



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF EDUCATION

Handbook for Field Experiences

**MEd SPED Program
(EC-12 Initial Certification Seeking)**



Table of Contents

| | |
|-------------------------------------------------|---------|
| Quick Reference Guide..... | Page 3 |
| General Requirements..... | Page 6 |
| Procedural Statements for Field Experience..... | Page 8 |
| Guide to Clinical Teaching..... | Page 12 |
| Forms..... | Page 16 |
| Certification Exam Process..... | Page 25 |
| Appendices A-F..... | Page 26 |

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 as long as they match the version posted online on the Handbook page of the Office of Educational Field Experiences, linked above.

Contacts

Office of Educational Field Experiences

Phone: 817-272-2831

coedfield@uta.edu

Department Chair of Curriculum and Instruction

Dr. Cory Forbes

cory.forbes@uta.edu

Program Area Contacts

EC-6/EC-12 SPED Program

Dr. Bree Jimenez - bree.jimenez@uta.edu

Project Match Made in Schools Program

Coordinator Dr. Ambra Green -

ambra.green@uta.edu

Quick Reference Guide

Dates to Remember:

| <u>Fall 2022</u> | <u>Spring 2023</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Field Experience Placement Dates (EFS I): (Placement 1) Begin with ISD calendar End Date: Oct. 7th | Early Field Experience Placement Dates (EFS II): (Placement 2) Start with the ISD End Date: March 3rd |
| Clinical Teaching Placement Dates (Clinical I): (1 day a week for seniors) Start with the ISD Start second Placement on Oct. 10th End Date: Dec. 9th | Clinical Teaching Placement Dates (Clinical II): (every day following the ISD calendar) Start with the ISD Start second Placement on March 6th End Date: May 5th |

Flow Chart for Programs:

| 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 |

Quick Reference Guide

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 II Semester

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

Following is an EXAMPLE of a possible clinical teacher schedule:

Clinical teacher (Two grade levels) Assignment 1, 8-week placement

Suggested clinical teaching schedule of gradual teach and release.

| | |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Candidates resume any responsibilities from the fall semester, support the teacher, and learn more about the curriculum. Start teaching when possible. |
| Week 2 | Candidate takes on transition responsibilities and begins teaching one to two classes. 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 | 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, 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. 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) 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.

J. Professional Dispositions

<https://cdn.web.uta.edu/-/media/project/website/education/documents-folder/professional-dispositions-approved-fall-2020.ashx?revision=a3a8155d-994b-4aee-ab9f-64206f695706>

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 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 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 may receive a grade of Incomplete for the clinical teaching course and be assigned to a second placement for the following semester. (This is dependent on the date of the removal). Should the student be asked to leave his/her clinical teaching during this new second placement, he/she may be terminated from the Program. All students must meet requirements stated in the Professional Dispositions document.

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

L. 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 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 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

M. 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 need 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

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:

- All lesson plans are to be typed and reviewed by the cooperating teacher in a timely manner (48- 72 hours prior to delivery of lesson unless otherwise specified)
- Weekly Reports must be completed collaboratively each week; may be additional by program.
- 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

UTA Student Teaching Schedule Form - EC-12 SPED

UTA Candidate: _____ Grade/Subject: _____
Placement #1: _____ Cooperating Teacher Room Number: _____
School Name: _____
Phone Number: _____
Principal: _____

*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: _____

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

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-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 completely develop a commentary using the outline. It is required that clinical teachers share it with the cooperating teacher/UTA field supervisor and submit it online, as per the course syllabus.

UTA Special Education Lesson Plan and Commentary

| Student Name | Date of lesson | Date lesson plan submitted | Content Area & Grade Level |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------|----------------------------|
| | | | |
| Lesson Topic | School Placement | | Duration |
| | | | |
| 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 (<i>assistive or instructional</i>) | | | |
| Vocabulary | | | |

Lesson Procedures

| | |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> OTR <input type="checkbox"/> BSF <input type="checkbox"/> ASF | <ul style="list-style-type: none"> • Anticipatory set <ul style="list-style-type: none"> ○ Tell students what they will learn, why they need to learn it ○ Provide anticipated benefits of the information/skill/process/strategy they will learn ○ Connect the lesson to other information students should know ○ Remind students of behavioral expectations for lesson |
| <input type="checkbox"/> OTR <input type="checkbox"/> BSF <input type="checkbox"/> ASF | <ul style="list-style-type: none"> • Modeling (I do) <ul style="list-style-type: none"> ○ What skills, strategies, or procedures will you model for students? ○ Include a variety of models <ul style="list-style-type: none"> ■ Consider including student models ■ Include a variety of skill levels in models ○ Make mental processes and thoughts visible to students (think aloud) ○ Gradually release responsibility of skill/strategy/process from teacher to students |
| <input type="checkbox"/> OTR <input type="checkbox"/> BSF <input type="checkbox"/> ASF | <ul style="list-style-type: none"> • Guided practice (We do) <ul style="list-style-type: none"> ○ A defining feature of guided practice is that the teacher is doing the practice with students and is providing immediate constructive feedback to students. ○ Remind students of expectations for guided practice activities (and every time you transition to new activities) |
| <input type="checkbox"/> OTR <input type="checkbox"/> BSF <input type="checkbox"/> ASF | <ul style="list-style-type: none"> • Independent practice (You do) <ul style="list-style-type: none"> ○ Independent practice activities are designed to build students' fluency and ability with a particular skill, strategy, or process ○ Students should have a high rate of success on independent practice activities because the teacher monitored progress and mastery during the guided practice phase ○ Remind students of expectations for independent practice activities (and every time you transition to new activities) |
| <input type="checkbox"/> OTR <input type="checkbox"/> BSF <input type="checkbox"/> ASF | <ul style="list-style-type: none"> • Closure |

