</td>
<td>Superintendent</td>
<td>Dr. Craig Coleman</td>
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<td>Site Coordinator</td>
<td>Ms. Angel Johns</td>
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Kilgore ISD
Superintendent
Site Coordinator
Ms. Cara Cooke
Ms. Kim Park

Longview ISD
Superintendent
Site Coordinator
Dr. J.D. Wilcox
Ms. Loretta Martin-Thompson

White Oak ISD
Superintendent
Site Coordinator
Mr. Michael Gilbert
Ms. Mitzi Neely

Texas A&M University -Texarkana and the College of Arts, Sciences and Education are appreciative of these districts. They willingly offer their assistance and their expertise to partner with us in training future teachers for this area.
CODE OF ETHICS

The Code of Ethics and Standard Practices of Texas Teachers is given for the guidance of educators and student teachers. This Code was adopted by the Teacher’s Professional Practices Commission on March 1, 1998; amended to be effective August 22, 2002 and December 26, 2010. (35 TexReg 11242)

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.

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.

Standard 1 Professional Ethical Conduct, Practices and Performance

1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.
6. The educator shall not falsify records, or direct or coerce others to do so.
7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.
8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

Standard 2 Ethical Conduct Toward Professional Colleagues

1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

Standard 3 Ethical Conduct Toward Students
1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.
3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.
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, sex, disability, national origin, religion, or family status.
5. The educator shall not engage in physical mistreatment of a student.
6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
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.

http://www.tea.state.tx.us
Clinical (Student) Teaching Requirements

Approval for Clinical Teaching

After successfully completing the Block 1 semester and passing the required TEExES exams, the Teacher Certification Coordinator reviews all requirements (such as changes in the grade point average) and submits the names of undergraduate candidates to the Teacher Preparation Program Director. Students transition smoothly into the next semester with the same cooperating teachers unless notified of changes.

ILT Recommendation for Grade and Certification

Based on their professional judgment, the Instructional Leadership Team completes the Student Teacher Completion Form (250) and recommends the clinical teacher for a Satisfactory/Unsatisfactory grade and for teacher certification or not. Documentation must be completed that states specific reasons for either recommendation. Lesson evaluation and Professional Development forms should reflect the decision also. Submission of documents in the ED496 Binder and the Portfolio are required in Tk20. The field supervisor will enter the grade through Web for Faculty at the end of the semester.

Taking the TEExES

The State Board of Educator Certification has implemented a closed registration process for TEExES exams. As a result, A&M-Texarkana is required to determine the eligibility of students who register for a TEExES exam.

Application for Certification

The Texas State Board for Educator Certification has implemented an online application process for obtaining teaching certificates. When students have successfully completed their TEExES exams and are in the process of completing their programs, they may log on to the TEA Online web page, www.tea.state.tx.us, click on the ‘Educator Certification’ link, and follow the directions to apply for certification in early December or May, as appropriate.

A&M-Texarkana personnel will complete the required recommendation information online when all requirements have been successfully completed. This includes the posting of grades, graduation and clearances.
Problems/Unsatisfactory Performance

If a clinical teacher is not progressing as expected and the ILT has documented an unsuccessful growth plan, the Teacher Preparation Program Director should be contacted.

Students, who want to appeal a Teacher Preparation Program requirement or a Teacher Preparation Program Director's decision, must submit a letter to their Advisor and meet with the Advisor, the Associate Dean, and the Teacher Preparation Program Director. The letter should state what the student is appealing and the rationale for their appeal. The Advisor, the Associate Dean, and the Teacher Preparation Program Director will either support or not support the appeal. The appeal, indicating either support or lack of support from the Advisor, the Associate Dean, and the Teacher Preparation Program Director, will be forwarded to the Dean of CASE.

a. If the Advisor, the Associate Dean, and the Teacher Preparation Program Director agree, the Dean of the College of Arts Sciences and Education will be contacted to address the student's appeal, then he/she takes appropriate action to redress the grievance.

b. If the Dean of the College of Arts, Sciences and Education denies the student's appeal, then the student may pursue the appeal by following the university guidelines as published in the catalog.

Recent updates to this process will be posted in the Policies and Procedures Manual. This document is posted on the TPP website under forms.
ROLES AND RESPONSIBILITIES OF THE CANDIDATES IN CLINICAL TEACHING

The clinical teaching portion of the field-based teacher education program has been designed to provide students with opportunities to apply what they learned in the project-based and Block 1 semesters as well as in other coursework. While the focus in the field-based/Block 1 semester is on knowledge and learning, the focus in the clinical teaching/Block 2 semester is on demonstration and application of skills. The clinical teacher’s responsibilities include, but are not limited to, the following:

1. Enroll in the required courses for clinical teaching: ED496 and SPED418.

2. Adhere to the public-school calendar. This may require beginning clinical teaching before classes officially begin at the university. Clinical teachers will be required to attend the staff development days prior to the first day of class as well as the first day of class in the public school.

3. Work with cooperating teachers in the classroom as part of an Instructional Leadership Team. Clinical teachers will adhere to the same daily and weekly schedule as the cooperating teacher for a minimum of 72 days actively teaching P-12 students.

4. Procedure to follow if a clinical teacher must be absent:
   - Call the cooperating teacher whose class you will be missing.
   - Call the school and inform the secretary you will be absent. Do not leave a message on the school’s answering machine. Keep calling until a reliable person at the school answers the phone.
   - Leave a message (phone or email) for your field supervisor explaining the reason for your absence.

5. The school district will not compensate the clinical teacher during the clinical teaching semester.

6. Complete a minimum of two weeks (10 days) of successful full-time teaching. The Instructional Leadership Team (ILT) has the option of extending this requirement. Co-Teaching strategies will still be used during this time, but the candidate will assume the role the Lead Teacher for a minimum of ten days.

7. Prepare and teach a minimum of three lessons to be formally evaluated by the university field supervisor. Cooperating teachers will formally evaluate at least two other lessons. A Co-Teaching Plan and a formal Lesson Plan must be available prior to the lesson evaluation. Lessons will be evaluated using the Lesson Observation Report for Clinical Teachers (Form 242T) and input into Tk20.
8. The clinical teacher will be responsible for scheduling and preparing agendas for the ILT meetings. The ILT will meet a minimum of three times during the student teaching semester. These meetings will be distributed so that one meeting occurs during the first two-three weeks of the placement, one toward the middle and one toward the end.

9. The clinical teacher will submit a weekly report to the university field supervisor by e-mail. This report should include an overview of the week’s activities, noting any progress or problems. Reflect on teaching experiences including strengths and areas of improvement. S.O.S. is an easy format to follow: Successes, Opportunities for improvement, Schedule of next week’s responsibilities and upcoming events. Connect what you are seeing in the public school with what you have studied and been tested over during your education and content coursework. Consider: What teaching strategies worked? How did you know the strategy worked? If not, how did the lesson change? What impact does this have on your thinking and expectations for your future classroom? What opportunities did you have for growth/change this week? What are your goals for the following week?

10. Never, under any circumstances, administer corporal punishment to a student or bully a student in any form.

11. Attend all required student teacher seminars and workshops, mid-term and final sessions.

12. Complete an evaluation of the Teacher Preparation Program at the final Clinical Teachers’ Meeting. An important survey will be emailed to you from TEA when you apply for certification. Your feedback on these and other similar surveys help identify areas of strength and improvement for the teacher preparation program.

13. Attend, as appropriate, your school districts extra-curricular activities, faculty meetings, parent conferences, in-service and professional development opportunities. You are following your cooperating teacher’s schedule.

14. Demonstrate all indicators of the Proficiencies for Teachers in Learner-Centered Schools as outlined by the State Board for Educator Certification. The record of these proficiencies will be documented on the Professional Development Evaluation form at each ILT meeting. The ILT will acknowledge that the student has successfully completed student teaching when these indicators are satisfactory and all other requirements are met.

