



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF EDUCATION

Handbook for Field Experiences

Secondary and All level Programs



Table of Contents

Quick Reference Guide.....	Page 3
General Requirements.....	Page 6
Procedural Statements for Field Experience.....	Page 8
Guide to Clinical Teaching.....	Page 13
Forms.....	Page 18
Certification Exam Process.....	Page 30
Appendices A-F.....	Page 32

Quick Reference Guide

About This Handbook

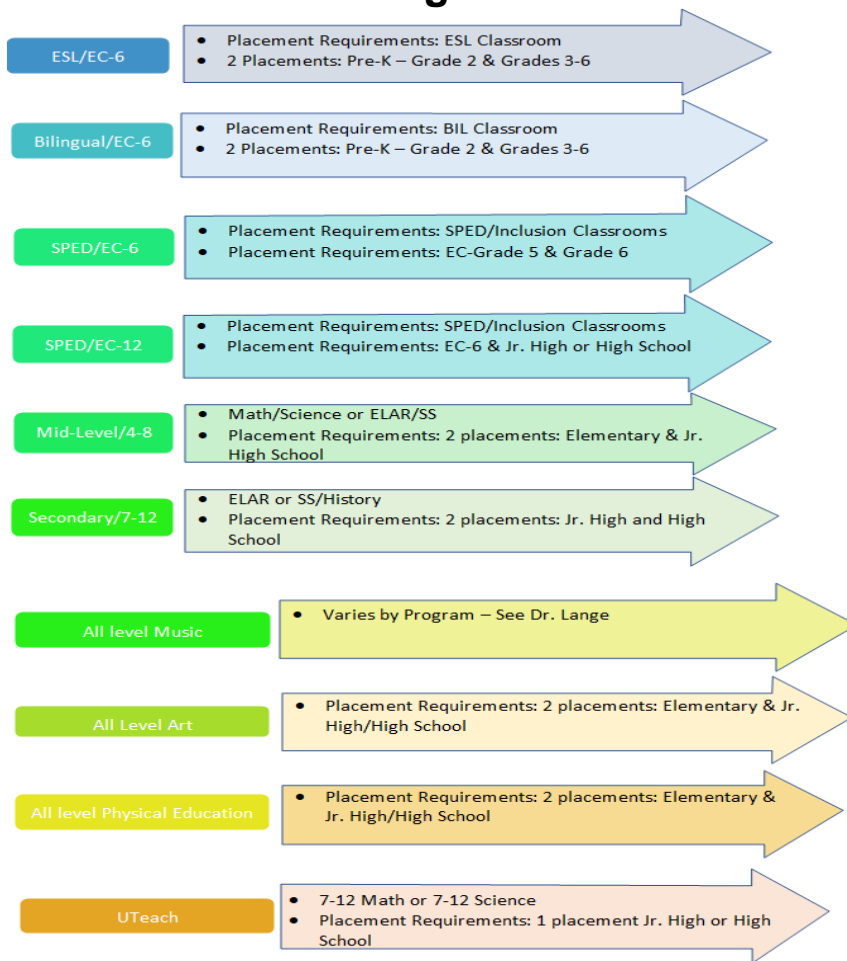
The official version of this Handbook is available on the College of Education web page: <https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>.

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

Flow Chart for Programs:



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 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 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 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.

I. 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.

J. 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 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 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).

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 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

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 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

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. 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. The following timeline is just a guideline.

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; 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 Teacher Non-Block Schedule (Placement #1)

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		Room Number (If changes)	Subject, Conference Period, Lunch	Cooperating Teacher (If different)
Period (Ex. 1st Period)				
Period				
Period				
Period				
Period				
Period				
Period				
Period				
Period				

Teacher Candidate information:
 In addition, I am working the following hours at: _____
 Home phone: _____
 Work phone: _____
 E-mail: _____

UTA Student Teacher Non-Block Schedule (Placement #2)

UTA Candidate: _____ Grade/Subject: _____
 Placement #2: _____ 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		Room Number (If changes)	Subject, Conference Period, Lunch	Cooperating Teacher (If different)
Period (Ex. 1st Period)				
Period				
Period				
Period				
Period				
Period				
Period				
Period				
Period				

Teacher candidate information:
 In addition, I am working the following hours at: _____
 Home phone: _____
 Work phone: _____
 E-mail: _____

UTA Student Teacher Block Schedule (Placement #1)

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.