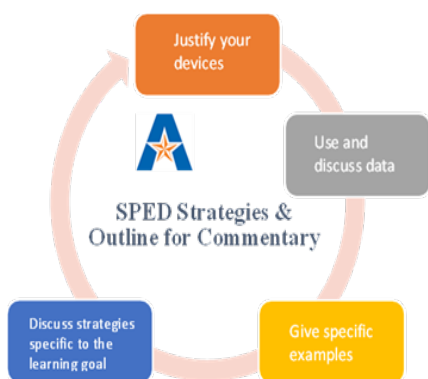
OTR – Opportunities to Respond; BSF – Behavior Specific Feedback; ASF – Academic Specific Feedback

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).

UTA Special Education Lesson Plan and Commentary



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.

| | |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h3 style="color: #0070C0;">PLANNING</h3> | <ol style="list-style-type: none"> 1. Describe the central focus and purpose for the content/skills you will implement. *The central focus of X is . . . The purpose is 2. Describe what you know about the focus learner’s strengths and challenges as related to the objectives of the learning segment. <i>(Cite evidence of what students know, what they can do, and what they are still learning to do and how you KNOW this)!</i> *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. <i>(Justify your choices of learning tasks, materials, and planned supports based on the focus learner’s strengths and needs and principles of research).</i> |
| <h3 style="color: #0070C0;">INSTRUCTION</h3> | <ol style="list-style-type: none"> 4. Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the learning goal. <i>(Strategies should be <u>research-based practices</u> you learned in your course work and/or from journal articles)</i> *One strategy that I used to engage (or motive) the learner (or group) was_____. <i>(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.</i> 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 learners 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

- * 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?)*

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 | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tour the Campus/ Meet Faculty & Staff | | 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;"> <ul style="list-style-type: none"> a. Principal b. Vice Principal c. Department Chair/Team Leader d. Librarians e. Teachers nearby and/or in the department f. coordinator/social f. School secretary </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> g. 504/Special Education specialist h. School nurse i. Counselor j. Cafeteria worker k. Custodial worker l. At-Risk worker </td> </tr> </table> | <ul style="list-style-type: none"> a. Principal b. Vice Principal c. Department Chair/Team Leader d. Librarians e. Teachers nearby and/or in the department f. coordinator/social f. School secretary |
| <ul style="list-style-type: none"> a. Principal b. Vice Principal c. Department Chair/Team Leader d. Librarians e. Teachers nearby and/or in the department f. coordinator/social f. School secretary | <ul style="list-style-type: none"> g. 504/Special Education specialist h. School nurse i. Counselor j. Cafeteria worker k. Custodial worker l. At-Risk worker | | |
| | | Reflection : | |
| Procedures | | 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 | |

| | |
|--|--------------------|
| | <p>Reflection:</p> |
|--|--------------------|

| | | |
|---------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action/ Activities | | 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: | |
| Attend | | 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

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 (coedcertification@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.
 - o 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.
 - o If you did not score 85% or higher: You and your program coordinator will schedule a meeting and 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 approved to register for the exam and before clinical/student teaching. |
| 160 PPR EC-12 TExES | Yes | As soon as you have been approved to register for the exam and before clinical/student teaching. |
| Required Exams | | |
| R | | |
| English as a Second Language Supplemental (154) | No | After you have been issued your initial certification |
| 291 Core Subjects EC-6 TExES | No | After you have been issued your initial certification |

| | | |
|---------------------------------------|----|-------------------------------------------------------|
| 293 Science of Teaching Reading (STR) | No | After you have been issued your initial certification |
|---------------------------------------|----|-------------------------------------------------------|

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 |
| CHAPTE | EDUCATORS' CODE OF ETHICS |
| R 247 | Code of Ethics and Standard Practices for Texas Educators |
| RULE | |
| §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 Practicum

The following items should be completed by the Candidate:
(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 Reflections (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.

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 or 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.

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.
- Special Education 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
 - 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

YES NO tense, pronouns, etc.

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

YES NO students can clearly understand words and sentences.

_____ 3. The UTA candidate correctly pronounces words, especially

YES NO technical terms or names in the content area.

_____ 4. The UTA candidate speaks loudly enough so that his/her students can

YES NO hear him/her, and at appropriate loudness for the size of the room.

_____ 5. The UTA candidate speaks at an appropriate speed or rate so that

YES NO students can clearly understand him/her.

_____ 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

YES NO to communicate clearly (such as lisping, stuttering, etc.), or appropriately compensates for the defect.

_____ 8. The UTA candidate communicates with students using appropriate eye

YES NO contact, gestures, and body movements.

_____ 9. The UTA candidate communicates with students with appropriate

YES NO enthusiasm, variation of tone, and expression.

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

YES NO confidence.

_____ 11. The UTA candidate is free of inappropriate verbal and body mannerisms
YES NO which are distracting for students.

_____ 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
YES NO manner.

OVERALL COMMENTS / SUGGESTIONS:

Cooperating Teacher Signature

Date

Campus and Grade: