UNIVERSITY OF TEXAS ARLINGTON | COLLEGE OF EDUCATION

Handbook for Field Experiences

MEd SPED
(EC-12 Initial Certification Seeking)

Department of Curriculum and Instruction

(last updated January 2021)

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

SACSCOC

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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

<table>
<tr><th>Spring</th><th>Fall</th></tr>
<tr><td>Early Field Experience Placement Dates (EFS)
(placement 1or 2)

Begin when placement is confirmed:
End Date: on or around May 6</td><td>Early Field Experience Placement Dates (EFS):
(placement 1 or 2)

May start with the ISD:
End Date: on or around Dec 8</td></tr>
<tr><td colspan="2">Clinical Teaching Placement Dates:
(every day following the ISD calendar)

Start with the ISD:

Start second Placement early-March or mid-October (dates to be determined by department)
End Date: on or around Dec 8 or May 6</td></tr>
<tr><td>Career Fair: Check website for calendar
https://www.uta.edu/coed/fieldexperience/career-day.php</td><td>Clinical Teacher Seminar Dates:

Determined by Program – will be announced.</td></tr>
</table>

Contacts

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Quick Reference Chart for Field Experiences

Program	Placement Requirements	Early Field Experience I & II	Clinical Teaching
MEd in SPED (Initial Certification seeking)	Cooperating special education teachers MUST meet TEA qualifications (i.e., teach in a TEA accredited school, TEA certification in the area, taught for at least 3 years in the specializations, and complete a form – signed by principal - that they have made a difference in the lives of students) and are willing to take preservice teachers for observation and/or clinical teaching.	Hours embedded in key assessment courses. Placement 1: SPED 5302 – 8 weeks; 30 hours; Middle/Jr (6^{th}-8^{th} grade) Placement 2: SPED 5304 – 8 weeks; 30 hours; Elementary	SPED 5601: 5 full days per week; start with ISD 8 weeks: High School 8 weeks: Early Childhood Special Education, Elementary, Middle/Jr High School or High School (any)
MEd in SPED (non-initial certification seeking)		Placements 1 & 2 (above) Placement 3: SPED 5312 – 8 weeks; 40 hours; Early Childhood Special Education, Elementary, Middle/Jr High School **or** High School (any)	n/a

Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability

Clinical Teaching Handbook Information

My signature below acknowledges that I have accessed the University of Texas at Arlington Clinical Teaching Handbook online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook.

I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

Professional Liability Insurance

Clinical Teaching at UTA is not covered by professional liability insurance. Liability insurance is available through the membership in the student branch of:

ATPE Liability Insurance

Application for FREE liability insurance with the Association of Texas Professional Educators (ATPE). We recommend joining online: Go to https://www.atpe.org/en/My-Account/Join and join ATPE with a Teacher Trainee Membership**.** A print-and-mail application is also available on the above Join page. There are other associations that will give you insurance; just be sure we get confirmation.

Read and follow the directions in regard to the ATPE liability insurance. Once you have applied, please provide documentation by uploading it to your TK20 portfolio.

Waiver of Liability

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

Complete the Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability form in the Appendix B of the Handbook; this is a TK20 portfolio submission.

General Requirements for Clinical Teaching

The Clinical Teacher is a teacher preparation candidate in the final semester of teacher preparation. Clinical Teachers are in the classroom every day, all day, for the entire semester, following the ISD calendar. They are to be released from their classroom responsibilities early on days on which they have UTA Clinical Teaching Seminars scheduled. Clinical Teachers assist the Cooperating Teacher and assume 100% classroom responsibilities that lead to preparing, implementing and assessing lessons for a minimum of two weeks in each grade level assignment. Clinical Teachers are required to complete the semester with professional dispositions and ethical behaviors expected of teachers, and to strive toward the proficiencies for teachers as mandated by the Texas Education Agency and the College of Education at the University of Texas at Arlington.

To be a Clinical Teacher, the candidate must have the following:

- 2.75 cumulative GPA
- 3.0 GPA in all education course work
- No grade below a "C" in all education coursework
- Cleared criminal record check (CRC)
- No courses remaining other than the Clinical Teaching course
- Additional requirements specific to each certification level:

  http://www.uta.edu/coed/undergradadvising/programs/certification-areas.php

- The TK20 Portfolio must be completed and assessed to enter into clinical teaching with the exception of the CT and supervisor observations which will be completed during the clinical teaching semester.

Clinical Teaching

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 <u>EXAMPLE</u> of a possible Clinical Teacher schedule:

---

16 weeks placement	Suggested Clinical Teaching schedule of gradual teach and release.
Week 1	Candidates resume any responsibilities from the Spring 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 (2nd placement)	Follows similar structure of 1st 8 weeks.

Procedures Statements for Field Experiences

A. Health Care Expenses

Candidates are responsible for their own health care while participating in field-experiences. Candidates bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, Field Experience and Clinical Teaching. The University of Texas at Arlington will not reimburse candidates for any expenses related to injuries.

B. Transportation and Meals

Candidates are responsible for their own transportation to and from their field experiences. Candidates are responsible for their own meals while participating in field experiences.

C. Criminal Records Check

Candidates are responsible for completing forms for a criminal record check as per the requirements of the school district to which they have been assigned.

D. Absence Policy for Clinical Teaching

Clinical Teachers are allowed three (3) days of absences to be used due to illness, to attend job fairs and 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.

E. Absence Procedures for Clinical Teachers

1. 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.
2. 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.
3. 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).
4. Clinical teachers will follow the school's procedures for reporting teacher absences. This will vary from school to school and may include calling the and secretary or principal. Ask your Cooperating Teacher about the school's attendance policy when you first meet.
5. All Clinical Teachers are expected to work the same hours as the Cooperating Teacher. The Office of Educational Field Experiences 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.

F. 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.

G. Substitute Teaching

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

H. 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. 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

I. Pregnancy during Field Experience and/or Clinical Teaching

Pregnancy is an exciting time for parents-to-be but may require special planning when occurring during the Field Experience/Clinical Teaching year. If you or your partner are expecting a baby during your Field Experience/Clinical Teaching, please share this with your UTA Supervisor as early as possible during your Early Field Experience semester. Keep in mind that federal guidelines do not recognize pregnancy as a disability; therefore, neither the public schools nor the University are required to make accommodations in your daily activities or the program's expectations. Successful completion of Clinical Teaching requires you to complete the public-school academic year working with children and your Cooperating Teachers in public school classrooms. Clinical Teaching is a university course; course requirements must be met for your successful completion of the program. Maternity/paternity leave is not granted. Should your or your partner's pregnancy or delivery prohibit your completion of the required time in your Clinical Teaching, UTA faculty will work with you to plan continuing experiences in the next semester that will allow you to meet the program's requirements. Graduation and certification can only occur when all continuing clinical teaching experiences have been completed.

J. 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.

K. 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)

L. 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 beconservative
- 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

M. 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.

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 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.

Teaching Schedule Form –EC-12 SPED

Clinical Teacher:_____

Week/Dates:_____

Cooperating Teacher/School:_____

Grade:_____

Comments:_____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM DUTIES					
PM DUTIES					

Sample Teaching Schedule

Week/Dates: Week 4 / April 1 – 26

Comments: I will be taking over Morning Math and adding it to the Read Aloud and Reading Buddies

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM DUTIES					
8:20 - 9:30	Math	(Math Computers) Math	Math	Math	Math
9:30 - 10:20	Science	Science	Science	Science	Science
10:25 - 10:40	Recess	Recess	Recess	Recess	Recess
10:40 - 11:42	(11:15 - 11:30 Library) Language	Language	Language	Language	Language
11:42 - 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 - 12:50	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
12:50 - 1:35	P.E./Planning	P.E./Planning	P.E./Planning	P.E./Planning	P.E./Planning
1:35 - 2:25	Reading	Reading	(Computers) Reading	Reading	Reading
2:25 - 3:00	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies
PM DUTIES					

Checklist for Practicum

The following items should be completed by the Student:
(Please share with your cooperating teachers.)

____Two days 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 submitted electronically each week to course instructor via Canvas and in TK20)

____Help the cooperating teacher as needed.

____Attend at least one ARD meeting with cooperating teacher.

____Teach at least one lesson (15 minute minimum) using the SPED program lesson plan template.

____Teach one 30 minute lesson to be observed by the course instructor using the SPED program lesson plan template.

Lesson Plan Requirements

On the next several pages, you will find the *SPED Lesson Plan Template* and *Outline for Commentary*. The following guidelines apply to preparation of lesson plans.

This is the adopted lesson plan format and commentary (reflection) for the EC-6/EC-12 SPED program. Clinical Teachers are required to use the lesson plan template for all lessons that will be formally evaluated by the Cooperating Teacher(s) and/or Field Supervisor(s).

Once the lesson is delivered, Clinical Teachers are required to complete develop a Commentary using the outline. It is required that Clinical Teachers share it with the Cooperating Teacher/UTA Field Supervisor and submit it on line, as per course syllabus.

University of Texas at Arlington
Special Education Lesson Plan Template

Lesson TEKS	IEP goals/objectives addressed	Assessment
Note: Each TEKS should have a matching IEP goal and assessment. Add a row for each additional TEKS in the lesson		

Materials/Resources	
Technology (assistive or instructional)	
Vocabulary	

Lesson Procedures

□ OTR □ BSF □ ASF	• Anticipatory set o Tell students what they will learn, why they need to learn it, o Provide anticipated benefits of the information/skill/process/strategy they will learn o Connect the lesson to other information students should know o Remind students of behavioral expectations for lesson
□ OTR □ BSF □ ASF	• Modeling (I do) o What skills, strategies, or procedures will you model for students? o Include a variety of models ▪ Consider including student models ▪ Include a variety of skill levels in models o Make mental processes and thoughts visible to students (think aloud) o Gradually release responsibility of skill/strategy/process from teacher to students
□ OTR □ BSF □ ASF	• Guided practice (We do) o A defining feature of guided practice is that the teacher is doing the practice with students and is providing immediate constructive feedback to students. o Remind students of expectations for guided practice activities (and every time you transition to new activities)
□ OTR □ BSF □ ASF	• Independent practice (You do) o Independent practice activities are designed to build students' fluency and ability with a particular skill, strategy, or process o Students should have a high rate of success on independent practice activities because the teacher monitored progress and mastery during the guided practice phase o Remind students of expectations for independent practice activities (and every time you transition to new activities)
□ OTR □ BSF □ ASF	• Closure

OTR – Opportunities to Respond; BSF – Behavior Specific Feedback; ASF – Academic Specific Feedback

Questions for lesson plan:

- How have you planned for opportunities to respond (OTR)?
- How have you planned for providing positive and corrective feedback (academic and behavior) to students?
- How have you planned to incorporate assistive/instructional technology?

Lesson procedures section need to be scripted (a substitute teacher should be able to take this lesson plan and implement it in the same way you would)



A commentary is an offering of explanations about an event or situation. As an educator, the development of communication skills that encompass the explicit, descriptive reflection of process, procedure, rationale, and future plans is essential to support student learning. This figure outlines strategies used to develop a professional commentary. The following questions outline the development of a professional commentary that provides insight into the steps taken to assure student learning in respects to: **Planning**, **Instruction**, and **Assessment** of lessons/units of work.

PLANNING	1. Describe the central focus and purpose for the content/skills you will/did implement. *The central focus of X was . . . The purpose was … 2. Describe what you know about the focus learner's strengths and challenges as related to the lesson objectives of the learning segment. (*Cite evidence of what students know, what they can do, and what they are still learning to do and how you KNOW this)!* *Student A could X based on the results of baseline assessment X. 3. Describe how the learning tasks, materials, and planned supports address your learner's needs and capitalize on his/her strengths and interests. *(Justify your choices of learning tasks, materials, and planned supports based on the focus learner's strengths and needs and principles of research).*
INSTRUCTION	4. Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the learning goal. (*Strategies should be <u>research-based practices</u> you learned in your course work and/or from journal articles)* *One strategy that I used to engage (or motive) the learner (or group) was_____. (explain how it helped to develop and apply the knowledge and skills related to the specific learning goal). Give other strategy examples if you can. 5. What would you change about the teaching to better support or extend the learner's performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the learning goal? (*Be specific. Avoid making suggestions that would help ANY lesson and make your suggestions specific to these lessons with this learning goal).* 6. Why do you think these changes would improve the learning of the learner in relation to the learning goal?
ASSESSMENT	7. Summarize the learner's progress toward the learning goal as reflected in the lesson objectives. (tables or description). Analyze the learner's performance based on strengths (what s/he appears to understand or do well) and needs (where s/he continues to struggle, or s/he needs greater challenge). Include any error analysis. 8. Explain how feedback (including error prevention) provided to the learner addressed his/her individual strengths and continuing needs relative to the learning goal. *Because my learner did so well (strength) on ___, I wrote /stated /did ___. *Because my learner struggled (needs) with ___, I wrote /stated /did ___. *I provided this strategy to help my learner….." 9. Connect your next steps to research and/or theory, particularly as it relates to specific evidence-based practices *(Where will you go from here?)*

*Sample Sentence Starters 8.15.2020

The UTA Supervisor

Your UTA 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.

- UTA requires supervisors to complete a minimum of three observations on each Clinical Teacher: these may be completed on a lesson plan that has been sent to the supervisor 48-72 hours in advance of the 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 48-72 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.

EC-12 Special Education Practice Exams and Certification Exams

I. Certification Preparation and Practice Exam

As part of SPED 5307, you will be required to purchase test preparation material from Certify Teacher (https://www.certifyteacher.com/). The cost is $35.00 with discount code: UTA 4728.

Once logged in, you must: a) complete at least 6-hours of preparation for each exam you will take and b) pass the practice exam with an 85% or higher.

a. Complete SPED 5307, SPED 5301, SPED 5302 and SPED 5303.
b. Complete 6-hours of preparation in Certify Teacher: There will be a certificate of completion for you to print after you've completed 6-hours of practice. You will email the certificate to UTA's Certification Officer, Christine Pruitt (christine.pruitt@uta.edu), and cc your program coordinator (bree.jimenez@uta.edu).
c. You must pass the practice exam with an 85% or higher in order to be recommended to take your TExES exam by the Certification Officer.
    - If you scored 85% or higher: Your instructor will submit your name to the Certification Officer who will then recommend you for certification (i.e., clear you to take the TExES exam) and provide you with your next steps.
    - If you did not score 85% or higher: You and your program coordinator will schedule a meeting and make a plan for remediation and re-testing.

If you'd like to get started with your practice now, there is nothing holding you back. Feel free to get started and feel free to do more than 6 hours of practice work! However, you will not turn in your certificate until you have completed a, b, and c.

II. TExES Exams

The following table is a description of the exams that you are required and recommended to take.

Examination	Required?	When should I take this exam?
Required Exams		
161 Special Education EC-12 TExES	Yes	As soon as you have been recommended for certification and before clinical/student teaching.
160 PPR EC-12 TExES	Yes	As soon as you have been recommended for certification and before clinical/student teaching.
Recommended Exam		
English as a Second Language Supplemental (154)	No	After you've completed the exams above and after graduation.
291 Core Subjects EC-6 TExES	No	After you've completed the exams above and after graduation.
293 Science of Teaching Reading (STR)	No	After you've completed the exams above and after graduation.

Appendix A

Texas Educators' Code of Ethics

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly, or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 1032.

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 C of the handbook and submit it to TK20.
- ☐ Complete the Speech Competency in Instructional Settings Form in the Appendix F of the handbook 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 Record from Cooperating Teacher (Placement #1) to Tk20.

Placement Two

- ☐ Submit completed Teacher Observation Record from Cooperating Teacher (Placement #2) to Tk20.
- ☐ Submit completed Teacher Observation Record from Cooperating Teacher (Placement #1) to Tk20.
- ☐ 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

Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability

Clinical Teaching Handbook Information

My signature below acknowledges that I have accessed the University of Texas at Arlington Clinical Teaching Handbooks online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook.

I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

Professional Liability Insurance

Clinical Teaching at UTA is not covered by professional liability insurance. Liability insurance is available through the membership in the student branch of:

ATPE Liability Insurance

Application for FREE liability insurance for with the Association of Texas Professional Educators (ATPE). We recommend joining online: Go to https://www.atpe.org/en/My-Account/Join and join ATPE with a Teacher Trainee Membership. A print-and-mail application is also available on the above Join page. There are other associations that will give you insurance; just be sure we get confirmation.

Read and follow the directions for applying for the ATPE liability insurance. Once you have applied, please provide documentation by uploading it to your TK20 portfolio.

Waiver of Liability

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

Signature: _____

Printed Name: _____

Date: _____ UTA Ten Digit Student ID Number: _____

NOTE: Go to your TK20 portfolio for upload directions.

Appendix D

Portfolio Information

Documents must be completed in your Tk20 Portfolio for successful completion of your program!

You can access the portfolio through Tk20. UTA College of Education Tk20 system (https://go.uta.edu/tk20) is accessed using your university issued NetID and password. If you need to recover your NetID password, you can do so with the self-service page (https://webapps.uta.edu/oit/selfservice/) or you can call the UTA OIT Helpdesk at 817.272.2208.

Specific instructions (with downloadable forms) are provided for each tab. If you do not have a Tk20 portfolio send a request to: tk20@uta.edu.

There are four tabs with requirements the first 2.5 tabs need to be completed as follows:

1. **UTA/TEA Required Documents (signature only for most)**
    - Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability **(signature and upload of proof of insurance)**
        - Sign your name now
        - Apply for insurance at the beginning of your senior year and upload proof
    - FERPA Consent to Release Educational Records and Information
        - Type your name after reading all information
    - Professional Disposition Acknowledgement
        - Type your name after reading all information
    - Notification of Pending Criminal Background Check
        - Type your name after reviewing all information

2. **TEA Required Trainings**
    - Code of Ethics Training
        - Watch the linked video playlist; electronically sign to acknowledge the information presented
    - Dyslexia Training
        - Follow the link, complete the training module; upload your certificate of completion.
    - Mental Health Training
        - Read the linked information; upload your written response
    - Substance Abuse Awareness Training
        - Read the linked information; upload your written response
    - Suicide Prevention Training
        - Follow the link, complete the training module; upload your certificate of completion.
    - Texas Behavior Support Initiative (TBSI) Training
        - Follow the link, complete the training module; upload your certificate of completion.

3. **Cooperating Teacher Documents (upload)**
    - First Fifteen Days of School Observation
        - Signed by your teacher of observation in the Fall semester (August)
    - Observation Logs (Total of all logs must be 30 hours or more)
        - Complete in coursework before entering clinical teaching
        - The logs must contain a written reflection for each time you were in the classroom and signed by the teacher you are observing.

During your clinical teaching semester, you will complete the following:

Also under Cooperating Teacher Documents:

- Speech Competency in Instructional Settings (see Appendix F)
    - Only one cooperating teacher completes; you upload
- Cooperating Teacher Observations
    - T-TESS completed by each cooperating teacher

4. UTA Supervisor Observations

- 3 formal T-TESS observations completed by your UTA Supervisor
- Also upload he lesson plan.

We have created a support document and video to help you navigate the portfolio:

- Support Documentation: https://rebrand.ly/certporfolio
- Video: https://rebrand.ly/tk20portfolio

Please open your portfolio and begin the completion of these requirements for clinical teaching. Once you have uploaded a document hit the save button; never hit submit in the portfolio.

Appendix E

School Partners' Demographic 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 Progrwe ess 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 F

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: _____

UTA Supervisor: _____

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: _____