A Day Schedule	Time	Room Number (If changes)	Subject, Conference Period, Lunch	Cooperating Teacher (If different)
Period (Ex. 1st Period)				
Period				
Period				
Period				
B Day Schedule	Time	Room Number (If changes)	Subject, Conference Period, Lunch	Cooperating Teacher (If different)
Period				
Period				
Period				
Period				

Teacher candidate information:

In addition, I am working the following hours at: _____

Home phone: _____ Work phone: _____

E-mail: _____

UTA Student Teacher Block Schedule (Placement #2)

UTA Candidate: _____ Grade/Subject: _____
 Placement #2: _____ 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.

A Day Schedule	Time	Room Number (If changes)	Subject, Conference Period, Lunch	Cooperating Teacher (If different)
Period (Ex. 1st Period)				
Period				
Period				
Period				
B Day Schedule	Time	Room Number (If changes)	Subject, Conference Period, Lunch	Cooperating Teacher (If different)
Period				
Period				
Period				
Period				

Teacher Candidate information:

In addition, I am working the following hours at: _____

Home phone: _____ Work phone: _____

E-mail: _____

Formal Lesson Plan and Self-Assessment/Reflection

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

Description: Clinical teachers will create lesson plans that reflect knowledge of instructional strategies and assessment practices targeted at grades K-12 learners. Clinical teachers must self-assess their implementation of the lessons. Remember the lesson plan should include a variety of instructional strategies modeled and practiced in previous courses. Teacher candidates' mastery of lesson planning and strategy selection will be assessed.

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

Background Information:

University of Texas at Arlington Secondary Lesson Plan and Self-Reflection form	
UTA Candidate _____	Cooperating Teacher _____
School _____	Grade _____
Subject _____	Date of Lesson _____
Approximate length of lesson _____	

1. Lesson Overview: (150-200 words)

2. Goals and Objectives

- a. TEKS: Write out the specific TEKS
- b. English Language Proficiency Standards (ELPS): Write out the specific standards
- c. National Standards (if applicable): Write out the specific standards
- d. Learning Objective(s) (Must be measurable and linked to learning standards)
- e. Language Objective(s) (Tied to the ELPS)
- f. Materials Needed: Bulleted List
- g. Technology Needed: Bulleted list with rationale statement
- h. New Vocabulary

3. Assessment/Evaluation (Should directly connect to learning objectives and standards)

- a. Independent practice description
- b. List formative and/or summative assessment(s) for the lesson plan
- c. This should be a description of the assessment(s) and the expectations of students' performance for the assessment(s).

4. Vocabulary – Preview the new vocabulary the students will encounter in the lesson.

5. Procedures—The development of topic and practice of knowledge and skills

- a. Introduction of the Topic (Estimated Time:): Anticipatory Set (Focus/Hook/Bell Ringer/pre-assessment)

b. Development of the Topic

i. Include the following for each part of the lesson:

- Description and specific procedures.
- Guided Questions & Answers
- Identify specific AVID or other instructional strategies
 - Teaching: Input (Estimated Time:)
 - Teaching: Modeling (Estimated Time:)
 - Guided Practice (Estimated Time:)
 - Assessment/Evaluation Procedures (Estimated Time:)
 - Checking for Understanding (For each part of the procedures listed above)

c. Lesson Closure (Estimated Time:)

6. Other Lesson Considerations:

- a. Reteaching
- b. Extensions (Advanced learners)
- c. Accommodations (English Language Learners)
- d. Modifications (Students with IEP/504 plans)

7. Self-Assessment: (TO BE COMPLETED AFTER TEACHING THE LESSON)

As you respond to each of the following questions, demonstrate through your responses that you are thinking deeply about the development of your teaching skills and use of instructional strategies.

Length: Approximately ½ - 1 page.

- a. Explain what you think are the strengths of your implementation of the lesson.
 - What aspects of the lesson were particularly successful?
 - What do you think accounts for the success in this area?
- b. What are the greatest challenges that you faced during the implementation of the lesson?
 - What aspects of the lesson were not particularly successful?
 - How will you adjust these challenges in future lessons?
- c. What did you learn that can be applied to future lessons?

Instructions for Lesson Plan Format

(This document explains terms used in the lesson plan assignment)

Directions: Students will create lesson plans that reflect knowledge of content and knowledge of appropriate content specific instructional strategies and assessments practices for grade 7–12 learners. Clinical teachers must submit three formal lesson plans which are observed by their UTA field supervisors and two lesson plans observed by their Cooperating Teacher. The Formal Lesson Plan format is required for the three lesson plans observed by the UTA Supervisor.

Write the lesson as if you are telling/providing step-by-step instructions to someone who has never taught or worked with students before. Do not use first person (I, me, etc.). Use imperative sentences. When writing the lesson pay close attention to the format. Be sure that your lesson plan is easy to read and that you have indented and used appropriate spacing.

Background information:

University of Texas at Arlington Secondary Lesson Plan and Self-Reflection form	
UTA Candidate _____	Cooperating Teacher _____
School _____	Grade _____
Subject _____	Date of Lesson _____
Approximate length of lesson _____	

1. Lesson Overview (150-200 words)

- Describe the content and the skills to be taught in this lesson. Some background information may be included. Explain the purpose of the lesson.
- Describe your reason for selecting the teaching strategies that are used in this lesson. (This means that you need to demonstrate your ability to think like a teacher and to show your careful consideration of the appropriate pedagogical activities and instructional decisions to best teach the key concepts in the lesson.)

2. Standards, Objectives, Resources (Materials, Technology, and Vocabulary)

- TEKS: Write out the specific learning standard provided in the Texas Essential Knowledge and Skills (TEKS) document provided by the Texas Education Agency (TEA).
 - Only select the TEKS that identify the main ideas of the lesson. Do not select too many. (Social Studies must include at least one TEKS from the Social Studies Skills strand and another from a different strand.)
 - Write the standard as it appears in the TEA document, with appropriate indentation.
- English Language Arts Proficiency Standards (ELPS):
 - Write out the specific standards as it appears in the TEA document.
 - First, select the TEKS. Next, write the learning objective. Third, determine the appropriate assessment. Fourth, select the best ELPS(s) that address the assessment(s).
- National Standards:
 - Write out the specific standards. (See the national teaching organization affiliated with your discipline. ELAR, Social Studies, History, or LOTE students use the addendums provided at the end of this assignment.)

- d. Learning Objective(s) (Must be behavioral/ measurable and directly linked to the learning standards)
- Learning objectives are to tell the reader what students will be able to know and do as a result of the lesson.
 - Provide a bulleted list of measurable objectives that are tied directly to the TEKS selected.
 - Objectives must be measurable (i.e. define, list, compare, discuss, etc.). Words like “understands” or “know” are not measurable—meaning they do not tell the reader what students will specifically be able to know and do.
 - Objectives must include the expected performance and criterion.
- e. Language Objective(s)
- Directly linked to the ELPS. Resource: ELPS at a Glance by El Saber Enterprises. www.elsaberenterprises.com. (This small, narrow flip chart is available in the bookstore.)
- f. Materials Needed: (Bulleted List)
- If you use a video or music, provide the title and link (if Online).
 - List materials for both the teacher and students.
 - If you use handouts, provide the name of the handout (i.e., Handout: Outline Map of Africa). Do not just say “handouts.”
- g. Technology Needed: (Bulleted List)
- Provide a rationale statement. (Explain why this technology is necessary and important to the teaching of the lesson.)
- h. New Vocabulary
- List the new vocabulary (academic and other) the students will encounter in the lesson. (These words should be previewed at some point during the lesson.)
 - Suggestion: Identify cognates for the English Language Learners (ELL). Cognates are words that have the same root words, or linguistic derivation (e.g., Correct and Corrector).

3. Assessment/Evaluation Overview (Should directly connect to learning objectives and standards)

- Explain the summative and/or formative assessments used in the lessons. This should be a description of the assessment(s) and the expectations of students’ performance for the assessment(s). Be sure to address how the assessment(s) will help the students’ retention of content.
- List or identify formative and/or summative assessment(s) for the lesson plan.
- For each identified assessment, the instructions will be compared to the learning objectives and TEKS to determine whether the TEKS are adequately assessed as indicated by the objectives.

4. Procedures—The Development of Topic and Practice of Knowledge and Skills

- Requirements to Keep in Mind:
 - Provide clear, specific, sequential steps that the teacher will follow when teaching the lesson. These steps, or procedures, should be in a bulleted format.
 - Design and ask deep guiding questions that require students to explain what they know (e.g., “why,” “how,” “what if,” etc.), as appropriate, to scaffold student learning and to check for understanding. Use either Bloom’s Taxonomy or Costa’s Levels of Questioning.

5. Identify specific instructional strategies (e.g., AVID strategies, cooperative learning strategies, etc.) when they occur in the lesson.

a. **Checks for understanding should occur regularly throughout the lesson.**

Identify how you will check for understanding in each part of your lesson.

Asking guiding questions is one way to check for understanding.

1. Include the following in your instructions:

a. Combine visual and verbal presentation of content.

b. Alternate between demonstrating how to think critically (e.g. problem solving, predicting, etc.) and asking students to critically analyze in same way demonstrated by the teacher, either individually or in groups.

2. Connect and integrate abstract and concrete representation of content.

b. **Introduction of the Topic(Estimated Time:): (Also known as the Anticipatory Set, Focus, Hook, Bell Ringer, and Pre-assessment)**

1. How will you capture student attention, access prior knowledge, and motivate

students to complete the activities?

2. NOTE: Simply giving instructions for a developmental activity, which is part of the main lesson, is NOT a “sponge” activity/warm-up/bell ringer. The introduction is where you ENGAGE your students and HOOK their interest for the lesson.

c. **Development of the Topic (Estimated Time:):**

1. Beyond the introduction and closure, each lesson includes some form of teacher input, teacher modeling, guided practice, assessment(s)/evaluation(s), guided questions, and other regular checks for understanding. The order and repetition of each of these components vary based on the discipline and the type of lesson design used. Label each component as they are addressed in the lesson plan.

2. Teacher Input (Estimated Time:):

a. The teacher plans to connect to prior knowledge and to deliver new knowledge (e.g., direct instruction (lecture), video, discussion, etc.).

3. Modeling (Estimated Time:):

a. Demonstrate any new skills students will practice in the guided and/or independent practice part of the lesson. This may be integrated with the “Teacher Input” section.

4. Guided Practice (Estimated Time:):

a. When giving a student an activity and/or assessment, work through a part of it with the students. Model and explain expectations. Provide time to work independently as appropriate (When teaching the lesson, remember to debrief students on what they learned.)

5. Assessment/Evaluation Procedures (Estimated Time:):

a. Assessments can take many forms (e.g., discussions, activities, written work, projects, etc.) Provide the step-by-step procedures and

instructions for formative and/or summative assessment(s) for this lesson.

b. Assessments are directly tied to and reflect the learning objectives and TEKS. Be sure to that the assessment(s) will help the students’ retention of content.

6. Checking for Understanding

- a. Teachers must plan to check for understanding through the lesson. This can be done using a number of strategies, including guiding questions. For each part of the lesson, identify how you plan to check for understanding.
- b. Do NOT assume that the reader of your lesson plan will know when a given procedure is a check for understanding. Label this in your procedures!

d. Lesson Closure (Estimated Time:):

- i. The culmination provides the teacher with an opportunity to determine whether or not you have accomplished the objective for the lesson.
- ii. The Closure is very important. This is when the main concepts of the lesson are pulled together. Simply making a statement at the end of the lesson does not truly debrief what was learned. The Closure should actively engage students in some way. This is a relatively quick activity but should not be cursory.

6. Planning Ahead for Other Lesson Considerations:

i. Reteaching

1. Reteaching is basically a contingency plan. This is when a teacher plans for “What if students do not understand a key concept of the lesson?” (The key concepts selected should be based on the learning objectives).
2. A reteach is a relatively short activity that can be used to address a concept that students did not understand from the original lesson plan.
3. The reteaching activity is a different way to learn the key concept(s) of the lesson. It must be different from the strategies used in the original lesson.

ii. Extensions (Advanced learners)

1. Planning for extending the lesson helps the teacher be prepared for students who understand the original lesson quickly and need to be challenged in a deeper, more rigorous manner. This is not simply giving students more work. Be creative. Think about how the learning of the key concepts in the lesson can be taken to a higher level.

iii. Accommodations (English Language Learners)

1. English language learners sometimes need accommodations to the original lesson. This does not mean less work or for a modification to the lesson.
2. It should be the same lesson that accommodates their language proficiency level. This is tied to the ELPS and the Language Objectives.
3. Identify the level of proficiency for which the lesson is accommodated (beginner, intermediate, etc.)

iv. Modifications (Students with special needs/504 (those with IEPs))

1. Students with special needs and/or a learning disability may require that the lesson be modified, or changed, in some way to meet the students' needs. Plan for the lesson to be modified to meet such a need.
2. Do NOT write that “There are no special education/504 students in the class!” This is unacceptable. The reader of the lesson plans needs to see

evidence that UTA teacher candidates can plan for modifying instruction to meet the needs of their students.

7. Self-Assessment: (TO BE COMPLETED AFTER TEACHING THE LESSON)

- a. As you respond to each of the following questions, demonstrate through your responses that you are thinking deeply about the development of your teaching skills.
- b. Explain what you think are the strengths of your implementation of the lesson.
 - What aspects of the lesson were particularly successful?
 - What do you think accounts for the success in this area?
- c. What are the greatest challenges that you faced during the implementation of the lesson?
 - What aspects of the lesson were not particularly successful?
 - How will you adjust these challenges in future lessons?
- d. Reflection for Continual Improvement:
 - Explain how the lesson design included an opportunity or opportunities for students to practice what they have previously learned.
 - Was there a part of the lesson that you felt students did not securely grasp the concepts being taught? If so, explain what happened and how you would reteach it.
 - What did you learn that can be applied to future lessons?

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%;">a. Principal</td> <td style="width: 50%;">g. 504/Special Education specialist</td> </tr> <tr> <td>b. Vice Principal</td> <td>h. School nurse</td> </tr> <tr> <td>c. Department Chair/Team Leader</td> <td>i. Counselor</td> </tr> <tr> <td>d. Librarians</td> <td>j. Cafeteria worker</td> </tr> <tr> <td>e. Teachers nearby and/or in the department</td> <td>k. Custodial worker</td> </tr> <tr> <td>f. School secretary</td> <td>l. At-Risk coordinator/social worker</td> </tr> </table>	a. Principal	g. 504/Special Education specialist	b. Vice Principal	h. School nurse	c. Department Chair/Team Leader	i. Counselor	d. Librarians	j. Cafeteria worker	e. Teachers nearby and/or in the department	k. Custodial worker	f. School secretary
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d. Librarians	j. Cafeteria worker												
e. Teachers nearby and/or in the department	k. Custodial worker												
f. School secretary	l. At-Risk coordinator/social 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											
	Reflection:												

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: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. School board meeting</td> <td style="width: 50%;">f. Departmental meeting</td> </tr> <tr> <td>b. Professional teacher association meeting</td> <td>g. In-service/staff development</td> </tr> <tr> <td>c. Extracurricular function</td> <td>h. Parent conference</td> </tr> <tr> <td>d. PTA meeting</td> <td>i. Athletic event</td> </tr> <tr> <td>e. Faculty meeting</td> <td>j. Club meeting or assembly</td> </tr> </table>	a. School board meeting	f. Departmental meeting	b. Professional teacher association meeting	g. In-service/staff development	c. Extracurricular function	h. Parent conference	d. PTA meeting	i. Athletic event	e. Faculty meeting
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d. PTA meeting	i. Athletic event										
e. Faculty meeting	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 Exam Review Procedures

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

- Content Exam – Upon completion of content courses
- Pedagogy and Professional Responsibility (PPR) Exam: Upon completion of all methods courses.
- Note: Each exam requires a review or practice exam of some kind before access is granted to the state exam.