15. Serve as an unpaid substitute one day for the cooperating teacher to have a Cooperating Teacher Day Off. The cooperating teacher must request the day
off as if he/she is requesting a personal day. Some districts still hire an official substitute, but the teacher is not to be docked for the day off as per the agreement with the partnership districts. If the district decides to *not* allow this complete day off, perhaps an alternate privilege could be arranged. Examples include taking a long lunch break, a chance to leave early one day, or a day to read in the library or workroom can be arranged. This perk should happen while the clinical teacher is in their two full weeks of teaching unless otherwise arranged in advance.

16. Communicate information to cooperating teachers concerning training and opportunities for teachers on their campuses.

17. Dress (in accordance with district policy), speak and act professionally in all situations in the classroom, on campus, and in the community.

18. Use Tk20 to submit the required forms for clinical teaching in the BINDER. The candidate will need to assist the cooperating teacher in completing the forms in Tk20. The cooperating teachers are not asked to attend Tk20 training, so the clinical teacher will be instrumental in assisting the cooperating teacher in transferring the forms from paper to Tk20. The field supervisor will need to check Tk20 for completion before submitting the final S/U grade for the semester. The binder is due for candidates May 5; scanning for Field Supervisors on or before May 5.

19. Create and/or add to your Tk20 PORTFOLIO of professional experiences that documents the ongoing progress toward becoming a teacher. Due May 1.

20. Apply for certification after May 1. Other parts will need to be completed: fingerprinting, a survey, with accompanying fees. These will be explained at the mid-term meeting and emphasized at the final meeting. Information is also posted on the A&M-T website.

21. Assume other responsibilities based upon ILT recommendations.
**Roles and Responsibilities of the Cooperating Teacher**

The cooperating teacher is a master teacher who takes on the responsibility of working with the university as part of an Instructional Leadership Team to mentor a student who is becoming a teacher. The cooperating teacher’s roles and responsibilities include, but are not limited to, the following:

1. Attend a Co-Teaching Workshop and buy into the Co-Teaching Strategies.

2. Serve as a member of the Instructional Leadership Team consisting of the cooperating teacher, a university field supervisor, and a teacher candidate. The ILT will meet a minimum of two times during Block #1 and three times during the Block #2 clinical teaching semester. These meetings will be distributed so that they occur: within the first three weeks, middle and end of the semester.

3. Communicate and maintain electronic contact with the university field supervisor assigned to the clinical teacher, as appropriate.

4. Set the pace for the clinical teaching semester according to the experience and aptitude of the student. Evaluate lessons using Block 2 Observation Form.

5. Guide the clinical teacher's level of active participation from: observing, to team teaching, to teaching an increasing part of each day, and finally assuming full responsibility for two weeks. A co-teaching model will be implemented so that both teachers are teaching even during the two weeks that the candidate is the lead teacher.

6. During the clinical teaching semester, insure that the candidate is able to teach without the cooperating teacher's presence. This bit of independence is part of the gradual release of responsibility that insures the candidate can teach alone.

7. Be readily available as a resource and guide during the clinical teacher’s final semester. Share materials as well as expertise.

8. Insure that the teacher candidate never administers corporal punishment.

9. Provide specific information about class schedules and expectations at the ILT meetings and on a daily basis. Help candidate realize the principal’s expectations for the campus and within the district.

10. Encourage independence in the clinical teacher.

11. Assess the progress of the clinical teacher and provide quality feedback continually, but not in front of the students.
12. During the student teaching, conduct at least two formal evaluations of lessons using the Lesson Observation Report for Clinical Teachers (Form 242T) in Tk20. The evaluation should be discussed with the candidate and the ILT. If the clinical teacher should receive an unsatisfactory evaluation at any time, a copy of the evaluation must immediately be sent to the university field supervisor.

13. Complete all paperwork required by the program as explained by the clinical teacher and discussed at the ILT meetings. However, the forms and requirements are the clinical teacher’s responsibility.

14. The cooperating teacher will need to enter forms in Tk20 to document electronically and to make the forms accessible for future reference. The clinical teacher will assist with this process. Information about Tk20 can be found at: tamut.tk20.com. An email will be sent with a link that will go directly to the student’s binder. Small red flags will note the forms that need to be completed.

15. The Director of the Teacher Preparation Program, Debora Shidemantle, is available by phone or email. Please contact her with concerns or questions at 903-223-3179 or dshidemantle@tamut.edu. NTCC Site Coordinator: Laura Currey is also accessible to candidates in the Mt. Pleasant area. Please contact her with concerns or questions at lcurrey@tamut.edu or 903-434-8322.

16. Provide a letter of recommendation for the clinical teacher, if asked. A favorable recommendation is highly respected by the human resource directors and principals of the school districts. This review of the clinical teacher’s skills is often a determining factor for employment. Many of these recommendations are sent by email and easy to complete. The candidate may not get an interview if their references do not respond. The cooperating teacher is important.
ROLES AND RESPONSIBILITIES OF THE UNIVERSITY FIELD SUPERVISOR

The university field supervisor is a member of the university faculty who works with a clinical teacher and the cooperating teachers at an assigned public school site. The primary role of the university field supervisor is to facilitate reflection and assessment activities for the teacher candidate on an Instructional Leadership Team (ILT), to assist cooperating teachers in planning and coordinating assignments and activities with clinical teachers, to foster communication between the university and public school, and to assist the ILT in ways which enhance the learning of PreK – 12th grade students. The university field supervisor's responsibilities include, but are not limited to, the following:

1. Submit necessary job application documents and sign a contract for payment through the CASE office.

2. Meet the principal of the school for which the university field supervisor has primary responsibility during the first three weeks of the semester.

3. On each visit to the school, check in and out with the school secretary. Wear a name badge while visiting campuses. Presenting a driver’s license may be required for entering the school.

4. Communicate on an ongoing basis with all cooperating teachers on the campuses and with the Director of the Teacher Preparation Program.

5. Coordinate all Teacher Preparation Program activities on the campus or direct campus level questions to the Teacher Preparation Program Director.

6. Attend training and the clinical teacher orientation seminar to meet candidates assigned to you.

7. Aid in orienting clinical teachers to their responsibilities at staff development sessions prior to the candidate reporting to his/her ISD site, if applicable.

8. Submit an official class roster and grades as per the Registrar's instructions via email. Post final grades on-line through Web for Faculty.

9. Plan to respond to the clinical teacher’s weekly reflections. Counsel the candidate through email responses, phone calls, and face-to-face meetings and consult with the cooperating teachers, as needed.

10. Serve as an ombudsman for the student.

11. During the Block 2 co-teaching/clinical teaching semester, make at least three classroom observation. These observations should include completing formal evaluations using the Block 2 Clinical Teacher Observation Report (Form 242T) in Tk20. Copies of the completed 45 minute lesson evaluations must be given or
sent electronically to the campus principal and should include the time the lesson started and ended. The principal (or their representative) should sign to document that the copy was given to him/her on the **Summary** form. Tk20 should be used to submit all of these documents at the end of the semester.

12. Via email, phone or Skype/Face Time, a pre-observation conference will need to take place to review the Co-Teaching and Lesson Plan forms. This should take place the week **prior** to the lesson. This contact can take the place of the weekly reflection. Aligning with T-TESS is a goal for the 2018-2019 school year.

13. After each lesson observation, an interactive conference should be held to review the lesson evaluation. This conference should be documented, and the clinical teacher and the field supervisor should sign that this conference took place, noting beginning and ending time on the Summary Form.

14. Schedule and attend at least two ILT meetings during the Block #1 semester and three ILT meetings for each clinical teacher during the Block #2 semester.

15. Meet with the ILT to complete the Student Teaching Completion Form (Form 250) for the purpose of assigning a grade (S or U) for the clinical teaching experience. Recommending the clinical teacher for certification will be reserved for the Block #2 semester. Complete this form in Tk20. The syllabi for ED495 and for ED496 will further specify requirements for clinical teaching.

16. Verify that assigned clinical teacher has completed all requirements and forms. The **Summary form** with appropriate signatures should be scanned and uploaded into Tk20. Setting up an appointment with Becky Barlow, Shannon Reynolds, or Debora Shidemantle will insure that all pages of this document are scanned. Only the field supervisor can upload these documents. Do not post grades until all forms are submitted by the cooperating teachers, the candidate and the field supervisor.

17. A **Summary Record of Field Supervisor Documentation Form** will be provided to the field supervisor for each clinical teacher.
   
   **Completion date:** May 5.
   
   **Purpose:** for documenting TEA's requirements of:
   
   - Initial contact within the first three weeks of placement,
   - Dates/times of lesson observations,
   - Dates/times/participants of interactive conferences,
   - Receipt of evaluation form by principal or designee,
   - Additional support dates/type.
   
   The **Summary form** with the appropriate principal’s signatures will be submitted by electronic submission, scanning both pages of the form into Tk20. A hard copy will also be retained in the candidates’ cumulative file.
ROLES AND RESPONSIBILITIES OF THE ILT

The Instructional Leadership Team (ILT) is composed of the cooperating teacher, a teaching candidate, and a university field supervisor. A principal or administrative designee may also be a part of this team. The ILT coordinates and is the on-site decision-making body for the day-to-day activities of the clinical teacher. The ILTs responsibilities include, but are not limited to, the following:

1. Facilitate communication among the members of the ILT so that the students in the classroom benefit from the activities of the program.

2. Meet to plan lessons, strategies to be used in lessons, the use of technology within the lessons, and assessment procedures related to the lessons, if possible.

3. Coordinate teaching schedules, duties, and experiences for the student/clinical teacher. This includes the Individual Curriculum Plan (see ILT Agenda and Discussion Log) and the observations in special education, bilingual education and other content area classrooms. These opportunities should assure that the candidate has a vast array of experiences to enrich their knowledge and skills.

4. Provide collaborative feedback and reflection for evaluation and growth of the clinical teacher.

5. Meet a minimum of three times during the semester. The meetings should be scheduled so that the first occurs near the beginning of the semester, the second ILT toward the middle of the semester, and the last one toward the end of student/clinical teaching experience. The candidate will be responsible for keeping notes and for all forms required at the ILT meetings.

6. Complete the Clinical Teaching Completion Form (Form 250) at the end of the clinical teaching experience in Tk20. This form includes:

   a) Assigning the grade for the clinical teaching semester (S/U), and
   b) Recommending that the university recommend the clinical teacher to the Texas Education Agency for certification when all other requirements are met.

7. Assist the clinical teacher in finding a suitable teaching position by networking their positive attributes with other educators.
ROLES AND RESPONSIBILITIES OF THE PRINCIPAL

The role of the principal in support of Instructional Leadership Teams at the building level is a key to the success of this final field-based experience. Facilitating schedules and meeting times to enable ILTs to plan co-teaching lessons and to collaborate is imperative. Additional responsibilities include interacting with candidates when possible and providing input to continuously improve the Teacher Preparation Program. The principal’s roles and responsibilities include, but are not limited to, the following:

1. Provide adequate facilities and resources for ILT members.

2. Establish guidelines for using building facilities and resources for ILT members.

3. Provide encouragement and support for cooperating teachers. Accept and review the evaluation forms of lessons taught by the clinical teacher, keeping the information confidential. (TEA requirement) Meeting with the clinical teacher for suggestions and feedback is encouraged, but not required.

4. Establish and maintain adequate channels of communication with all levels of participants.

5. Involve university partners in school events, as appropriate.

6. Participate in Teacher Preparation Program activities, such as Co-Teaching Workshops, interviews, committee meetings and strategic planning, if time allows.

7. Provide release time for cooperating teachers for planning with program participants and staff development.
The Site Coordinator at each ISD serves as the liaison between the Teacher Preparation Program Director and the ISD to coordinate activities and placements with cooperating teachers. The Site Coordinator’s duties include the following:

1. Share plans, strategies, and information that ISDs have developed.

2. Monitor the progress of teaching candidates in the district.

3. Work with the Teacher Preparation Program Director in arranging cooperating teacher training.

4. Assist in the coordination of schedules and calendars between the district and the university.

5. In the event of a problem with a candidate’s placement in the classroom, work with the Teacher Preparation Program Director to resolve the problem or identify an alternate placement.

6. Participate in the Community Advisory Board of the College of Arts, Sciences and Education, as needed. A district representative is often asked to attend. The CASE dean or the Associate Dean will arrange these meetings each semester and feedback concerning the Teacher Preparation Program is appreciated and implemented.
The Dean of the College of Arts Sciences and Education will recommend the appointment of the Director of the Teacher Preparation Program at A&M-Texarkana. The Director will carry out the following responsibilities:

1. Act as a liaison between A&M-Texarkana and participating school districts.
2. Monitor the placements of clinical teachers and those seeking clinical practicum.
3. Work with the Teacher Certification Coordinator in updating the information in the Teacher Preparation Orientation.
4. Work with the ISDs (Independent School Districts) to recruit new cooperating teachers and arrange for the professional development training of cooperating teachers.
5. Conduct meetings with university faculty and representatives working on ILTs, as needed.
6. Arrange for placement interviews to be conducted with the ISDs.
7. Report the results and placements to the interviewee individually after the interview process. Review the interview with the candidate.
8. Review Tk20 binders and approve portfolio submissions at the end of each semester.
9. Represent A&M - Texarkana at state and national Directors of Field Experiences meetings.
10. Once the certification Coordinator admits students to the field experience semesters of the Teacher Preparation Program, the director coaches the candidates through the program requirements.
11. Provide appropriate training to field supervisors and cooperating teachers.

Note: The duties of the Director of the Teacher Preparation Program are supported by program support specialists, CASE secretaries, faculty and clinicians. All will contribute to building partnerships, offering support, and communicating expectations.
Each student teacher is required to complete the forms in their Tk20 Binder or complete them on paper and scan them into their Tk20 Binder. Below is a list of requirements that should be completed by the final ILT meeting:

**STUDENT TEACHING FORMS**

Block 2 Clinical Teacher Observation Report (Form 242T)

**Completion date:** Block 2 Clinical Teacher Evaluation Report (Form 242T) is to be used by cooperating teachers and university field supervisors during the clinical teaching semester. Copies of each completed form must be shared with the cooperating teacher, the campus principal and the candidate immediately after the Post Observation Conference and submitted in Tk20 by May 5.

**Purpose:** These forms are used to evaluate lessons using the criteria established by the State Board for Educator Certification as modeled by the Texas Teacher Evaluation and Support System, T-TESS. During clinical teaching, Form 242T will be used for the formal observation and evaluation of lessons.

Instructional Leadership Team (ILT) Agenda Discussion Log (Form 340)

**Completion date:** This form will be used for every ILT meeting. Completed originals should be signed by all in attendance and uploaded in Tk20 after each meeting final product is due in Tk20 by May 5.

**Purpose:** This form is used to keep records of all ILT meetings. It is the candidate’s responsibility to conduct the meetings and to record the minutes of the meeting. At the end of each meeting, all participants must sign the form indicating they agree with its contents or electronically in Tk20 Binder.

Domain IV-Professional Practices & Responsibilities (Form 100)

**Completion date:** This form will be completed at each ILT meeting. Completed originals should be signed by all in attendance and uploaded after each meeting the completed binder is due in Tk20 by May 5.

**Purpose:** This form is to lead discussions about the expectations for the candidate’s growth into a professional educator. Indicators can be used for goal setting and experiences that will promote growth.

Student Teacher/Practicum Teaching Completion Form (Form 250)

**Completion date:** The cooperating teacher and university field supervisor complete this form at the final ILT meeting of the clinical teaching semester. The completed original should be inputed in Tk20 after the meeting - binder due by May 5.

**Purpose:** This form indicates the recommendation of the Instructional Leadership Team and the status of the candidate at the end of student/clinical teaching.
Student Teacher Record of Observation (Form 350)
Completion date: The completed originals should be submitted in Tk20 by the final ILT meeting
Purpose: The clinical teacher may observe for up to five days in different classrooms other than their cooperating teacher’s. Criminal history clearance and arrangements for these observations must be made at least a week prior to the observation if the candidate is visiting a different district. The ILT needs to approve the observations. These observations must be scheduled in advance and documented.
Observation days are not required, but are an option. If the student teacher chooses not to observe, the candidate will stay in their cooperating teacher’s classroom. These days do not reduce the 72 day (plus three personal days) requirement. They are an option, in addition to completing the 72 days along with attending professional development and co-teaching.
This form documents the dates and hours of the observations by collecting signatures of teachers observed and recording ideas. This form can be verified, if necessary, in the public school’s office log of visitors that is kept by the school secretary.

Record of Attendance (Form 360)
Completion date: Completed original should be uploaded in Tk20 by the final ILT meeting
Purpose: This form will document the 72 required days and 3 personal days. This form can be verified, if necessary, in the public school’s office log of visitors that is kept by the school secretary.

Portfolio in Tk20 (Please note that Portfolio and Binder are in two separate parts of Tk20.)
Completion date: Due date is May 1. The Portfolio and Binder are required before grades can be posted.
Purpose: The portfolio documents the progression of the candidate through rigorous coursework assignments and can be used to seek employment.

Binder in Tk20
Completion date: All forms by Candidate due on May 5, 2019. Field Supervisor can scan and submit; grades for Graduates are due May 15, 2019. (FS submits to Registrar)
Purpose: The binder documents the forms required for completion of clinical teaching.

Note: Portfolio information was developed, and access was provided in the prior semester, so it should be partially completed before this final semester begins. Course instructors have been designating portfolio artifacts for five semesters.
Texas A&M University-Texarkana

200 CLINICAL TEACHER COMMITMENT CONTRACT

I, the undersigned, understand that I have been accepted in the clinical teaching program of the Teacher Preparation Program, a field-based teacher education program authorized by A&M-Texarkana, State Board for Educator Certification, and the Texas Higher Education Coordinating Board. I also understand that to participate in this program I must:

1. COMMIT that, during my clinical student teaching, I will adhere to the Code of Ethics and Standard Practices of Texas Teachers.

2. COMMIT full participation in the Teacher Preparation Program field-based program.

3. COMMIT that, during my clinical teaching, I will be with my ILT in the classroom, in workshops and/or seminars all day Monday through Friday and will follow the time schedule of the ISD.

4. COMMIT to the understanding that, during my clinical teaching, I am not to receive compensation for 72 school days.

5. COMMIT to maintaining all of the academic requirements of A&M-Texarkana relative to teacher education. I understand that, in order to be approved to begin my clinical teaching, I must (a) be approved by the A&M-Texarkana faculty in my department, and (b) meet the minimum requirement for acceptance to student teaching: i.e., admission to teacher education; 2.8 GPA and no grades lower than C in my area of specialization, in all of my professional education courses and in all reading courses; and any other prerequisites to the clinical teaching program.

5. COMMIT to Professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to the learners in the classroom, and to one’s own personal and professional growth. These behaviors include but are not limited to: appropriate dress; completing assigned work on time and of the best possible quality; being prompt with appointments and other commitments; keeping agreements with ILT and A&M-Texarkana faculty; maintaining a positive attitude; demonstrating to others a true desire to be in the classroom, keeping information confidential, maintaining a high attendance record with minimal absences (A&M-Texarkana policy on excused absences will be followed-all other absences will be made up); soliciting constructive criticism and accepting it gracefully; and always being prepared.

6. COMMIT to full partnership with my Instructional Leadership Team, to seek the cooperating teachers’ advice, to earn their respect, to participate with them in their required and voluntary duties and activities, to be a decision-maker with them, and to assist my ILT in their efforts to provide the best education to their learners.
7. COMMIT, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I commit to think like a teacher, not a student. I will think of myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether I am in charge or not, continually seek information from my ILT members and A&M-Texarkana faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become an excellent teacher.

8. COMMIT to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in the process of “becoming” more and more effective.

9. COMMIT to the belief that all children can learn. I welcome the opportunity to learn to teach children of various diversities and abilities, and I believe that all participants in my program (including K-12 teachers, A&M-Texarkana faculty, field-based students, clinical teachers, and children) will be both teachers and learners.

10. COMMIT to the understanding that the program I am in is developmental, i.e. not static but evolving, changing, and improving, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.

11. COMMIT to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or videotaped, to be photographed, to be interviewed, to participate in studies related to the education of teachers, and to have my good work exhibited to other professional educators.

13. COMMIT to membership in one of the professional teacher organizations and obtain liability insurance.

________________________  ______________________
Clinical Teacher’s Signature     Date

Clinical Teacher’s Printed Name

*This form was sent to you with the Data Form to complete electronically.
Student _______________________________ Date ___________________

Teaching Field(s) _________________________________________________

☐ Accepted               ☐ Not accepted

Interview Team Comments:

Interview Team Signatures:

________________________________  ________________________

________________________________  ________________________

________________________________  ________________________

Interview Team Placement Recommendations:
Date: ___/___/___    Time: _____:______ to   _____:_____    Number of Students:_________     Observation: 1 2 3    FS or CT
Co-Teaching Strategy Used ___________________ Subject/grade ___________________ Topic of Lesson ___________________

Clinical Teacher: ___________________ Semester & Year: ___________________
District/Campus: ___________________ Cooperating Tchr: ___________________
Evaluator (Print Name): ___________ Signature: ___________________

The following clinical teacher observation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure clinical teachers have the knowledge and skills to teach in Texas public schools. Please use this form as summative evaluation of the clinical teacher’s performance to date by checking the appropriate box. Use Not Applicable (NA) when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

Scale: ** Needs Improvement     Developing     *Proficient     Accomplished     ** Distinguished
** Requires written “Comments” specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished.
* Clinical teacher is expected to demonstrate skills at the proficient level while developing a growth mindset toward distinguished.

### Domain I: Planning

Evidence is apparent in the instructional lesson plan and classroom observations that the clinical teacher designs, organizes and implements clear, well-organized, sequential lessons reflecting best practice, aligning with state standards and are appropriate for diverse learners.

**Standards & Alignment:** The clinical teacher:
- Aligns goals and lesson objectives to TEKS.
- Plans activities, materials and assessments relevant to students.
- Plans activities, materials and assessments with sufficient time for lesson and lesson closure.
- Provides activities, materials and assessments appropriate for diverse learners.
- Aligns objectives to the lesson’s goal.
- Integrates applicable and appropriate technology.

**Data & Assessment:** The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. The clinical teacher:
- Uses formal and informal assessments to monitor progress of all students.
- Connects the analysis of student data to specific instructional strategies.

**Knowledge of Students:** Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students. The clinical teacher:
- Connects lesson to students’ prior knowledge and experiences.
- Adjusts lesson to students’ strengths and gaps in background knowledge, life experiences and skills.

**Activities:** The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. The clinical teacher:
- Asks questions which encourage students to engage in complex, higher order thinking.
- Organizes instructional groups based on student needs.
- Specifies individual roles within instructional groups so students understand their responsibilities.
- Aligns activities, resources, technology and instructional materials to instructional purposes.

Evidence:

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<th>Needs Improvement</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
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Revised 11/19/2018
### DOMAIN II: INSTRUCTION – Evidence is apparent in instruction and classroom.

#### Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success. The clinical teacher:

- Sets academic expectations that challenge all students.
- Persists with lesson until there is evidence most students demonstrate mastery of objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

#### Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. The clinical teacher:

- Conveys accurate content knowledge.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Accurately reflects how lesson fits within structure of discipline and state standards (TEKS).
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based).

#### Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. The clinical teacher:

- Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers.
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides clear explanations.
- Uses clear and correct verbal and written communication.
- Asks remember, understand and apply level questions focusing on lesson objective and to provoke discussion.
- Asks probing questions to clarify learning and extend or elaborate on responses.

#### Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs. The clinical teacher:

- Adapts lesson to address individual needs of all students.
- Regularly monitors quality of student participation and performance.
- Recognizes when students become confused or disengaged.
- Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.

#### Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data to make lesson adjustments. The clinical teacher:

- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Monitors student behavior and responses for engagement and understanding.
- Adjusts instruction and activities to maintain student engagement.

**Evidence:**

...
DOMAIN III: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.

Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom. The clinical teacher:

- Implements clear and efficient procedures, routines and transitions.
- Guides students to actively participate in groups, manage supplies and equipment with limited teacher direction.
- Organizes a safe classroom to support learning objectives which is accessible to most students.

Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior. The clinical teacher:

- Consistently implements the campus and/or classroom behavior system proficiently.
- Expects most students to meet classroom behavior standards.

Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners. The clinical teacher:

- Engages all students in relevant, meaningful learning.
- Encourages students to work respectfully both individually and in groups.

Evidence:

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<th>Needs Improvement</th>
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DOMAIN IV: PROFESSIONAL PRACTICES & RESPONSIBILITIES – Evidence is available in debriefs, conferences, and daily interaction with others. (See Form 100 for documentation)

REFLECTION:

Area of Reinforcement: Clinical teacher’s strength demonstrated in this lesson

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Area of Refinement: Recommendations/Next Steps/Goals

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Clinical Teacher Signature:__________________________________________________________

Principal Signature:_______________________________________________________________
Teaching Candidate______________________  CWID ________________

Undergraduate Degree Plan  □  Graduate ACP  □

ILT Members  ____________________________________, Field Supervisor
__________________________________________, Cooperating Teacher, grade level _____
__________________________________________, Administrative Designee (if applicable)
School District __________________________

Why the candidate receives a passing grade:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Why the candidate does NOT receive a passing grade:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

ILT recommendation for passing grade in clinical teaching  □ Yes  □ No
Clinical Teacher/Candidate is recommended for certification  □ Yes  □ No

Cooperating Teacher  __________________________________  Teaching Candidate  _______________________
University Field Supervisor  __________________________  Principal or Administrative Designee

Date completed: _________________ and input in Tk20 on ________________.

COMPLETE THIS FORM ELECTRONICALLY BY GOING TO: 310 STUDENT DATA FORM OR http://tinyurl.com/owmrlr8.
# Teacher Preparation Program
## Form 310: Clinical Teacher Data Form

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<th>Last Name</th>
<th>First Name</th>
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<th>Certification</th>
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<th>Home Phone</th>
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<tr>
<th>Cooperating Teacher (First Placement)</th>
<th>School</th>
<th>Grade/Subject</th>
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<tr>
<th>Cooperating Teacher’s email address</th>
<th>Principal’s Name</th>
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**University Class Schedule:** ____________________________

**Public School Schedule (time): Monday-Friday** ____________________________

**Work Schedule (if applicable):** ____________________________

Other commitments or anything else you would like for your field supervisor and the Teacher Preparation Program to know about you or this semester:

______________________________________________________________

I give permission for the Office of Field Experiences and other CASE employees to release my contact information and placements to public school personnel for the purpose of potential employment.

Signature ____________________________

Cooperating Teacher must submit data sheet electronically. [Cooperating Teacher Data Form](http://tinyurl.com/ov7vxr9) or [http://tinyurl.com/ov7vxr9](http://tinyurl.com/ov7vxr9).
Teacher Preparation Program
Form 340: ILT Agenda & Discussion Log

Teacher Candidate_______________________   Date________________

Instructions: A copy of this form should be given to each ILT member at the ILT meetings. The candidate will lead the meeting and record a summary of ALL discussions and decisions made by the ILT.

Topics:
• Introductions and welcome
• Reflections on teaching activities
• Discuss strengths and areas of improvement
• Complete and discuss Professional Development Evaluation (Form 100)
• Discuss progress on TExES and plans for certification completion
• Create an Individualized Curriculum Plan:
  o A variety of school experiences
  o Involving families in schools
  o Community involvement
• Discuss progress on Tk20 Binder and Portfolio
• Schedule and plan evaluations
• Cooperating Teacher’s questions and comments
• Candidate’s questions and comments
• Field Supervisor’s questions and comments
• Set date and place for next ILT meeting
• Other topics:

Closing comments:

Plan of Action:

ILT Signatures:

__________________________________          ________________________________
Cooperating Teacher                        Teacher Candidate

__________________________________          __________________________________
University Field Supervisor                Administrative Designee (if applicable)

Revised 01.17.19
Teacher Candidate _____________________________

Date of Visit _________________________________
Campus ______________________________________
Signature of Principal or Administrative Designee ________________________________

Teacher Visited _________________________________
Time of Classroom Visit ____________ - ____________ = ______ hours

I verify that _____________________________ observed in my classroom as stated above.

_______________________________________________________________________________

Teacher’s Signature

What I learned while observing:

*Please duplicate as needed to document your 5 days that are available to observe in classrooms other than your cooperating teachers’, particularly those observations that are off campus.
This form is utilized to document your 72 days of clinical teaching. Record the date attended in each box along with the appropriate code. Complete each box below DO NOT include weekends or holidays. T = Teaching in your assigned classroom; A = Absent; PD = Professional Development; O = Observing in another classroom (OBSERVATIONS MUST BE PRE-ARRANGED)

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I verify that I have attended the dates listed above during my clinical teaching semester.

______________________________  ______________________________
Teacher Candidate                  Cooperating Teacher
Teacher Preparation Program

Domain IV– Professional Practices & Responsibilities (Form 100)

**Directions:** Place a check mark in the appropriate column. This form is to be completed by Cooperating Teacher (Mentor) and Field Supervisor (with input from Campus Administrator) at ILT meetings each semester. The Instructional Leadership Team will discuss this information with the Candidate during the ILT meetings.

<table>
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<tr>
<th>Candidate Name:</th>
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<th>Developing</th>
<th>Needs Improvement</th>
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<td>▪ Maintains consistent attendance</td>
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<td>▪ Attends on time</td>
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<td>▪ Attends full day (does not leave early)</td>
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<tr>
<td>▪ Contacts supervisor concerning absence(s)</td>
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<tr>
<td>▪ Turns in work</td>
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<tr>
<td>▪ Meets deadlines</td>
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<tr>
<td>▪ Seeks assistance when needed</td>
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</table>

<table>
<thead>
<tr>
<th>Demonstrates Professional Growth:</th>
<th>Proficient</th>
<th>Developing</th>
<th>Needs Improvement</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Utilizes constructive feedback</td>
<td></td>
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<tr>
<td>▪ Develops strategies to handle multiple tasks</td>
<td></td>
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<tr>
<td>▪ Uses appropriate organizational skills &amp; ability to follow directions</td>
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<tr>
<td>▪ Uses appropriate oral and written language skills including correct grammar, speech pattern (articulation, volume, speed), and formal level of communication (appropriate for the setting and occasion)</td>
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<tr>
<td>▪ Follows district dress code</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates Professional Dispositions:</th>
<th>Proficient</th>
<th>Developing</th>
<th>Needs Improvement</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Uses appropriate collaborative skills</td>
<td></td>
<td></td>
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<tr>
<td>▪ Maintains a positive, open attitude toward learning</td>
<td></td>
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<tr>
<td>▪ Demonstrates collegial attitude toward other teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Demonstrates professional attitude toward students</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>▪ Demonstrates respectful attitude toward principal, field supervisor and cooperating teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Demonstrates respectful attitude and professional behavior during all school experiences</td>
<td></td>
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<tr>
<td>▪ Demonstrates an understanding of critical issues and ethical considerations in education (confidentiality, collaboration, etc.)</td>
<td></td>
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</tr>
<tr>
<td>▪ Demonstrates growth as a reflective educator</td>
<td></td>
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</tr>
</tbody>
</table>

List any other professional development concerns here:

**Signatures of those providing input:**

____________________________________________  ______________________________

__________ Date Completed ________________

Revised 01.17.19
Texas Teacher Proficiencies
ADOPTED BY THE TEXAS STATE BOARD OF EDUCATION IN FEBRUARY 1994
THESE PROFICIENCIES GUIDE PRE-SERVICE PREPARATION, PROFESSIONAL DEVELOPMENT AND TEACHER APPRAISAL PRACTICES FOR TEACHERS IN TEXAS.

LEARNER-CENTERED KNOWLEDGE
The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
Possible Indicators:
1. Demonstrates effective observation skill.
2. Exhibits strong working knowledge of subject matter.
3. Presents information accurately and clearly.
4. Collaborates and shares knowledge with peers.
5. Organizes topics for practical application.
6. Integrates other disciplines to develop multiple perspectives.
7. Demonstrates knowledge of instructional strategies.
8. Maximizes time available for instruction.
9. Integrates technological resources into instruction.

LEARNER-CENTERED INSTRUCTION
To create a learner centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
Possible Indicators:
1. Models and encourages respectful behavior.
2. Promotes and model's appreciation of learning as a lifelong process.
3. Encourages self-directed learning at appropriate levels.
4. Links new ideas to familiar ideas.
5. Provides opportunities for problem-solving and reflection.
6. Guides learners in meaningful self-assessment through discussion, journals, etc.
7. Makes instruction relevant to student experiences.
8. Varies modes of instruction and strategies.
9. Engages all students in critical and creative thinking. Adapts instruction to emerging needs (developmentally appropriate, teachable moment).
10. Uses assessment as a tool to guide learning.
11. Plans effective instruction for individuals and groups.
12. Utilizes appropriate pace, materials, technology, activities and space.
13. Manages time effectively.
15. Consistently and fairly utilizes discipline plan.
16. Identifies and redirects off-task behavior.
17. Reinforces desired behavior.
18. Integrates technology to enhance instruction.
19. Demonstrates ability to effectively teach individuals and groups.
EQUITY IN EXCELLENCE FOR ALL LEARNERS
The teacher responds appropriately to diverse groups of learners.
Possible Indicators:
1. Promotes development of positive self-concepts.
2. Fosters climate of respect/acceptance of other’s ideas.
3. Maintains a supportive environment.
4. Designs and integrates learning experiences that respect student needs.
5. Applies or links curriculum content to learners’ prior knowledge.
6. Models and enables students to use all learning styles.
7. Establishes climate in which learners work collaboratively.
8. Demonstrates an understanding of and sensitivity to students.

LEARNER-CENTERED COMMUNICATION
While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
Possible Indicators:
1. Establishes climate which supports risk taking and/or innovative problem solving.
2. Demonstrates effective verbal communication skills.
3. Demonstrates effective nonverbal communication skills.
4. Incorporates questioning techniques that elicit multiple-level thinking.
5. Uses technology for building communication skills.
6. Communicates effectively as an advocate for each learner.
7. Uses correct grammar in writing and speaking.

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT
The teacher, as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
Possible Indicators:
1. Exhibits high standards of professional dress and demeanor.
2. Models punctuality and reliability.
3. Uses school services and community resources.
4. Knows and respects laws/guidelines for teacher responsibilities and student rights.
5. Makes decisions based on ethical principles.
6. Develops positive, productive relationships with colleagues.
7. Makes use of collaborative process to plan instruction, utilize materials and resources.
8. Participates in collaborative decision making and/or problem-solving.
9. Seeks continual professional growth and uses reflective analysis in self-
10. Uses technology to engage in professional development opportunities.
11. Assumes and performs duties and responsibilities/takes initiative.
Other Useful Forms:

- Chronological Checklist

- Lesson plan format:
  - Madeline Hunter Lesson Plan
  - 5E lesson Plan format (from Round Rock ISD)

- Co-Teaching Planning Sheet

- Portfolio Suggestions

- Block #2 Checklist for Binder
<table>
<thead>
<tr>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend first meeting for clinical/student teachers</td>
<td></td>
</tr>
<tr>
<td>Sign for: attendance, liability insurance, handbook/forms, TEKS, T-TESS</td>
<td></td>
</tr>
<tr>
<td>Work on portfolio; finish two weeks prior to graduation</td>
<td></td>
</tr>
<tr>
<td>Attend all Professional Development/Teacher Workdays/Instructional Planning</td>
<td></td>
</tr>
<tr>
<td>Assist on the first day with students, Follow the district calendar early January</td>
<td></td>
</tr>
<tr>
<td>Begin teaching a subject/class and teach more each week; co-teach often</td>
<td></td>
</tr>
<tr>
<td>Email your field supervisor every FRIDAY using S.O. S. format</td>
<td></td>
</tr>
<tr>
<td>Schedule first ILT meeting within 3 weeks: date, time, place; Copy agenda.</td>
<td></td>
</tr>
<tr>
<td>Lead first ILT meeting with first cooperating teacher and field supervisor (1-3 week)</td>
<td></td>
</tr>
<tr>
<td>Send lesson plan and Co-Teaching Planning sheet to FS one week prior to lesson #1</td>
<td></td>
</tr>
<tr>
<td>Call or email FS for pre-conference after they receive plan/co-teaching sheet</td>
<td></td>
</tr>
<tr>
<td>Prepare and teach lesson #1 for an evaluation by field supervisor</td>
<td></td>
</tr>
<tr>
<td>Be evaluated by cooperating teacher following planning sheet and lesson plan</td>
<td></td>
</tr>
<tr>
<td>Keep track of your days and absences on Counting the Days form; be on time daily</td>
<td></td>
</tr>
<tr>
<td>Attend MID-TERM MEETING. Bring your name badge, notebook and questions.</td>
<td></td>
</tr>
<tr>
<td>Review Forms 100 and 242T to stay focused on the goals set by the ILT</td>
<td></td>
</tr>
<tr>
<td>Email reflections to field supervisor every FRIDAY.</td>
<td></td>
</tr>
<tr>
<td>Schedule the second ILT meeting; Copy agendas and update Tk20.</td>
<td></td>
</tr>
<tr>
<td>Send lesson plan and Co-Teaching Planning Sheet to FS one week prior to lesson #2</td>
<td></td>
</tr>
<tr>
<td>Call or email FS for pre-conference after they receive plan/co-teaching sheet</td>
<td></td>
</tr>
<tr>
<td>Prepare and teach lesson #2 for an evaluation by field supervisor</td>
<td></td>
</tr>
<tr>
<td>Lead the second ILT meeting with your cooperating teacher and field supervisor</td>
<td></td>
</tr>
<tr>
<td>Be evaluated by cooperating teacher following planning sheet and lesson plan (#2)</td>
<td></td>
</tr>
<tr>
<td>Create video of you teaching a lesson; write Reflective Analysis and post in Tk20 and Blackboard.</td>
<td></td>
</tr>
<tr>
<td>Keep teaching and teach more each week; take initiative to collect data to inform instruction</td>
<td></td>
</tr>
<tr>
<td>Submit portfolio two weeks prior to graduation.</td>
<td></td>
</tr>
<tr>
<td>Send lesson plan and Co-Teaching Planning sheet to FS one week prior to lesson #3</td>
<td></td>
</tr>
<tr>
<td>Call or email FS for pre-conference after they receive plan/co-teaching sheet</td>
<td></td>
</tr>
<tr>
<td>Prepare and teach lesson #3 for an evaluation by field supervisor</td>
<td></td>
</tr>
<tr>
<td>Lead the FINAL ILT meeting with cooperating teacher and your field supervisor (Usually with the final evaluation, if all paperwork is complete.)</td>
<td></td>
</tr>
<tr>
<td>Submit BINDER via Tk20 by May 5, 2019.</td>
<td></td>
</tr>
<tr>
<td>Attend EXIT Seminar/Program evaluation week prior to graduation</td>
<td></td>
</tr>
<tr>
<td>Commencement on May 18, 2019 (as stated on Academic Calendar)</td>
<td></td>
</tr>
<tr>
<td>Send appropriate thank you notes and acknowledgements</td>
<td></td>
</tr>
<tr>
<td>Attend How to Get a Teaching Job Fair in April on main campus; watch for information</td>
<td></td>
</tr>
<tr>
<td>Other: ___ Apply for standard certification as you get close to the end of 72 days (midterm seminar)</td>
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</tr>
<tr>
<td>___ Complete finger printing process</td>
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<tr>
<td>___ Complete online job applications and get on substitute lists for districts</td>
<td></td>
</tr>
<tr>
<td>___ Interview for teaching jobs</td>
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</tr>
<tr>
<td>___ Continue membership in a professional organization.</td>
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</tr>
<tr>
<td>___ Let Mrs. Shidemantle or Mrs. Currey know when you get a teaching job.</td>
<td></td>
</tr>
<tr>
<td>___ Graduate and celebrate!</td>
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</tbody>
</table>
**Madeline Hunter Lesson Plan**

<table>
<thead>
<tr>
<th><strong>Teacher:</strong></th>
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<table>
<thead>
<tr>
<th><strong>Date:</strong></th>
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<table>
<thead>
<tr>
<th><strong>Subject / grade level:</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>STANDARDS/TEKS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What standards of performance are to be expected? Type or Copy/Paste TEKS that provides the context for the current lesson.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>LESSON OBJECTIVES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What the students should be able to do, understand, and care about as a result of the teaching? Bloom’s Taxonomy of Educational Objectives and measurable target should be used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MATERIALS</strong></th>
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</thead>
<tbody>
<tr>
<td>List the materials needed for this lesson.</td>
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<thead>
<tr>
<th><strong>DURATION</strong></th>
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</thead>
<tbody>
<tr>
<td>The amount of time needed to complete this.</td>
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<table>
<thead>
<tr>
<th><strong>ANTICIPATORY SET</strong></th>
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</thead>
<tbody>
<tr>
<td>This part of the lesson is to “grab” the students’ attention or relate the experiences of the students to the objectives of the lesson:</td>
</tr>
<tr>
<td>1. Focuses the student attention on the lesson.</td>
</tr>
<tr>
<td>2. Creates an organizing framework for the ideas, principles, or information that is to follow</td>
</tr>
<tr>
<td>3. Extends the understanding and application of abstract ideas through the use of an example or an analogy; or may be used when a different activity or new concept is being introduced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INSTRUCTIONAL INPUT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What knowledge will you communicate to the student—<strong>tell, lecture, stand up and deliver</strong> so that the student will understand the objective? Disseminates new information and activities to achieve the stated objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MODELING</strong></th>
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</thead>
<tbody>
<tr>
<td>How will you <strong>show/demonstrate</strong> the skill or competence, so the student will also be able to do it?</td>
</tr>
<tr>
<td>Demonstration and/or example of the acceptable finished product or process</td>
</tr>
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</table>

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<thead>
<tr>
<th><strong>CHECKING FOR UNDERSTANDING</strong></th>
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</thead>
<tbody>
<tr>
<td>How will you check that the students have understood/learned the objectives? Activities which examine the student's possession of central and essential information to achieve the stated objective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>QUESTIONING STRATEGIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This section enables teachers to ask the right questions to probe for higher levels of thinking. Again, teachers may find the Bloom’s Taxonomy of Educational Objectives a valuable tool in questioning strategies.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>GUIDED PRACTICE</strong></th>
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<tbody>
<tr>
<td>What activities will the students <strong>perform under your supervision</strong> to ensure that they are able to practice the material? If they make mistakes, you are able to show them how to do it correctly.</td>
</tr>
<tr>
<td>Close monitoring and direction of the students by the instructor as they practice the whole task for the first time independently of each other</td>
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<thead>
<tr>
<th><strong>CLOSURE</strong></th>
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<tbody>
<tr>
<td>These are statements by a teacher that are designed to bring a lesson or presentation to an appropriate conclusion. Closure is the act of reviewing and clarifying the key points of a lesson. It is used to:</td>
</tr>
<tr>
<td>Cue students to the fact that they are at the end of the lesson.</td>
</tr>
<tr>
<td>Help organize student learning.</td>
</tr>
<tr>
<td>Help students form a clearer picture of what the lesson is all about.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INDEPENDENT PRACTICE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This section is for reinforcement practice. This may include homework, group work, or individual work in class. It may also be used for projects or as a way for students to apply what they have learned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Differentiation strategies to meet diverse learner needs. How will the teacher meet the following needs?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs of students challenged by the content or need accommodation to encode, store or retrieve info?</td>
</tr>
<tr>
<td>Needs of English Language Learners?</td>
</tr>
<tr>
<td>Needs of gifted students?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RETEACH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what will you do for students who did not meet lesson objective/s</td>
</tr>
</tbody>
</table>
# 5 E Lesson Plan Format

**Teacher:**

**Date:**

**Subject / grade level:**

**Materials:**

**TEKS/Standards:**
- What standards of performance are to be expected? Type or Copy/Paste TEKS that provides the context for the current lesson.

**Lesson objective(s):**
- What the students should be able to do, understand, and care about as a result of the teaching? Bloom's Taxonomy of Educational Objectives and measurable target should be used.

**Differentiation strategies to meet diverse learner needs. How will the teacher meet the following needs?**
- Needs of students challenged by the content or need accommodation to encode, store or retrieve info?
- Needs of English Language Learners?
- Needs of gifted students?

**ENGAGEMENT**
- Describe how the teacher will capture students' interest.
- What kind of questions should the students ask themselves after the engagement?

**EXPLORATION**
- Describe what hands-on/minds-on activities students will be doing.
- List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration

**EXPLANATION**
- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

**ELABORATION**
- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

**EVALUATION**
- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

**RETEACH**
- Describe what will you do for students who did not meet lesson objective/s
Date/Time of Planning Session______________________
Date of lesson____________ Date Sent to FS for Pre-Conference _________

Strategy/strategies to be used: (Circle the 1-2 that apply.)
Observe Assist Station Parallel Supplemental Alt./Differentiated Team

Lead Teacher ______________________________
Teacher #2 ______________________________

TEKS for lesson: (Make sure these are copy/cut/pasted on lesson plan. Use of identifying numbers on this form is acceptable.)

Roles/Responsibilities: (Which teacher? Objective on board and stated, focus, connection to real world and other lessons, activities, assessment, closing, etc.)

Space (classroom set-up) considerations evaluator should note:

Materials necessary and who will be responsible:

Tips to remember: *Bring ideas for modifications and accommodations. *Bring ideas for enrichment activities. *Have an attitude that we are both teaching! *Don’t use co-planning time to plan what you’re doing on your own for the lesson. *Outline questions to be used for parallel, stations, etc. *Discuss a variety of “Checks for Understanding” throughout the lesson. *Divvy up the work. *Focus on communication; planning and teaming takes time. *When planning together, work on what you’ll be co-teaching. *How will you know which students learned what you were teaching?
### Teacher Preparation Program

**Suggested Documents for Portfolio**

1. **Candidate Introduction:**
   - ED311, Student Teaching/Last Intern Semester
   - **Cover Letter, Resume, Philosophy of Teaching and Ethics Statement SLO 1, 2, 3, 4, 7**
   - **Cover Letter** should state your goal of becoming a teacher. Each teaching job you apply for should have a revised cover letter (Use standard business letter format with your signature) that meets the specific criteria for the job opening. This is your generic copy.
   - **Resume** This important document should be a one page, well prepared representation of your accomplishments. Use bullets and seek assistance in getting it polished to perfection.
   - **Philosophy of Teaching** should concisely state your beliefs about teaching and learners, classroom environment, student expectations, etc.
   - **Ethics statement** should be a brief summary and reflect the importance of being an ethical teacher.

2. **ED 311, (Human Growth and Development)**
   - **ED 530 /ED 506/ED 508/ED 557**
   - **Child Development, Learning Theories, Motivation SLO 1, 2, 3, 4, 6**
   - Interviews with children in specific grade levels; overview/reflection of information regarding the development of students in the grade level in which you are seeking certification; observations of specific developmental stages; notes on theories of learning and your insights; individual tutoring plan for a student in RDG 352

3. **ED 321 or ED 508**
   - **Curriculum Development & Lesson Planning SLO 1, 2, 3, 4, 6**
   - Notes from chapters and domains that you created; reflections of observations on curriculum development; lesson plans; reflection of DMAC, YAG other scope and sequence documentation that you used to plan in the student teaching semester

4. **ED 331 and/or ED 506/ED 508**
   - **Classroom Management and Motivation SLO 1, 2, 3, 4, 6**
   - Choice of three performance assessment reports (Beason); Lists of rules, routines and procedures for classrooms that you plan to use; classroom design for the management of time, materials, curriculum and students; classroom and behavior management plan; Positive Behavior Support plan; observation notes on management and motivation; reflections of student teaching experiences; lesson plans with motivation highlighted; products that show evidence of instructional and behavioral management competencies

5. **ED 435 or ED 486/487**
   - **ED 508**
   - **TEKS Organization, TEKS Content, Pedagogy & Instructional Strategies SLO 1, 2, 3, 4, 5, 6**
   - Lesson plans with TEKS- highlight instructional strategy; TEKS check list for your content area; statement of your understanding of TEKS; higher order thinking questioning lists used in lessons; Project-based learning project

6. **ITED 350 or ITED 511**
   - **Instructional Technology SLO 1, 2, 3, 4, 6**
   - Final project (e-portfolio/website); a brief description of technology tools used in the classroom (SmartBoard, on-line grade book, etc.); list of links to useful websites and videos for teaching specific TEKS; Webography; Critical Analysis of lesson videos (include links to teaching video)
<table>
<thead>
<tr>
<th>7.</th>
<th>All Reading Courses: RDG 350, RDG 352, RDG 354, RDG 343, RDG 501, RDG 562, RDG 563</th>
<th>Reading Instruction and Strategies students with Dyslexia SLO 1, 2, 3, 4, 6</th>
<th>RDG 350: Alphabet Screening reflection; Phonics Screening Reflection; description of a useful item from Emergent Literacy Tool Kit; RDG 352: Tutoring Module and artifacts; collection of non-fiction book titles to use in content areas; comprehension strategy plan for introducing or displaying in classroom; Text/Media comparison RDG 354: Individual assessment report; data room explanation or use of STAAR strategies RDG 343: Lesson plan using B-D-A; WebQuests or other excellent sites gathered for content area; plan for vocabulary instruction; Struggling Reader Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>SPED 410 or SPED 540/ED 557</td>
<td>Cultural and Linguistically Diverse Students; Special Populations; Dyslexia Characteristics &amp; Identification SLO 1, 2, 3, 4, 6</td>
<td>Characteristics of ELL and students with exceptionalities including dyslexia; modules and projects completed; final reflection from the ELL field experience report (last two pages); final reflection from the SPED field experience report (last two pages); journals/summary from dyslexia modules; book review reflection</td>
</tr>
<tr>
<td>9.</td>
<td>SPED 418/SPED 417/ED 508/ED 557/SPED 540</td>
<td>Classroom Assessment and Differentiated Instruction SLO 1, 2, 3, 4, 6, 7</td>
<td>SPED 418: Brain-based Action Research Reports; Understanding by Design Unit of Study; Differentiation using Brain-based research SPED 417: examples of CBM (curriculum-based measurement) project including the analysis and results; rubric/lesson project;</td>
</tr>
<tr>
<td>10.</td>
<td>TExES Preparation Workshops</td>
<td>PPR Test Study Plan, Content Test Study Plan, SLO 1, 2, 3, 4, 5, 6, 7</td>
<td>Results of practice tests from PPR seminars and Content seminar; Schedule of study plan; TEA examinee score report</td>
</tr>
</tbody>
</table>

**NOTES-**
An artifact may be used in demonstrating two proficiencies. For example, a single lesson plan may provide evidence both of your use of technology (#6) and the use of collaborative learning in creating a classroom environment of rapport and respect (#4). Upload the document to each section. Do not duplicate a document more than once.

This portfolio is an active document. It is understood that this portfolio is a beginning effort and we are all learning continually. When you submit the portfolio with 2 quality items in each category (or 20 points), you will be able to receive a passing score. Our hope is that you will use Tk20 to showcase your depth of understanding and advanced skills as you seek a teaching position.

Certificates of completion from Professional Development could be scanned and used as verification.
A principal will not be able to see your portfolio unless you allow them to see it by providing a password. By preparing a Presentation Binder, you could upload videos of your best lessons and other amazing artifacts for use in interviews. (This is only a suggestion, not a requirement. Watching the Tk20 tutoring videos would assist you with this project.)

If you need assistance or have questions about this portfolio or about any part of the Teacher Preparation Program, please contact one of us and we will be glad to help you.

Laura Currey   903-434-8322  
Katheryn Hartshorn 903-223-3048  
Debora Shidemantle  903-223-3179
### Teacher Preparation Program
#### List of Forms and Due Dates

Items entered in Tk20 as they occur; FS approves/submits; FS Scans on or before May 5.

<table>
<thead>
<tr>
<th>Title of Forms</th>
<th>Req. Amount</th>
<th>Form Location</th>
<th>Person who Submits in Tk20</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Data Form &amp; Contract</td>
<td>1</td>
<td>Link provided on CASE Webpage; #200, page 25,26,32</td>
<td>Candidate</td>
<td>January 2019</td>
</tr>
<tr>
<td>Cooperating Teacher Data</td>
<td>1</td>
<td>Link provided on CASE Webpage, p.32</td>
<td>Cooperating Teacher</td>
<td>January 2019</td>
</tr>
<tr>
<td>Instructional Leadership Team Agenda and Discussion Log</td>
<td>3</td>
<td>#340, page 33</td>
<td>Candidate inputs with details; Approved by FS &amp; CT</td>
<td>@ ILT meetings; submission of Tk20 binder</td>
</tr>
<tr>
<td>Professional Dev. Evaluation</td>
<td>3</td>
<td>#100, page 36</td>
<td>Field Supervisor (input)</td>
<td>@ ILT meetings; submission of Tk20 binder</td>
</tr>
<tr>
<td>Block 2 Clinical Teacher Obs. Report</td>
<td>3</td>
<td>#242T, page 28-30</td>
<td>Field Supervisor (input)</td>
<td>Submit to binder as completed</td>
</tr>
<tr>
<td>Block 2 Clinical Teacher Obs. Report</td>
<td>2</td>
<td>#242T, page 28-30</td>
<td>Cooperating Teacher (input)</td>
<td>Submit to binder as completed</td>
</tr>
<tr>
<td>Co-Teaching Planning Sheet and Lesson Plan</td>
<td>5 sets</td>
<td>Page 43 and 41 or 42 (format)</td>
<td>Candidate (upload)</td>
<td>As completed for teaching upload to Tk20</td>
</tr>
<tr>
<td>PORTFOLIO</td>
<td>1; Info. Pages 44-46</td>
<td>In Tk20</td>
<td>Candidate</td>
<td>May 1</td>
</tr>
<tr>
<td>Record of Observation</td>
<td>0-5 (one form per visit to other classrooms outside your assigned campus)</td>
<td>#350, page 34</td>
<td>Candidate (check for all signatures; upload)</td>
<td>When completed, if applicable</td>
</tr>
<tr>
<td>Record of Attendance</td>
<td>1</td>
<td>#360, page 35</td>
<td>Candidate (upload)</td>
<td>May 5</td>
</tr>
<tr>
<td>Summary of Block 2 with all signatures</td>
<td>1</td>
<td>“Blue Form” (provided to FS only)</td>
<td>Field Supervisor uploads (scans)</td>
<td>May 5</td>
</tr>
</tbody>
</table>

1. Students, field supervisors and cooperating teachers will have access to Tk20 as soon as possible, but it has usually been nearly mid-term before it is accessible. Paper copies will need to be used until Tk20 is available. A link will be sent by email to CT.

2. **REQUIRED MEETINGS:** Orientation, Mid-Term Meeting, Teaching Job Fair, Final Survey and Celebration