



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF EDUCATION

Handbook for Field Experiences Cooperating Teachers

Department of Curriculum and Instruction

2020-2021 Academic Year

The University of Texas at Arlington and the College of Education are accredited by:

NCATE

The Standard of Excellence
in Teacher Preparation

TEA
Texas Education Agency

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Table of Contents

Table of Contents.....	
About This Handbook.....	4
Dates to Remember	4
Contacts	5
Quick Reference Chart for Field Experiences by Program	6
Clinical Teaching II Semester	7
Welcome	8
Required Training	8
Roles of a Cooperating teacher.....	8
Definitions	8
Field Experience Handbooks.....	8
Preparing for the Candidate	9
Relationships	9
S.E.E. Your Mentee.....	9
Excellent Teaching is a Learned Behavior.....	9
Mentoring Practices	10
Provide Targeted and Continued Feedback	10
Mentoring Activity: Huddling.....	10
Coaching.....	10
Communication Pattern	11
Reframing and Shifting.....	11
Paraphrasing and Summarizing.....	11
Types of Paraphrasing and Summarizing	11
Acknowledge or Clarify	11
Evaluating the Candidate	13
Required Assessments from the Cooperating Teacher	13
Guidelines Given to Clinical Teachers	13
B. Absence Procedures for Clinical Teachers	13
C. Clinical Teacher Teaching Schedules.....	14
D. Substitute Teaching	14
E. <i>Weekly Report and Reflection</i>	14
F. <i>Professional Dispositions</i>	14
G. <i>Termination of Clinical Teaching</i>	15
H. <i>Professional Appearance</i>	15
I. <i>School Partners' Demographic Data</i>	16
Guidelines for a Successful Clinical Teaching Experience	17

Clinical Teacher Ethics	18
Statement of Purpose	18
Creating a Responsibilities Plan for Clinical Teaching	18
Checklist for Fall Semester of Senior Year (Elementary)	19
Lesson Plan Requirements	20
The UTA Supervisor	20
Appendix A	21
Huddling: A Step-by-Step Guide	22
Appendix B	23
Clinical Teaching Check List	24
Appendix C	25
School Partners' Demographic Data	26
Appendix C	27
Speech Competency in Instructional Settings Form	28
References	30

About This Handbook

The official version of this Handbook is available on the College of Education web page:

<https://www.uta.edu/coed/fieldexperience/handbooks.php>

Any copies of this handbook, printed or electronic, excepting the content of fillable fields and other sections meant to be modified by the user, are official only as long as they match the version posted online on the Handbook page of the Office of Educational Field Experiences, linked above.

Dates to Remember

Fall 2020	Spring 2021
<p>Early Field Experience Placement Dates (EFS I): <i>(placement 1)</i></p> <p>Begin when placement is confirmed: End Date: Dec. 8</p>	<p>Early Field Experience Placement Dates (EFS II): <i>(placement 2)</i></p> <p>May start with the ISD: End Date: May 7</p>
<p>Clinical Teaching Placement Dates (Clinical I): (1 day a week for seniors)</p> <p>Start with the ISD:</p> <p>Start second Placement on Oct. 12 End Date: Dec. 8</p>	<p>Clinical Teaching Placement Dates (Clinical II): (every day following the ISD calendar)</p> <p>Start with the ISD:</p> <p>Start second Placement on March 8 End Date: May 7</p>
	<p>Clinical Teacher Seminar Dates:</p> <p>January 28th, February 25th, March 25th, April 22nd Career Fair: March 29, 2021</p>

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Quick Reference Chart for Field Experiences by Program

Program	Placement Requirements	Early Field Experience I & II	Clinical Teaching I & II
ESL/EC-6	ESL Classrooms - 2 Placements: Pre-k through Grade 2 & Grades 3 through 6	Junior year: Hours embedded in key assessment courses. Fall – placement 1 Spring – placement 2	Senior year: Fall: 1 day a week for 8 weeks in each placement. Spring: Full time; start with ISD 8-9 weeks in each placement
Bilingual/EC-6	Bilingual Classrooms – 2 Placements: Pre-k through Grade 2 & Grades 3 through 6	Junior year: Hours embedded in key assessment courses. Fall – placement 1 Spring – placement 2	Senior year: Fall: 1 day a week for 8 weeks in each placement. Spring: Full time; start with ISD 8-9 weeks in each placement
Middle Level (4-8)	2 placements: Jr. High placement & Elementary placement	Junior year: 20 hours in the fall semester (EDML 4300) 40 hours in the spring semester (LIST 4378) Fall – placement 1 Spring – placement 2	Senior year: Fall: 1 day a week for 8 weeks in each placement. Spring: Full time; start with ISD 8-9 weeks in each placement
Secondary (7-12)	2 placements: Jr. High placement & H.S. placement	Observations embedded in courses.	Fall: 1 day a week for 8 weeks in each placement. Spring: Full time; start with ISD 8-9 weeks in each placement.
All-Level Music	School levels vary	Observations embedded in courses.	Fall or Spring: Full time; start with ISD 16-18 weeks
All-Level Art	2 placements: Elementary & Jr. H/High School	Observations embedded in courses.	Fall or Spring: Full time; start with ISD 16-18 weeks
All-Level Physical Education	2 placements: Elementary & Jr. H/High School	Observations embedded in courses	Fall or Spring: Full time; start with ISD 16-18 weeks
UTeach Program	1 placement Jr. H. or High School	Observations embedded in courses	Fall or Spring: Full time; start with ISD 16-18 weeks

Clinical Teaching II Semester

Cooperating Teachers need to organize a logical plan of teaching experiences for the Clinical Teacher before the full teaching assignments begin. Cooperating Teachers may want to assist the Clinical Teacher by providing lessons to teach and talking through the lesson with the Clinical Teacher in advance. By the time the Clinical Teacher is taking full responsibility, she/he should be designing original lessons with Cooperating Teacher monitoring.

Following is an **EXAMPLE** of a possible Clinical Teacher schedule:

Clinical Teacher (Two grade levels) Assignment 1

18 week placement	Suggested Clinical Teaching schedule of gradual teach and release.
Week 1	Candidates resume any responsibilities from the fall semester, support the teacher, and learn more about the curriculum.
Week 2	Candidate takes on transition responsibilities and begins teaching one class. Begin conversations about the data-driven assessment project.
Week 3-4	Classes and responsibilities are added.
Week 5-6	The candidate teaches all day as often as possible and starts planning all classes.
Week 7	The candidate assumes all teaching responsibilities.
Week 8	Gradually release of responsibilities.
Weeks 9-16 (2 nd placement)	Follows similar structure of 1 st 8 weeks.

Welcome

Thank you for partnering with UTA in the process of educating our teacher candidates! Your role as a cooperating teacher is critical to the success of our future teachers!

Required Training

The Texas Education Agency requires us to provide a training to all cooperating teachers. Please go to the website provided below and complete this training. It is a short power point; you will need your clinical teacher's name and UTA ID# for us to track completions.

<http://rebrand.ly/coopteach>



Roles of a Cooperating teacher

- serves as a model for teacher preparation and assists the candidate in becoming an effective first year teacher
- models best practices, provides clear and honest feedback, makes suggestions for improvement, and motivates and encourages the candidate
- is committed to the role of mentoring, and has a positive effect on candidate learning
- influences the candidate's ability to synthesize and apply teaching strategies, and emphasizes conceptual application of ideas
- establishes a relationship of trust and communication with the candidate

Definitions

- **A Cooperating Teacher** is a classroom teacher who volunteers to mentor a university early field experience student or clinical teacher.
- **A Clinical Teacher** is a student engaged in full time field experience in the classroom; often referred to as the "Candidate".
- **A University Supervisor** is a faculty member of UTA designated to mentor and evaluate the clinical teacher.

Field Experience Handbooks

- Each certification program and level have individual handbooks that outline the format of the field experiences. Links to the handbooks: <https://www.uta.edu/coed/fieldexperience/handbooks.php>
- The handbooks provide detailed information needed for each candidate to successfully complete the field experience.
- Cooperating teachers should review the handbook with the candidate as procedures and requirements will vary by program.
- Any questions may be directed to the university supervisor or the program coordinator.

Preparing for the Candidate

Some requirements and procedures will vary by program.

- Your undergraduate student teacher will be with you one day a week in the fall semester and every day of the week in the spring semester.
- Undergraduates and Graduate students begin with the ISD calendar and end with the UTA semester for most programs.
- Contact your student teacher via email or telephone prior to his or her first visit.
- Get to know your student teacher.
- Share your own experiences, skills, interests and expectations.

Orient your student teacher to:

You – introductions, teaching philosophy “survival kit”, assignments/schedule, expectations

The classroom - getting to know your students and your classroom routines

The school - maps, routines, rules, emergency procedures, culture

Their space – provide space for the candidate to work and store items

Relationships

- A positive relationship between the clinical teacher and the cooperating teacher is imperative to successful learning.
- Open mind, positive, honest, and understanding enhances learning (Dinsmore & Wenger, 2006) and produces an effective working relationship (Amorsen, Wilson, Ayres, & Davis, 2017)
- Good relationships also create a community of learners “Learning is social and does not take place in isolation” (Ticknor & Cavendish, 2015, p. 4)

S.E.E. Your Mentee

Stay positive.