Below are the general guidelines. However, if this process is part of the course, the instructor directions may vary.

- Note: Some review assignments or practice exams may be included as part of a course (e.g., Music, Art, PETE, and UTeach).
- Certification Officer is Christine Pruitt – christine.pruitt@uta.edu

Exam	Steps for Review or Practice Exam	Documents to Send to Program Coordinator and Certification Officer
Content Exam (Certify Teacher Review https://www.certifyteacher.com/)	<ol style="list-style-type: none"> 1. Upon completion of the core content courses, register with the Texas Education Agency (TEA) for a TEAL (TEA Login) number. 2. Create an account with Certify Teacher using the code: UTA4728 3. Take the correct Certify Teacher practice exam for your certification program and take a screen capture of the exam score. 4. Complete 6 hours of review activities with Certify Teacher. Save the certificate of completion provided. 5. If the practice exam score was less than 80%, take it again after you have completed review activities. 6. Email the practice test score report to the Certification Officer and cc: Program Coordinator. 7. Certification Officer will email you exam registration approval and instructions. 8. Upon approval and clearance, register for the content exam. 9. Take the content exam. 	<ul style="list-style-type: none"> • Screenshot of test score (80% or better) • Certificate of Completion
Content Exam (Content Areas that are not listed in Certify Teacher)	<ol style="list-style-type: none"> 1. Contact your Program Coordinator for instructions for a review assignment or practice test. 	<ul style="list-style-type: none"> • To be determined by Program Coordinator

TEExES Certification Exam Review Procedures

Exam	Steps for Review or Practice Exam	Documents to Send to Program Coordinator and Certification Officer
EC-12 Pedagogy and Professional Responsibility (PPR) Exam (Certify Teacher Review https://www.certifyteacher.com/)	<ol style="list-style-type: none"> 1. Register for the EC-12 PPR Exam in Certify Teacher 2. After taking and passing the content exam, complete a practice exam and 6 hours of Certify Teacher. 3. Save the certification of completion from Certify Teacher. 4. If the practice exam score was less than 80%, take it again after you have completed review activities. 5. Email practice score report and certificate of completion to Certification Officer and cc: Program Coordinator. 6. Certification officer will email you registration approval and instructions. 7. Complete the steps provided in email from the Certification officer. 8. Upon approval and clearance, register for the exam. 9. Take the exam. <p>*Contact your Program Coordinator if you do not pass the TExES licensure exam</p>	<ul style="list-style-type: none"> • Screenshot of test score (80% or better) • Certificate of Completion

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

Clinical Teaching Check List

First Week of Clinical Teaching

- Complete the Speech Competency in Instructional Settings Form and submit to Tk20.

Ongoing Items

- Complete the electronically-reported Weekly Report.

Placement One

- Complete Clinical Student Teaching Entry Survey at the beginning of Placement #1. This survey is delivered electronically to your university email during the first two weeks of your placement.
- Submit completed and signed Teacher Observation Record from Cooperating Teacher (Placement #1) to TK20.
- Submit completed and signed Teacher Observation Record from UTA Field Supervisor (Placement #1) to TK20.

Placement Two

- Submit completed and signed Teacher Observation Record from Cooperating Teacher (Placement #2) to TK20.
- Submit completed and signed Teacher Observation Record from UTA Field Supervisor (Placement #2) to TK20.
- Complete Student Teaching Progress Survey at the beginning of Placement #2. This survey is delivered electronically to your university email during the first two weeks of your second placement. This survey includes the School Partners' Demographic Data.
- Complete Student Teaching Exit Survey at the end of Placement #2. This survey is delivered electronically to your university email at the conclusion of your second placement.

Appendix C

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.

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 lispings, 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 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: