



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

COLLEGE OF EDUCATION

**Handbook for  
Field Experiences  
ESL/EC-6 and  
BILINGUAL Programs**



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# Quick Reference Guide

## **About This Handbook**

The official version of this Handbook is available on the College of Education web page: <https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>.

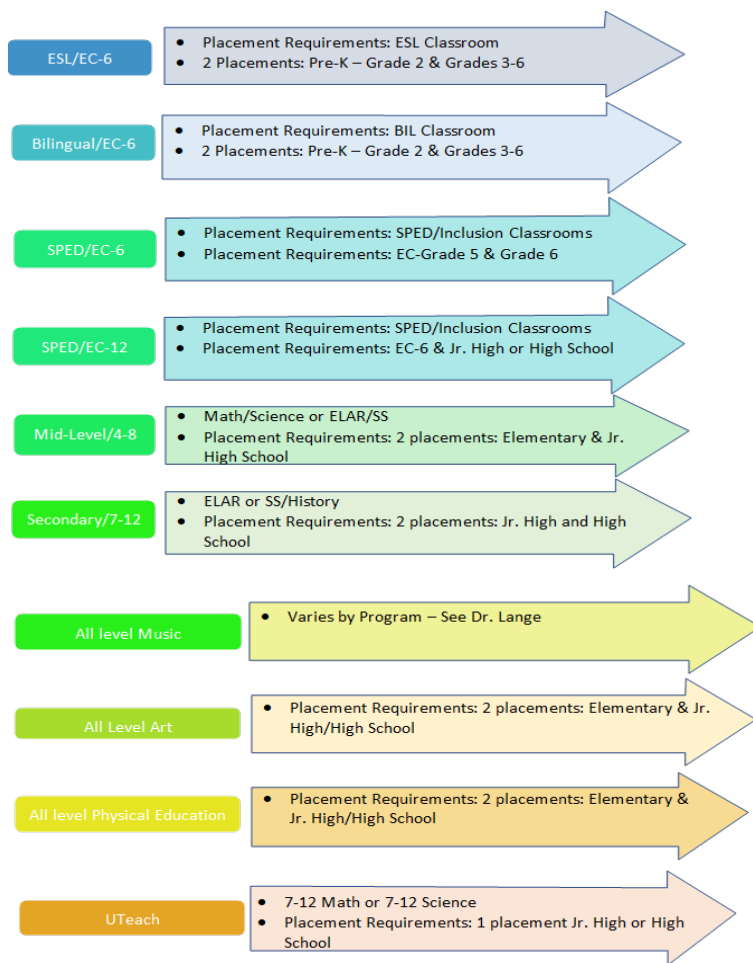
Any copies of this handbook, printed or electronic, excepting the content of fillable fields and other sections meant to be modified by the user, are official only if match the version posted online on the Handbook page of the Office of Educational Field Experiences, linked above.

## **Contacts**

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# Acknowledgment of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability

**Complete the Acknowledgment of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability form in the Appendix B of the Handbook; this is a Tk20 portfolio submission.**

**Sample below:**

## 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 field supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my field 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 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 public-school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during Clinical Teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

# General Requirements

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

**All of the assignments and requirements of the clinical teaching semester must be completed and all field supervisors and cooperating teachers must recommend certification for the candidate.**

### **Certification Requirement:**

The field supervisor and the clinical teacher must approve for you to be certified. This is completed by initials on the bottom of the Teacher Observation Record (TOR - the T-TESS form used for observations).

Texas Administrative Code

Title 19, Part 7, Chapter 228.35

(e)(2)(iii) Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

## Guide to 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 the Cooperating Teacher monitoring.

Below is an *example* of a possible clinical teacher schedule. Please note that all schedules should be created in collaboration with your cooperating teacher.

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 to two classes. Begin conversations about clinical teaching assignments.
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	Gradual release of responsibilities.
Weeks 9-18	

(2nd placement)

Follows similar structure of first 8 weeks.

# Procedures

## Procedural 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 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. The EPP may reduce the clinical teaching assignment up to 5 full days fewer than the minimum required days due to maternity leave and military leave (contact the Field Office for additional information).

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

- 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.
- Clinical teachers must email the Field Experience Office ([coedfield@uta.edu](mailto:coedfield@uta.edu)) and the UTA Field Supervisor to report the absence on the date of the absence.
- 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).
- 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.
- 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 workday 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 may leave at the time in which principals permit teachers 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 Field Supervisor.

## **G. Substitute Teaching**

Clinical teachers may NOT be used as a substitute teacher during the clinical teaching field 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 during Clinical Teaching I semester (1 day a week) and during the Clinical Teaching II semester. In the Clinical Teaching II semester choose your Field Supervisor from the drop-down box for submission. IMPORTANT: Reports must be received by the UTA Field 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. Professional Dispositions**

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 (<https://www.uta.edu/academics/schools-colleges/education/policies-guidelines-professional-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 experience.

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 and/or egregious violations that may constitute grounds for a decision regarding professional remediations or separation from the UTA educator preparation program.

## **J. Termination of Clinical Teaching**

A candidate 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 may 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 may not pass clinical teaching. All candidates 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).

## **K. Professional Appearance**

Maintaining a professional appearance is very important to becoming a professional educator. Not only is it a requirement, but unprofessional appearance may also 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 workdays, 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 or 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

## **L. School Partners' Demographic Data**

The College of Education collects 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 these 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.

# Clinical Teaching

## 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 aligns with the public-school calendar, not the UTA calendar.

### **Please follow these directions and suggestions during your Clinical Teaching:**

1. Know when and where you are to report to the campus.
2. Send an email to your cooperating teachers introducing yourself and your appreciation for being welcomed into their classrooms.
3. When you report back to the school, introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the cooperating teacher(s) you will be working with this year.
4. Be on time, and if you must be absent, contact your cooperating teacher, your UTA field supervisor and email the UTA Office of Field Experiences. Notify everyone as far in advance as possible.
5. Name tags are ALWAYS to be worn in the schools. Security within a school is very important and your name tag 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 name tag is required.
6. 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.
7. Give your cooperating teacher(s) the utmost cooperation and respect.
8. Follow through and complete all assignments.
9. 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.
10. 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 teachers, professors, principals, parents, other teachers, and friends. Learning about and following professionalism begins now.
11. 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.
12. Students will imitate your language. Use correct English at all times.
13. If you have a problem with any aspect of your assignment, discuss this with your cooperating teacher or UTA field supervisor. 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 and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

The 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](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. The Code of Ethics Document should have already been verified in your Tk20 Portfolio.

## Creating a Responsibilities Plan for Clinical Teaching

Traditional clinical teachers keep the same hours as their cooperating teacher(s). Clinical teachers are expected to participate in all activities that their cooperating teacher is involved in at the partner school. Activities may include: PTA meetings, open house, UIL, in-services, faculty meetings, ARD meetings, and parent conferences.

All teaching activities during Clinical Teaching may be structured in the following fashion. This is just a guideline. You and your cooperating teacher will decide on your timeline of phase in/phase out of responsibilities and sign an agreement related to your schedule.

### Clinical Teaching Requirements for 1st Half of Clinical Teaching

Week #1	Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Clinical teachers should present at least one lesson. Complete Weekly Report and discuss with cooperating teacher. Teach lessons according to program guidelines.
Week #2	Student teacher will teach two class periods/subject a day. Cooperating teacher remains in the room to observe and provide feedback. Complete Weekly Reports.
Week #3	Student teacher will teach three class periods/subjects a day. Cooperating teacher remains in the classroom and provides feedback. Complete Weekly Report.
Week #4	Student teacher will teach four class periods/subjects a day. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with cooperating teacher.
Week #5	Student teacher will teach five classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
Week #6	Student teacher will teach five classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
Week #7	Student teacher will assume all teaching responsibilities. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and complete the Speech Competency Form.
Week #8	Teach all classes. Complete Weekly Report and discuss with cooperating teacher.
Week #9	End of the semester classes and responsibilities will be returned to the cooperating teacher gradually each week. Cooperating teacher observes in selected classes and provides verbal feedback. Complete Weekly Reports.

NOTE:

- Weekly Reports must be completed collaboratively each week.
- Clinical teachers must assist cooperating teachers in preparing students for final examinations. Clinical teachers should prepare exam questions and assist in helping students review in preparation for these exams.

Clinical Teaching Requirements for 2nd Half of Clinical Teaching

Week #10	Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Clinical teachers should present at least one lesson. Complete Weekly Report and discuss with cooperating teacher. Teach lessons according to program guidelines.
Week #11	Student teacher will teach two class periods/subject a day. Cooperating teacher remains in the room to observe and provide feedback. Complete Weekly Report.
Week #12	Student teacher will teach three class periods/subjects a day. Cooperating teacher remains in the classroom and provides feedback. Complete Weekly Report.
Week #13	Student teacher will teach four class periods/subjects a day. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with cooperating teacher.
Week #14	Student teacher will teach five classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
Week #15	Student teacher will teach five classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
Week #16	Student teacher will assume all teaching responsibilities. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and complete the Speech Competency Form.
Week #17	Teach all classes. Complete Weekly Report and discuss with cooperating teacher.
Week #18	End of the semester classes and responsibilities will be returned to the cooperating teacher gradually each week. Cooperating teacher observes in selected classes and provides verbal feedback. Complete Weekly Report.

# Forms

## Teaching Schedule Form - Elementary

UTA Clinical Teacher: \_\_\_\_\_  
 Cooperating Teacher Name: \_\_\_\_\_ Room Number: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_  
 School Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
 Comments: \_\_\_\_\_

\*Please attach a school district calendar with this form that identifies holidays and no school days.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM DUTIES					
PM DUTIES					

Teacher Candidate Information:  
 In addition, I am working the following hours at: \_\_\_\_\_  
 Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_  
 E-mail: \_\_\_\_\_



# Forms

## Sample Teaching Schedule: Elementary

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					

# Forms

## Formal Lesson Plan and Self-Assessment/Reflection

To be completed for UTA field supervisor observations and as otherwise directed by the UTA Field Supervisor.

**Format:** Use required format for lesson plan, formal Cooperating Teacher/Field Supervisor, and self-assessment.

### Lesson Plan Requirements:

In the next several pages, you will find the standard lesson plan format. The following guidelines apply to preparation of lesson plans.

This is the adopted lesson plan format for the EC-6/ESL and EC-6/Bilingual programs. Clinical teachers are required to complete a lesson plan for all lessons that will be formally evaluated by the Cooperating Teachers) and/or Field Supervisors. 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 online.

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.

### EC-6 ESL/Bilingual Lesson Plan Template

Name:

Content Area:

Topic:

Grade Level:

Cooperating Teacher:

ISD:

#### Part I. Standards, Objectives, and Essential Questions

Standard Chosen	Objectives
<b>TEKS:</b>	<b>Content Objective(s):</b>
<b>ELPS:</b>	<b>Language Objective(s):</b>

**Essential Questions (Higher Order Level Thinking; at least three):**

- 1.
- 2.
- 3.

**Part II. Pre-Assessment related to TEKS and Objectives**

**Data**

- Explain what and how data will be (or was) collected to determine what students already know related to the TEKS, ELPS and objectives.

**Prior Knowledge**

- *What do students need to know before this lesson to be successful?*

**Part III. Materials & Technology Needed:**

Materials/Supplies Needed	Technology Needed

**Part IV. Key Vocabulary:**

Tier I	Tier II	Tier III

## Part V. Differentiation

- **Grouping configurations**                      Individual          Pairs          Small          Large

- **Instructional strategies used (select all that apply)**

Quickwrites	10-2
Four Corners	Exit tickets
3-2-1	Round Robbin
Graphic Organizers	Fray Model
Anchor Charts	Think-Pair-Share
TPR or Act out	Choral/Echo Response
Interactive Notebooks	Other _____

- **Modifications**

- English Learners
  - Beginners:
  - Intermediate:
  - Advanced:
- Gifted learners
- SPED

## Part VI. Instructional Procedures

Lesson Component	Description
<i>Anticipatory Set</i>	
<i>Teaching Input</i>	
<i>Modeling</i>	
<i>Guided Practice</i>	
<i>Checking for Understanding</i>	
<i>Independent</i>	

Lesson Component	Description
<i>Practice</i>	
<i>Re-Teaching</i>	
<i>Modifications</i>	
<i>Extensions</i>	

## Part VII. Assessment

<b>Formative Assessment</b>	<b>Summative Assessment</b>
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**Part VII. Closure**

**Part VIII. References**

# Forms

## ***Lesson Reflection Form***

Professionals improve their teaching and improve student learning through consistent and meaningful reflection. Following the teaching of each lesson, reflect in writing on the following:

1. How did the lesson go?
2. How was my planning?
3. In what ways were the objectives met? Not met?
4. What did the pre-assessment tell me about the students' knowledge of this objective?
5. During the lesson, what worked? What didn't work?
6. What does the post-assessment tell me about the students' mastery of the objectives?
7. What adjustments do I need to make for next time?
8. If group or individual management was challenging, why? What change(s) will make a difference for next time?
9. What effect did the grouping of students have?
10. What were the strong parts of the lesson?
11. Of what am I most proud? Where do I show growth in my teaching?

### ACTIVITIES REPORT (TK20)

Submit a written report indicating which of the following activities you completed during your student teaching including the date completed *and your reflections about the experience/activity*. In your reflection, please indicate the ways in which selected activities helped you: 1 interact more knowledgeably with students, families and colleagues, 2 engage in any leadership and/or collaborative roles in professional learning communities, and 3 actively develop as a professional educator. Save this form and put your reflections after each item completed. Then, post this assignment on Canvas and TK20.

	DATE	ACTIVITY	
<b>Tour the Campus/ Meet Faculty &amp; Staff</b>		Tour building: lunchroom, office, library and workroom	
		Meet with the following faculty and staff members: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">               a. Principal                b. Vice Principal                c. Department Chair/Team Leader                d. Librarians                e. Teachers nearby and/or in the department                f. School secretary             </td> <td style="width: 50%; vertical-align: top;">               g. 504/Special Education specialist                h. School nurse                i. Counselor                j. Cafeteria worker                k. Custodial worker                l. At-Risk coordinator/social worker             </td> </tr> </table>	a. Principal b. Vice Principal c. Department Chair/Team Leader d. Librarians e. Teachers nearby and/or in the department f. School secretary
a. Principal b. Vice Principal c. Department Chair/Team Leader d. Librarians e. Teachers nearby and/or in the department f. School secretary	g. 504/Special Education specialist h. School nurse i. Counselor j. Cafeteria worker k. Custodial worker l. At-Risk coordinator/social worker		
	Reflection:		
<b>Procedures</b>		Review school policies in both the teacher handbook and student handbook	
		Learn fire drill, civil defense and emergency procedures	
		Locate and operate visual aids equipment	
		Become acquainted with the teacher appraisal instrument	
		Review textbook and supplementary materials	
		Learn testing procedures, grading scale, tardy and absence procedures	
		Examine a sample of student's permanent record (CONFIDENTIAL)	
		Obtain and review a copy of the curriculum guide	
	Reflection:		

<b>Action/ Activities</b>		Assist with assigned duty period (Lunchroom, bus, hall, etc.)
		Participate in individualized instruction / tutoring
		Initiate small group instruction
		Perform clerical duties to include: a) check attendance b) grade several sets of papers such as tests, quizzes, homework, essays, and labs c) write up a discipline referral slip
		Administer tests (does not include standardized tests)
		Develop self-made materials (at least one activity sheet and one quiz)
		Observe your cooperating teacher being evaluated by an administrator
		Create a sample subfolder
	Reflection:	
<b>Attend</b>		Before and after school programs / tutorials
		Attend at least 8 of the following: a. School board meeting b. Professional teacher association meeting c. Extracurricular function d. PTA meeting e. Faculty meeting f. Departmental meeting g. In-service/staff development h. Parent conference i. Athletic event j. Club meeting or assembly
	Reflection:	



## The UTA Field Supervisor

Your UTA Field 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 Field Supervisor.

- UTA requires Field 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, so that final revisions can be made, if necessary, before the actual teaching is done. Other visits to the candidates will be made as determined on a student-by-student basis. Reflections are due 48 hours after the completion of the Formal Observation.
- 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.

# Certification Exam Process

## TEExES Certification Test Sequence - ESL

Certification exams are taken in the following order and suggested time frame.

### TEExES 291 - EC-6 Core Subjects – Take in Spring of Junior Year

Complete ELED 4311, ELED 4312, ELED 4314, & LIST 4373

#### Certify Teacher:

- Complete 6 hours of practice (certificate of completion)
- Take the Core Subjects practice test with a passing grade of 90% on each domain.
- Be cleared for the Core Subjects test by the Certification Officer and the Program Coordinator

### TEExES 293 - Science of Teaching Reading Exam –Take in Fall of Senior Year

Complete LIST 4373, LIST 4384, LIST 4376, & BEEP 4384

#### Certify Teacher:

- Complete 6 hours of practice (certificate of completion).
- Take the STR practice exam with a passing grade of 90%
- Be cleared for the exam by the Certification Officer and the Program Coordinator.

### TEExES 160 - Pedagogy and Professional Responsibilities (PPR)-Take in Spring of Senior Year

Complete EDUC 3301, EDUC 4318, EDUC 4319, ELED 4317

#### Certify Teacher:

- Complete 6 hours of practice (certificate of completion)
- Take the PPR practice test with a passing grade of 90%.
- Be cleared for the PPR by the Certification Officer and the Program Coordinator.

### TEExES 164 - ESL Supplemental Exam

Complete BEEP 3381, BEEP 4306, BEEP 4384, and BEEP 4385

#### Certify Teacher:

- Complete 6 hours of practice (certificate of completion)
- Take the ESL exam with a passing grade of 90%.
- Be cleared for the exam by the Certification Officer and the Program Coordinator.

# Certification Exam Process

## TEExES Certification Test Sequence - BIL

### TEExES 291 - EC-6 Core Subjects – Take in Spring of Junior Year

Complete BEEP 4311, BEEP 4312, BEEP 4314

#### **Certify Teacher:**

- Complete 6 hours of practice (certificate of completion)
- Take the Core Subjects practice test with a passing grade of 90% on each domain.
- Be cleared for the Core Subjects test by the Certification Officer and the Program Coordinator

### TEExES 293 - Science of Teaching Reading Exam – Take in Fall of Senior Year

Complete LIST 4373, & LIST 4376, BEEP 4382, & BEEP 4384

#### **Certify Teacher:**

- Complete 6 hours of practice (certificate of completion).
- Take the STR practice exam with a passing grade of 90%
- Be cleared for the exam by the Certification Officer and the Program Coordinator.

### TEExES 190 - Bilingual Target Language Proficiency Test (BTLPT) – Take in Fall of Senior Year

Complete SPAN 3305, SPAN 3315, and BEEP 4305

- Complete BEEP 4305 Oral proficiency test, and SPAN 3305, SPAN 3315, and permission by Program Coordinator to take BTLPT exam.
- Final clearance for the BTLPT exam by the Certification Officer.

### TEExES 160 - Pedagogy and Professional Responsibilities (PPR) – Take in Spring of Senior Year

Complete EDUC 3301, EDUC 4318, EDUC 4319, ELED 4317

#### **Certify Teacher:**

- Complete 6 hours of practice (certificate of completion)
- Take the PPR practice test with a passing grade of 90%.
- Be cleared for the PPR by the Certification Officer and the Program Coordinator.

### TEExES 164 - Bilingual Supplemental Exam – Take in Spring of Senior Year

Complete BEEP 3381, BEEP 4306, BEEP 4384, and BEEP 4319 **Certify Teacher:**

- Complete 6 hours of practice (certificate of completion)
- Take the ESL exam with a passing grade of 90%.
- Be cleared for the exam by the Certification Officer and the Program Coordinator.

**Appendix A**  
Texas Educators' Code of Ethics  
Texas Administrative Code

# Appendix A

## Texas Administrative Code

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

Enforceable Standards.

## **(1) Professional Ethical Conduct, Practices and Performance.**

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

## **(2) Ethical Conduct Toward Professional Colleagues.**

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under

this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

### **(3) Ethical Conduct Toward Students.**

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

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

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

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

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

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

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

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

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

(i) the nature, purpose, timing, and amount of the communication

(ii) the subject matter of the communication

(iii) whether the communication was made openly, or the educator attempted to conceal the communication

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

## **Appendix B**

Clinical Teaching Checklist



## Appendix B

### Checklist for Fall Semester of Senior Year

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.

**Appendix C**

Acknowledgment of Clinical Teaching Handbook, Liability Insurance, and  
Waiver of Liability  
Clinical Teaching Handbook Information  
Professional Liability Insurance  
Waiver of Liability

## Appendix C

### **Acknowledgment of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability**

**Complete the Acknowledgment of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability form in the Appendix B of the Handbook; this is a TK20 portfolio submission. Sample below:**

#### **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 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 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.

# **Appendix D**

## Portfolio Information

# 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://www.uta.edu/help/students.php>) 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](mailto: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)
  - o Sign your name now
  - o Apply for insurance at the beginning of your senior year and upload proof
- FERPA Consent to Release Educational Records and Information
  - o Type your name after reading all information
- Professional Disposition Acknowledgement
  - o Type your name after reading all information
- Notification of Pending Criminal Background Check
  - o Type your name after reviewing all information

### 2. TEA Required Trainings

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

### 3. Cooperating Teacher Documents (upload)

- First Fifteen Days of School Observation
  - o Signed by your teacher of observation in the Fall semester (August)
- Observation Logs (Total of all logs must be 30 hours or more)
  - o 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
  - o Only one cooperating teacher completes; you upload
- Cooperating Teacher Observations
  - o T-TESS completed by each cooperating teacher

**4. UTA Supervisor Observations**

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

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

- Support Documentation: <https://blog.uta.edu/tk20/>
- 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

## 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 collects 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 these data into the Clinical Teacher Progress Survey completed in the middle of the final semester in your teacher certification program. The link will be sent to you via email.

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 Learners
Hispanic	
White	
American Indian	
Asian	
Pacific Islander	
Two or more races	



**Appendix F**  
Speech Competency in Instructional Settings Form

## Appendix F

### Speech Competency in Instructional Settings Form

This form is to be completed by one cooperating teacher and submitted to your Tk20 portfolio.

UTA Clinical Teaching Candidate: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School: \_\_\_\_\_

UTA Field 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

\_\_\_\_ 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