Empower the mentee to give you regular feedback.

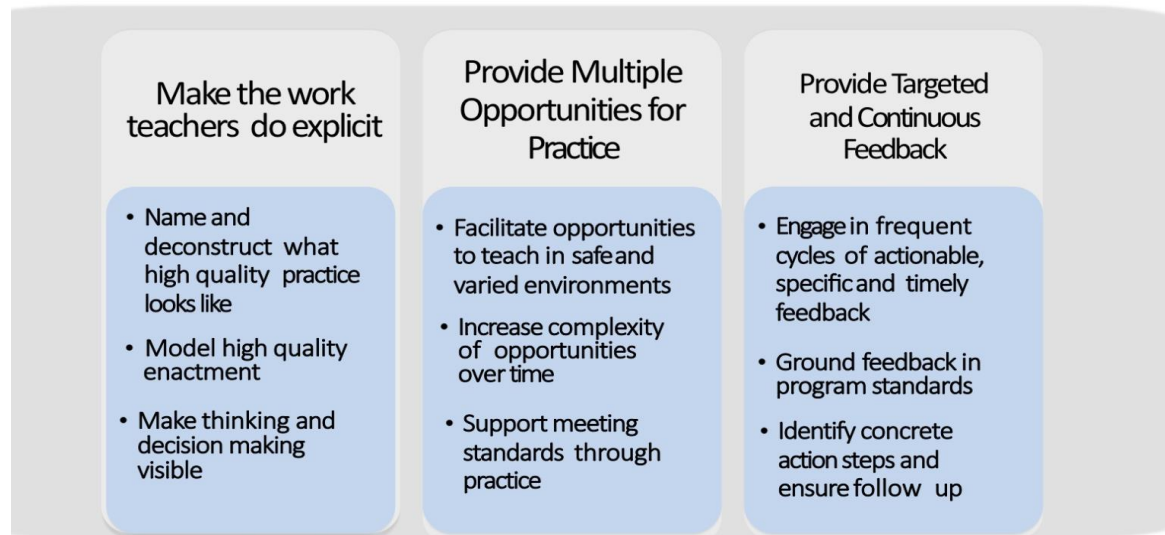
Empathize with the mentee; recognizing that effective teaching is a learned skill.

Excellent Teaching is a Learned Behavior

Mentors Who Cultivate Excellence:

- Model continuous learning (Rowley, 1999).
- Provide authentic teaching experiences and allow for reflection.
- Show how to institute a consistent and effective classroom management plan.
- Give clear and concise feedback (Maor & McConney, 2015).
- Recognize their impact (Hudson, 2007).
- Allow for new ideas (Korth & Baum, 2011).

Mentoring Practices



Provide Targeted and Continued Feedback

Feedback is given to clinical teachers *before, during* and *after* teaching:

- *Before* teaching, you co-plan with clinical teachers.
- *After* teaching, you reflect on the lesson, or go over observation data
- *During* teaching- set of activities, including huddling
- Completion of your *weekly reports* with your UTA student. This is completed through a link on the UTA website.

Mentoring Activity: Huddling

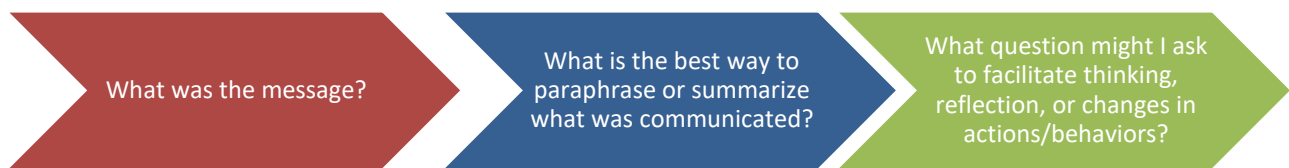
- A huddle is when a Cooperating Teacher and Clinical Teacher meet quickly (1-2 minutes maximum) to research the thinking or discuss an issue, a challenge, an uncertainty, a stuck-point, or a particular teacher move
- A huddle is a time of **transparency** for both teachers (See appendix A)

Coaching

- **Preparation:** Active coaching of a clinical teacher more thoroughly prepares preservice teachers to address the needs of diverse children and families. (Rust, 2010)
- **Efficacy:** Coaching mitigates the preparation to practice gap which negatively impacts instructional quality. (Brownell, Ross, Colón, & McCallum, 2005)
- **Quality:** Coaching creates conditions of excellence by increasing collaboration, individualizing support and improving teacher effectiveness faster than traditional professional development (PD) techniques. (Adoniou, 2013; Hastings, 2010; Lupoli, 2018)
- **Must be:**
 - Direct: This helps preservice teachers more closely model expected behaviors during instruction (helps to scaffold skills). (Morphis, 2017)
 - Narrowly focused: The best coaching focuses on a specific set of skills versus broad and undefined skills. (Roberts, 2017)
 - Collaborative: Clinical students' skills and efficacy grow when they have the opportunity to work in professional learning communities that include experienced mentor teachers and a university field supervisor. (Chizhik, Chizhik, Close, & Gallegos, 2018)

Communication Pattern

(From TEA's Field Supervisor Training)



Reframing and Shifting

(From TEA's Field Supervisor Training)

- Reframing is an essential part of the supervisory/coaching process as it helps others to see things differently and, as a result, come to different, more empowering conclusions or feelings about the event or experience.
- The supervisor/coach's ability to reframe a situation for the candidate can provide a new perspective and, with it, new possibilities.
- It offers and invites more and varied ways for candidates to consider the successes and/or problems they are facing and to find new ways to extend learning or meet the challenges.

Paraphrasing and Summarizing

- **Paraphrasing** is repeating in your own words what you interpreted someone else to be saying. Paraphrasing is powerful means to show that you are listening and understand – or are trying to understand – what is being shared.
- **Summarizing** is a concise overview of the most important points from the conversation.

Types of Paraphrasing and Summarizing

(From TEA's Field Supervisor Training)

Acknowledge and Clarify	Summarize and Organize	Ladder of Abstraction
<ul style="list-style-type: none">• Provides opportunities to validate and calibrate our understanding of emotions and content.	<ul style="list-style-type: none">• Includes themes and containers that organize what was shared	<ul style="list-style-type: none">• Shifts language to either a higher or lower logical level

Acknowledge or Clarify

- This type of communication provides opportunities to validate and calibrate our understanding of emotions and content.
- Acknowledge the emotions before content when emotions are present.
- Acknowledge and clarify by paraphrasing or summarizing what's been said, including paraphrasing the emotion when it's present.
- Example: "You're feeling frustrated, because the students were not focused on the activity."

Summarize and Organize

- Take the information presented and summarize or organize what was said in themes or containers.
- Example: "You're noticing two issues here, there's low attendance and parents are not receiving the information." Or, "You want two things to happen, increase parent participation and to ensure that parents receive the information in a face-to-face forum." This type of paraphrase is used when lots of information has been presented and there is a need to organize thoughts.

Ladder of Abstraction

Sample Questions			
Question Type	Question	Question Type	Question
Action	What actions do you need to take?	Analysis	What do you make of this?
	How will you move this to action?		How would you break this apart?
	What are the possible effects in moving this to action?		What do you see here?
	How would you describe the impact of these actions?		What is happening with this (data)?
	What's keeping you from moving this to action?		What is this telling you?
	Where do you go from here?		
Anticipation	What do you anticipate will happen?	Assessment	How will/do you assess this?
	What does your intuition tell you?		What do you want to measure?
	What should you anticipate that you haven't considered?		How does it appear to you?
	What concerns you the most?		What are the results telling you?
	What's next?		Which aspects should you assess and why?

Evaluating the Candidate

- Supervising teachers need to be made aware of any concerns. Identifying any issues early allows supervisors and cooperating teachers to work together to provide support and guidance to the candidate.
- Concerns and needed support may be documented through observations, weekly reports and emails.
- If improvement is not made and the candidate creates a negative learning environment, the cooperating teacher or principal may ask for removal of the student.
- Observations are required by every program, (typically three per placement), by the UTA supervisor.
- At the end of each TOR you will sign your name and also check if the candidate is recommended for certification; if the candidate is not ready for certification by the end of the 3rd observation, more observations may be needed. The candidate may not be recommended by UTA until the cooperating teacher agrees to certification.
- Each evaluation should provide an honest assessment of the candidate and his or her work.
- Cooperating teachers complete observations, weekly reports, and surveys.
- The Surveys are completed at the end of each placement; the link will be given to you close to the due date.

Required Assessments from the Cooperating Teacher

- Weekly Reports - completed with the candidate
- Teacher Observation Record of a lesson – downloaded from our webpage
- https://www.uta.edu/coed/_downloads/fieldexperience/tor/T-TESS%20TOR%20-%20Long%20Form%20v2.4.pdf
- Speech Competency – (Appendix C)
- End of Semester Survey – sent as a link to your email

Guidelines Given to Clinical Teachers

A. Absence Policy for Clinical Teaching

Clinical Teachers are allowed three (3) days of absences to be used due to illness, to attend job fairs or to interview for positions. In the case of emergency, Clinical Teachers will be required to submit documentation with regard to each absence. If a Clinical Teacher is scheduled to teach and is absent, the Clinical Teacher must have all lessons and materials ready for the Cooperating Teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the Clinical Teacher delivering lesson plans and materials to the school or the Cooperating Teacher prior to the beginning of any classes on the day of the absence.

B. Absence Procedures for Clinical Teachers

- C.** Clinical teachers will call the Cooperating Teacher as soon as they know they must be absent. This must be done **before the school day begins**.
- D.** Clinical teachers must email the Field Experience Office (coedfield@uta.edu) and the UTA Supervisor to report the absence on the date of the absence.
- E.** Clinical teachers will arrange to take care of any classroom responsibilities they may have planned for the day (just as the Cooperating Teacher must do to prepare for a substitute).
- F.** Clinical teachers will follow the school's procedures for reporting teacher absences. This will vary from school to school and may include calling the secretary or principal. Ask your Cooperating Teacher about the school's attendance policy when you first meet.
- G.** All Clinical Teachers are expected to work the same hours as the Cooperating Teacher. UTA will contact any Clinical Teacher who does not follow these expectations. Failure to follow the official teacher work day hours may be counted as an absence.

C. Clinical Teacher Teaching Schedules

Clinical Teachers keep the same hours as their Cooperating Teacher(s). Clinical Teachers are expected to participate in all activities and duties in which their Cooperating Teachers are involved (i.e., open house, PTA, UIL, staff development, faculty meetings, ARD meetings, bus duty, and playground), except when these would conflict with required UTA course meetings. Candidates should arrive to class by or just before the time that teachers are required to be on campus by their principals. Be sure to provide sufficient time to check into the office. Candidates are required to stay on campus for the duration of the school day and ay leave at the time in which principals permit teacher to leave their campus.

Clinical Teachers are assigned to two Cooperating Teachers each semester. Clinical Teachers will experience all teaching responsibilities in each classroom. Assignments and schedules will be coordinated by the Cooperating Teachers and the UTA Supervisor.

D. Substitute Teaching

Clinical Teachers may be used as a substitute teacher for only one day during the Clinical Teaching field experience if acceptable to the District. A Clinical Teacher may not be paid for any service during the Clinical Teaching experience.

E. Weekly Report and Reflection

In order to track experiences and allow for reflection during Clinical Teaching, candidates will complete, in collaboration with the Cooperating Teachers, and submit, weekly reports of their teaching and non-teaching activities. During Clinical Teaching I semester (1 day a week) and during the Clinical Teaching II semester. In the Clinical Teaching II semester choose your supervisor from the drop- down box for submission.

IMPORTANT: Reports must be received by the UTA supervisor by midnight on Friday of each week. This form is available on the College of Education, Office of Educational Field Experiences website. <https://www.uta.edu/coed/fieldexperience/weekly-report-reflection.php>

“Note: other reflections may be required by individual programs

F. Professional Dispositions

https://www.uta.edu/coed/downloads/Policy_and_Guidelines_for_Professional_Dispositions-Approved_2-13-2018.pdf

In accordance with state and national standards, educator preparation candidates at the University of Texas at Arlington are assessed on their knowledge, skills, and dispositions. Knowledge assessment occurs primarily through courses and is reflected in course grades and the candidate’s grade point average (GPA). Skills are assessed through the candidate’s classroom practice, particularly the clinical field experiences.

Dispositions are assessed by the disposition assessment process described herein. According to the Council for the Accreditation of Educator Preparation (CAEP) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance.” Therefore, this process shall apply to candidates’ dispositions as reflected in their performance in field experiences and related coursework.

All educator preparation candidates, faculty, and academic advisors will be provided with a copy of the *Policy and Guidelines for Professional Dispositions*. Candidates will be made aware of the professional dispositions for which they will be assessed each semester as well as when digressions occur. The purpose of assessing professional dispositions is to document candidates' growth as they matriculate through the educator preparation program. As well, documentation will occur for repeated digressions from professional dispositions that will constitute grounds for a decision regarding professional remediation or separation from the UTA educator preparation program.

G. Termination of Clinical Teaching

A student may be removed from his/her Field Experiences or Clinical Teaching at any time upon the request of the building principal or the Cooperating Teacher. If this happens during the Early Field Experience semesters, the Office of Field Experience will attempt to identify a second placement in which the student can finish all required activities and hours during that semester. If the student is asked to leave his/her placement during the Clinical Teaching I or Clinical Teaching II semester and an alternative placement cannot be found, the student will receive a grade of Incomplete for the clinical teaching course and be assigned to a second placement for the following semester. Should the student be asked to leave his/her Clinical Teaching during this second placement, he/she may be terminated from the Program. All students must meet requirements stated in the Professional Dispositions Document.

A candidate may be subject to expedited dismissal from the teacher education program for an egregious violation of the COED Dispositions Policy. Examples of possible egregious violations include but are not limited to: engaging in illegal or unethical conduct involving minor children or conduct which would be grounds for dismissal from a teaching position, mishandling of private and confidential student information, and serious violations of the University of Texas at Arlington Honor Code and Code of Conduct. (Professional Dispositions)and related coursework.

H. Professional Appearance

Maintaining a professional appearance is very important to becoming a professional educator. Not only is it a requirement, unprofessional appearance may keep you from getting the job you want. Additionally, the more professional you appear, the more students and others will see you as a professional educator.

Whenever you are on a public-school campus, you are expected to dress professionally. This includes teacher work-days, conferences with teachers or administrators, visits to other campuses, and participation in extra-curricular activities. JEANS (blue or black) ARE NOT PROFESSIONAL ATTIRE AND ARE NOT ALLOWED except on spirit days when the entire faculty may wear jeans.

- No hats, athletic or beach shoes
- No shorts
- No tight-fitting clothing (tops, skirts, slacks)
- No expensive or attention-getting jewelry
- No strong colognes or perfumes; some students may be allergic to them
- Long hair should be pulled back from your face
- Tattoos and/or other body art should be covered when you are at school
- Facial and/or mouth piercings must be removed when you are at school
- Jeans are not permitted, except on designated spirit days at your school
- Check skirt length when sitting down and bending over
- No blouses and tops that gape when you bend over
- Your navel should be covered, even when you raise your arms above your head

- Low-heeled shoes are recommended
- Application of make-up should be conservative
- Facial hair is prohibited in some school districts
- Slacks and collared shirts are recommended
- Closed-toe shoes are recommended and may be required in some cases

I. School Partners' Demographic Data

The College of Education is required to collect demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the Clinical Teacher Progress Survey completed in the middle of the final semester in your teacher certification program. This survey will be sent in an email. See Appendix B for additional information on what data needs to be collected.

Guidelines for a Successful Clinical Teaching Experience

You will be assigned to a Cooperating Teacher in an approved public-school classroom. You will be observing and participating in your Cooperating Teacher's classroom during the entire year. The full year experience is an important part of the pre-service preparation of becoming a teacher. Your teaching assignment runs with the public-school calendar, not the UTA calendar for most programs.

Please follow these directions and suggestions during your Clinical Teaching:

1. Know when and where you are to report to the campus.
2. When you report back to the school, re-introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the Cooperating Teacher(s) you have been placed with.
3. Be on time, and if you must be absent, call the school, your Cooperating Teacher and the UTA Office of Field Experiences. Notify them as far in advance as possible.
4. Name tags are ALWAYS to be worn in the schools. Security within a school is very important and your nametag will identify you as a person who has a valid reason for being there. Your UTA ID should be worn as your name tag unless a district nametag is required.
5. Your professional manner is of utmost importance. You are NOT a college student during the time you are in the schools; you are a professional on the teaching staff. You should look and act accordingly.
6. Give your Cooperating Teacher(s) the utmost cooperation and respect.
7. Follow through and complete all assignments.
8. Accept suggestions for improvement in a positive and professional manner. Your Cooperating Teacher is there to help you learn and grow. You may not agree but remember that experience helps make you a great teacher.
9. **Confidentiality is extremely important. Breach of confidentiality can cost you your job and the opportunity to continue in the profession you have chosen - and, most importantly, it hurts children and families.** Please remember this when you conference with your Cooperating Teacher(s), professors, principals, parents, other teachers, and friends. Learning about and following professionalism begins now.
10. Do not criticize the school, teachers, or students. You are a guest in the building with the expectation that you will learn all you can. Do not jeopardize the opportunity to complete your assignment.
11. Students will imitate your language. Use correct English at all times.
12. If you have a problem with any aspect of your assignment, discuss this with your Cooperating Teacher or UTA Supervisor only. Handle concerns professionally by going directly to those people who have the authority to adjust assignments. You may also inform your program coordinator and the Office of Educational Field Experiences.

Clinical Teacher

Ethics

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. 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.

The Texas Educator Code of Ethics is available online in the Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 and it posted online at TEA website.

http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

The Texas Educator Code of Ethics is also available in Appendix A of this handbook.

Creating a Responsibilities Plan for Clinical Teaching

The following two pages (in the clinical teaching handbook) should be used to devise a plan for assuming responsibilities specific for your classroom.

1. Use the blank form to complete your daily schedule
2. Reproduce the completed schedule form – complete as needed
3. Highlight what you will be responsible for week-by-week, after discussion with your Cooperating Teacher
4. Provide a complete copy to your Cooperating Teacher and UTA Supervisor.

In the event that your schedule changes, your UTA Supervisor must be given the revised schedule. There may be times when the UTA professor will drop by the school and expect to see you where your schedule indicates; changes should be communicated immediately.

Checklist for Fall Semester of Senior Year (Elementary)

The following items should be completed by the Candidate:

(Please share with your cooperating teachers.)

___ One day a week in the classroom, full day, with your cooperating teachers.

- Day of attendance to be determined with your cooperating teacher.
- Attendance = start with your ISD.
Monday holidays must be made up if your attendance day is on a Monday.
- First weekly report is due the 2nd week of attendance.

___ Weekly Report and Reflection (completed by the Clinical Teacher and Cooperating Teacher and submitted electronically each week)

<https://www.uta.edu/coed/fieldexperience/weekly-report-reflection.php>

___ Help the cooperating teacher as needed.

___ Teach one Literacy lesson signed by the Cooperating Teacher.

___ Teach one Math lesson signed by the Cooperating Teacher.

___ Teach one Science lesson signed by the Cooperating Teacher.

___ Teach one Social Studies lesson signed by the Cooperating Teacher.

___ Turn in the signed lesson plan form "Fall Teaching Log" to your program coordinator.

___ Returning date for Clinical Teaching is the first day your district starts.

Lesson Plan Requirements

The programs have lesson plans specific to their level. Clinical Teachers are required to complete a lesson plan for all lessons that will be formally evaluated by the Cooperating Teacher(s) and/or Field Supervisor(s). The proposed lesson plan has to be submitted to the appropriate evaluator 72 hours prior to the evaluations.

Once the lesson is delivered, Clinical Teachers are required to complete the Lesson Reflection Form included in this handbook. It is required that Clinical Teachers share it with the Cooperating Teacher/UTA Field Supervisor and submit it on line.

If Clinical Teachers begin to have sustained responsibility for classes, the Cooperating Teacher may decide to allow him/her to use an abbreviated lesson plan used by the school. This choice is up to the discretion of the Cooperating Teacher and will be agreed upon by the Cooperating Teacher and the Clinical Teacher prior to conducting the lesson.

The UTA Supervisor

The supervisor is your link to successful completion of the Clinical Teaching experience. Maintain communication and check your UTA email often. All questions and concerns should be directed to your UTA Supervisor.

- Supervisors must complete a minimum of three observations on each Clinical Teacher: these may be completed on a lesson plan or a general observation. Other visits to the candidates will be made as determined on a student by student basis.

The lesson plan observations consist of a minimum of 45 minutes for an observation, followed by a minimum of 20 minutes for feedback, both written and verbal. These formalized documents will be sent via their iPads to the cooperating teacher, building principal, clinical teacher and the Office of Educational Field Experiences.

- The first contact with the students must occur within the first 3-weeks of all placements.
- Clinical Teachers are required to develop a minimum of three detailed lesson plans for observations (may vary by program). Other lesson plans may be developed according to a more abbreviated format if approval is given by the Cooperating Teacher and the UTA Supervisor. Clinical Teachers are to use the Observation Form provided for all lessons formally evaluated by Cooperating Teachers, UTA Supervisors, or peers. Cooperating Teachers, UTA Supervisors, and peers evaluating lessons must have a copy of the lesson plan at least 72 hours before the lesson is to be taught so that final revisions can be made, if necessary, before the actual teaching is done.
- Reflections are due 48 hours after the completion of the Formal Observation
- A printed lesson plan must be provided to the UTA Supervisor or Cooperating Teacher when the teacher candidate is formally observed.

Appendix A

Huddling: A Step-by-Step Guide

	<p>After you release students into independent or small group work, huddle with your clinical teacher (CT) for approximately 45 seconds. Let them know that you are about to confer with students. Also let them know:</p> <ul style="list-style-type: none"> ● Your purpose for conferring with students: <ul style="list-style-type: none"> ○ What do you want to know about student thinking? ○ How will you use the information? ● Questions that you will ask students ● Moves you will make (or avoid making) in your conferences ● Why you are choosing to visit to the student or group of students that you are visiting first
<p>2. Cooperating teacher- led Student Conference</p>	<p>Bring your CT with you as you confer with your first student or group. Have your resident sit/kneel/stand right next to you as you engage with the students.</p>
<p>3. First Debrief Huddle</p>	<p>Huddle with your CT for 30 seconds to 1 minute. Briefly discuss what the two of you learned about the students’ thinking and how it informs what you will do next. End by telling the resident that it’s now his/her turn to lead a conference. Ask what s/he will listen for and how s/he will elicit that information.</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> ● What did you notice about his/her thinking? ● What did you notice about how I elicited his/her thinking? ● What else do you want to know about how s/he’s thinking about this? What could I have asked that would have gotten at that? ● What’s something you saw me do that you’re going to try? ● You’re leading the next conference -- what question are you going to start with?
<p>4. Clinical teacher led Student Conference</p>	<p>Go with your CT with as s/he confers with a student or group. Sit/kneel/stand right next to your resident as s/he confers with a student.</p>
<p>5. Second Debrief Huddle</p>	<p>Huddle with your CT for 30 seconds to 1 minute. Briefly discuss what the two of you learned about the students’ thinking and how it informs what you will do next. Use the same questions as above.</p>

