



UNIVERSITY OF
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COLLEGE OF EDUCATION

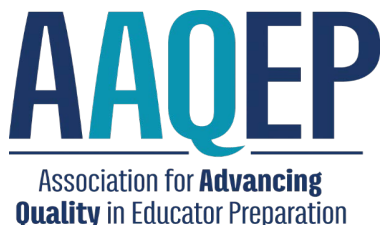
Handbook for Field Experiences Cooperating Teachers

Department of Curriculum and Instruction



2021-2022 Academic Year

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



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Quick Reference Guide

About This Handbook

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

<https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>.

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

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Quick Reference Guide

Dates to Remember:

<u>Fall 2021</u>	<u>Spring 2022</u>
Early Field Experience Placement Dates (EFS I): (Placement 1) Begin with ISD calendar End Date: Dec. 7th	Early Field Experience Placement Dates (EFS II): (Placement 2) Start with the ISD End Date: May 6th
Clinical Teaching Placement Dates (Clinical I): (1 day a week for seniors) Start with the ISD Start second Placement on Oct. 11. End Date: Dec. 10th	Clinical Teaching Placement Dates (Clinical II): (every day following the ISD calendar) Start with the ISD Start second Placement on March 7th End Date: May 6th

Flow Chart for Programs:



General Requirements

Welcome

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

Required Training

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

<http://rebrand.ly/coopteach>

Definitions

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

Field Experience Handbooks

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

Roles of a Cooperating Teacher

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

Qualifications of a Cooperating Teacher:

Must have:

- a current Texas Educator Certification
- a minimum of three years of successful classroom experience in the content area of the candidate's certification program
- effective instructional skills, as demonstrated by the teacher's positive impact on student learning.

Must also have:

- approval of the campus principal
- a high level of commitment to the candidate's professional development
- an eagerness to continue professional growth
- effective communication skills and outstanding collaboration skills

Preparing for the Candidate:

Some requirements and procedures will vary by program.

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

Get to know your student teacher

- Share your own experiences, skills, interests and expectations.
 - Orient your student teacher to:
 - You** – introductions, teaching philosophy “survival kit”, assignments/schedule, expectations
 - The classroom** - getting to know your students and your classroom routines
 - The school** - maps, routines, rules, emergency procedures, culture
 - Their space – provide space for the candidate to work and store items

• Relationships

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

S.E.E. Your Mentee

Stay positive.

Empower the mentee to give you regular feedback.

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

Excellent Teaching is a Learned Behavior.

Mentors Who Cultivate Excellence

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

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.

In the case of emergency, clinical teachers will be required to submit documentation with regard to each absence. If a clinical teacher is scheduled to teach and is absent, the clinical teacher must have all lessons and materials ready for the cooperating teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the clinical teacher delivering lesson plans and materials to the school or the cooperating teacher prior to the beginning of any classes on the day of the absence.

E. Absence Procedures for Clinical Teachers

- 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 work day hours may be counted as an absence.

F. Clinical Teacher Teaching Schedules

Clinical teachers keep the same hours as their cooperating teacher(s). Clinical teachers are expected to participate in all activities and duties in which their cooperating teachers are involved (i.e., open house, PTA, UIL, staff development, faculty meetings, ARD meetings, bus duty, and playground), except when these would conflict with required UTA course meetings. Candidates should arrive to class by or just before the time that teachers are required to be on campus by their principals. Be sure to provide sufficient time to check into the office. Candidates are required to stay on campus for the duration of the school day and 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 be used as a substitute teacher for only one day during the clinical teaching field experience in some districts. A clinical teacher may not be paid for any service during the clinical teaching experience.

H. Weekly Report and Reflection

In order to track experiences and allow for reflection during clinical teaching, candidates will complete, in collaboration with the cooperating teachers, and submit weekly reports of their teaching and non-teaching activities 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. Pregnancy during Field Experience and/or Clinical Teaching

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

J. Professional Dispositions

<https://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 experiences).

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

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

K. Termination of Clinical Teaching

A student may be removed from his/her field experiences or clinical teaching at any time upon the request of the building principal or the cooperating teacher. If this happens during the early field experience semesters, the Office of Field Experience will attempt to identify a second placement in which the student can finish all required activities and hours during that semester. If the student is asked to leave his/her placement during the Clinical Teaching I or Clinical Teaching II semester and an alternative placement cannot be found, the student 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, unprofessional appearance may keep you from getting the job you want. Additionally, the more professional you appear, the more students and others will see you as a professional educator. Whenever you are on a public-school campus, you are expected to dress professionally.

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

- No hats 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 is required to collect demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the Clinical Teacher Progress Survey completed in the middle of the final semester in your teacher certification program. This survey will be sent in an email. See Appendix B for additional information on what data needs to be collected.

Clinical Teaching II Semester

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

Clinical Teacher (Two grade levels) Assignment 1

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

Clinical Teacher Ethics

Statement of Purpose

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

Procedures

Guidelines for a Successful Clinical Teaching Experience

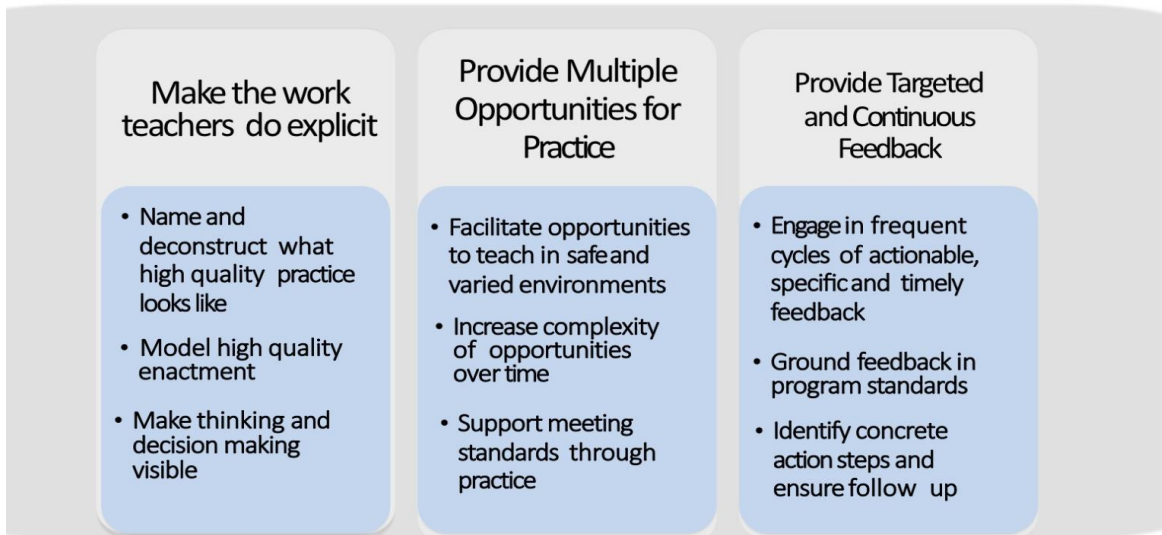
You will be assigned to a cooperating teacher in an approved public-school classroom. You will be observing and participating in your cooperating teacher's classroom during the entire year. The full year experience is an important part of the pre-service preparation of becoming a teacher. Your teaching 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 nametag will identify you as a person who has a valid reason for being there. Your UTA ID should be worn as your name tag unless a district nametag is required.
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 only. Handle concerns professionally by going directly to those people who have the authority to adjust assignments. You may also inform your program coordinator and the Office of Educational Field Experiences.

Mentor Requirements

Mentoring Practices



Provide Targeted and Continued Feedback

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

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

Mentoring Activity: Huddling

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

Coaching

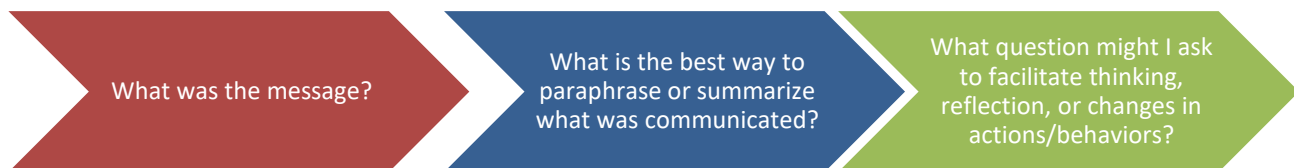
- Preparation: Active coaching of a clinical teacher more thoroughly prepares preservice teachers to address the needs of diverse children and families. (Rust, 2010)
- Efficacy: Coaching mitigates the preparation to practice gap which negatively impacts instructional quality. (Brownell, Ross, Col n, & McCallum, 2005)
- Quality: Coaching creates conditions of excellence by increasing collaboration, individualizing support and improving teacher effectiveness faster than traditional professional development (PD) techniques. (Adoniou, 2013; Hastings, 2010; Lupoli, 2018)

Coaching must be:

- Direct: This helps preservice teachers more closely model expected behaviors during instruction (helps to scaffold skills). (Morphis, 2017)
- Narrowly focused: The best coaching focuses on a specific set of skills versus broad and undefined skills. (Roberts, 2017)
- Collaborative: Clinical students' skills and efficacy grow when they have the opportunity to work in professional learning communities that include experienced mentor teachers and a university field supervisor. (Chizhik, Chizhik, Close, & Gallegos, 2018)

Communication Pattern

(From TEA's Field Supervisor Training)



Reframing and Shifting

(From TEA's Field Supervisor Training)

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

Paraphrasing and Summarizing

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

Types of paraphrasing and summarizing: (From TEA's Field Supervisor training)

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

Acknowledge or Clarify

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

Summarize and Organize

- Take the information presented and summarize or organize what was said in themes or containers.
- Example: "You're noticing two issues here, there's low attendance and parents are not receiving the information."

Or, "You want two things to happen, increase parent participation and to ensure that parents receive the information in a face-to-face forum." This type of paraphrase is used when lots of information has been presented and there is a need to organize thoughts.

Ladder of Abstraction

Sample Questions

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

Mentor Requirements

Evaluating the Candidate

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

Required Assessments from the Cooperating Teacher

- Weekly Reports - completed with the candidate
- Teacher Observation Record of a lesson – downloaded from our webpage - included on the next 5 pages for your reference
- Speech Competency – (Appendix C)
- End of Semester Survey – sent as a link to your email

Lesson Plan Requirements

The programs have lesson plans specific to their level. Clinical teachers are required to complete a lesson plan for all lessons that will be formally evaluated by the cooperating teacher and the field supervisor. The proposed lesson plan has to be submitted to the appropriate evaluator 72 hours prior to the evaluations.

Once the lesson is delivered, Clinical teachers are required to complete the Lesson Reflection Form included in their handbook. It is required that clinical teachers share it with the cooperating teacher/UTA field supervisor and submit it on line.

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

The lesson plan evaluation (TOR) form shown on the next page can be downloaded at:

<https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>

Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.

1.1 Standards and Alignment: The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

1.2 Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

1.3 Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high level of learning, social-emotional development and achievement for all students.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

1.4 Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:**Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.**

2.1 Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.2 Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.3 Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.4 Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.5 Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.						
3.1 Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						
3.2 Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						
3.3 Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						

Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others						
4.1 Professional Demeanor & Ethics: The clinical teacher meets UTA and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						
4.2 The clinical teacher reflects on his/her practice.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						

Clinical Teacher Conference Notes

Observation Start Time:

Observation End Time:

Conference Start Time:

Conference End Time:

Please note: TEA observations must be at least 45 minutes in length. Post-observation conferences must be at least 20 minutes in length.

Strengths:

In what ways did this teacher candidate excel or exceed expectations?

Challenges:

What issues did the teacher candidate experience? How did the teacher candidate grow throughout this experience?

Recommendations/
Goals/Next Steps:

What recommendations do you have for this teacher candidate's professional growth?

Please note: Formal observations must be at least 45 minutes in length.

Signatures

(This page is completed using the freehand drawing tool in Adobe Acrobat.)

UTA Clinical Teacher

Cooperating Teacher

UTA Field Supervisor

Texas Administrative Code Title 19, Chapter §228.35, (k)(1)(C): 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.

The Cooperating Teacher (CT) and UTA Field Supervisor (FS) should initial the appropriate choice below.

Please initial to respond to the appropriate statement for all observations:

CT Initials	Candidate Progress/Recommendation for Certification	FS Initials
	Yes, the teacher candidate <u>has</u> made sufficient progress to be on track at this point in the clinical experience to be recommended to the Educator Preparation Program (EPP) for teacher certification.	
	No, the teacher candidate <u>has not</u> made sufficient progress to be on track at this point in the clinical experience to be recommended to the EPP for teacher certification. My concerns are noted above as documentation of my lack of recommendation.	

If this is the candidate's final observation in the current placement, please initial to respond to the appropriate statement:

CT Initials	Candidate Progress/Recommendation for Certification	FS Initials
	I recommend to the Educator Preparation Program (EPP) that this candidate <u>should be</u> recommended for teacher certification.	
	I recommend to the EPP that this candidate <u>should not be</u> recommended for teacher certification and have provided documentation above and to the candidate and field supervisor or cooperating teacher to support the lack of recommendation.	

Notice to Principals and Cooperating Teachers

The UT Arlington COEd Field Supervisor or other COEd Field Office representative has sent you this form to fulfill UTA's obligation to provide you the record of this clinical teacher's formal observation. This record is confidential. Please do not copy, distribute, or share this record unless permitted by applicable law or policy. We value your partnership in preparing teachers and we thank you.

Mentor Requirements

The UTA Field Supervisor (taken from the student handbook)

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.



Frequently Asked Questions

1. What are the qualifications for a Cooperating Teacher?

Definition: A Cooperating Teacher is a classroom teacher who volunteers to work with a university early field experience student or a clinical/student teacher. Research demonstrates that the most important influence on a teacher candidate is the cooperating teacher.

Qualifications:

- Must hold a current Texas Educator Certification
- Has a minimum of three years of successful classroom experience, in the content area of the candidate's certification program
- Teacher must possess effective instructional skills, as demonstrated by the teacher's positive impact on student learning.

Must also have:

- Approval of the building principal
- A high level of commitment to the candidate's professional development
- An eagerness to continue professional growth
- Effective communication skills
- Outstanding collaboration skills

2. What are the expectations for being a cooperating teacher?

- Serves as a model for teacher preparation and assists the candidate in becoming an effective first year teacher.
- Models best practices, provides clear and honest feedback, makes suggestions for improvement, and motivates and encourages the candidate.
- Is committed to the role of mentoring, and has a positive effect on candidate learning.
- Influences a candidate's ability to synthesize and apply teaching strategies, and emphasizes conceptual application of ideas.
- Establishes a relationship of trust and communication with the candidate.
- Guides students in understanding school procedures and policies.
- Evaluates the student's performance and helps determine goals for growth.

3. When will students be in the classrooms?

Varies by Program:

- ESL/EC6, BIL/EC6, and Mid-Level begin in the junior year and remain in the classrooms through graduation.
- Secondary and All-level students will begin in senior year.
- UTeach follows a specifically designed schedule.
- Class embedded observations/assignments are completed at various times.

4. What will the students need to do?

All UTA students are required to complete early field experience observations and assignments. This may include creating and teaching a lesson, interviewing school personnel, reading a story, helping their cooperating teacher as needed, etc.

5. What are the UTA policies for the students?

Handbooks are available for each program at the link - <https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>. General policies have also been provided for you in this handbook.

6. What do we expect of our students? (UTA's Professional guidelines)

Our students are held to a standard of dispositions that have been identified as essential for a highly-qualified professional.

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

All students are required to review the Texas Education Agency's Code of Ethics: <https://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFeMtxaBMvC>

7. Who should I contact If I have questions or concerns?

If you contact the Office of Educational Field Experiences, we will address any issues and make contacts as needed.

Phone: 817-272-2831

Email: coedfield@uta.edu



Appendix A

Huddling: A Step
by Step Guide



Appendix A

Huddling: A Step-by-Step Guide

After you release students into independent or small group work, huddle with your clinical teacher (CT) for approximately 45 seconds. Let them know that you are about to confer with students. Also let them know:

- Your purpose for conferring with students:
 - What do you want to know about student thinking?
 - How will you use the information?
- Questions that you will ask students
- Moves you will make (or avoid making) in your conferences
- Why you are choosing to visit to the student or group of students that you are visiting first

2. Cooperating teacher- led Student Conference

Bring your CT with you as you confer with your first student or group. Have your resident sit/kneel/stand right next to you as you engage with the students.

3. First Debrief Huddle

Huddle with your CT for 30 seconds to 1 minute. Briefly discuss what the two of you learned about the students' thinking and how it informs what you will do next. End by telling the resident that it's now his/her turn to lead a conference.

Ask what s/he will listen for and how s/he will elicit that information.

Sample Questions:

- What did you notice about his/her thinking?
- What did you notice about how I elicited his/her thinking?
- What else do you want to know about how s/he's thinking about this? What could I have asked that would have gotten at that?
- What's something you saw me do that you're going to try?
- You're leading the next conference -- what question are you going to start with?

4. Clinical teacher led Student Conference

Go with your CT with as s/he confers with a student or group. Sit/kneel/stand right next to your resident as s/he confers with a student.

5. Second Debrief Huddle

Huddle with your CT for 30 seconds to 1 minute. Briefly discuss what the two of you learned about the students' thinking and how it informs what you will do next. Use the same questions as above.

Appendix B

Principal Approval Form



Appendix B

Principal Approval Form



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF EDUCATION

For further information:

<https://www.uta.edu/coed/fieldexperience/district-partnerships.php>

Cooperating Teacher Recommendation

Name _____

Content Area _____

Current Grade Level _____

Years of Teaching Experience _____

No. of Student Teachers Supervised _____

Current Certifications _____

Campus _____

District _____

Name of Teacher Candidate _____

Certifications Held (grade levels and content areas) _____

The district and/or campus acknowledges that this is an accomplished teacher based on evidence of student learning. YES NO (circle one)

By signing below, you are recommending this teacher be approved to act as a cooperating for the UTA teacher candidate.

Authorized Administrator (HR or Principal)

Date

Please fill in information, sign and return to: coedfield@uta.edu

Appendix C

Speech Competency in
Instructional Settings Form



Appendix C

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 and School: _____

UTA field supervisor: _____

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

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

_____ 11. The UTA candidate is free of inappropriate verbal and body mannerisms
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:



Appendix D

School Partners' Demographic Data



Appendix D

School Partners' Demographic Data

Candidate: _____

TEA ID: _____

Teacher Certification: _____

School District: _____

Placement 1: School _____

Title I School? Yes /No If yes, % _____ Free/Reduced Lunch

Placement 2: School _____

Title I School? Yes /No If yes, % _____ Free/Reduced Lunch

The College of Education is required to collect demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the Clinical Teacher 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	

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