Appendix B

Clinical Teaching Check List

First Week of Clinical Teaching

- Submit verification of insurance to Tk20.
- Complete the Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability form in the Appendix of the handbook and submit it to TK20.
- Complete the Speech Competency in Instructional Settings Form and submit to Tk20.

Ongoing Items

- Complete the electronically-reported Weekly Report.

Placement One

- Complete Student Teaching Entry Survey at the beginning of Placement #1. This survey is delivered electronically to your university email during the first two weeks of your first placement.
- Submit completed Teacher Observation Record from Cooperating Teacher (Placement #1) to Tk20
- Submit completed Teacher Observation Records from your UTA Supervisor.

Placement Two

- Submit completed Teacher Observation Record from Cooperating Teacher (Placement #2) to Tk20.
- Submit completed Teacher Observation Records from your UTA Supervisor.
- Complete Student Teaching Progress Survey at the beginning of Placement #2. This survey is delivered electronically to your university email during the first two weeks of your second placement. This survey includes the School Partners' Demographic Data.
- Complete Student Teaching Exit Survey at the end of Placement #2. This survey is delivered electronically to your university email at the conclusion of your second placement.

Appendix C

School Partners' Demographic Data (Sample)

(Students are required to collect and report this data)

Candidate: _____

TEA ID: _____ Teacher Certification: _____

School District: _____

Placement 1: School _____ Title I School? Yes / No

If yes, % Free/Reduced Lunch _____ Placement

2: School _____ Title I School? Yes / No

If yes, % Free/Reduced Lunch _____

The College of Education is required to collect demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the Clinical Teacher Progress Survey completed in the middle of the final semester in your teacher certification program.

Campus data can be found on the TEA website: <https://tea.texas.gov/perfreport/tapr/index.html>

Categories	
Male	Special Education
Female	Economically Disadvantaged
African American	English Language Learners
Hispanic	
White	
American Indian	
Asian	
Pacific Islander	
Two or more races	

Appendix C

Speech Competency in Instructional Settings Form

This form is to be completed by the Cooperating Teacher and submitted to your Tk20 portfolio.

UTA Clinical Teaching Candidate: _____

Cooperating Teacher and School: _____

UTASupervisor: _____

This form is to be completed by the Cooperating Teacher. Cooperating teachers should initial each item to verify response. Circle each item, Yes or No.

_____ 1. The UTA candidate uses grammatically correct speech including verb tense, pronouns, etc.

YES NO

_____ 2. The UTA candidate clearly enunciates sounds and words so that his/her students can clearly understand words and sentences.

YES NO

_____ 3. The UTA candidate correctly pronounces words, especially technical terms or names in the content area.

YES NO

_____ 4. The UTA candidate speaks loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.

YES NO

_____ 5. The UTA candidate speaks at an appropriate speed or rate so that students can clearly understand him/her.

YES NO

_____ 6. The UTA candidate gives clear verbal directions, descriptions, and explanations.

YES NO

_____ 7. The UTA candidate is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or appropriately compensates for the defect.

YES NO

_____ 8. The UTA candidate communicates with students using appropriate eye contact, gestures, and body movements.

YES NO

CONTINUED ON NEXT PAGE

_____ 9. The UTA candidate communicates with students with appropriate enthusiasm, variation of tone, and expression.

YES NO

_____ 10. The UTA candidate communicates with his/her students with poise and self- confidence.

YES NO

_____ 11. The UTA candidate is free of inappropriate verbal and body mannerisms which are distracting for students.

YES NO

_____ 12. The UTA candidate makes consistent use of inclusive language (gender/culture).

YES NO

_____ 13. The UTA candidate uses professional speech and mannerisms.

YES NO

_____ 14. The UTA candidate greets other professionals and students in a positive manner.

YES NO

OVERALL COMMENTS / SUGGESTIONS:

Cooperating Teacher Signature

Date

Campus and Grade: _____

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