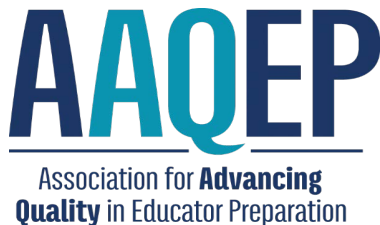# Handbook for UTA Field Supervisors
Department of Curriculum and Instruction

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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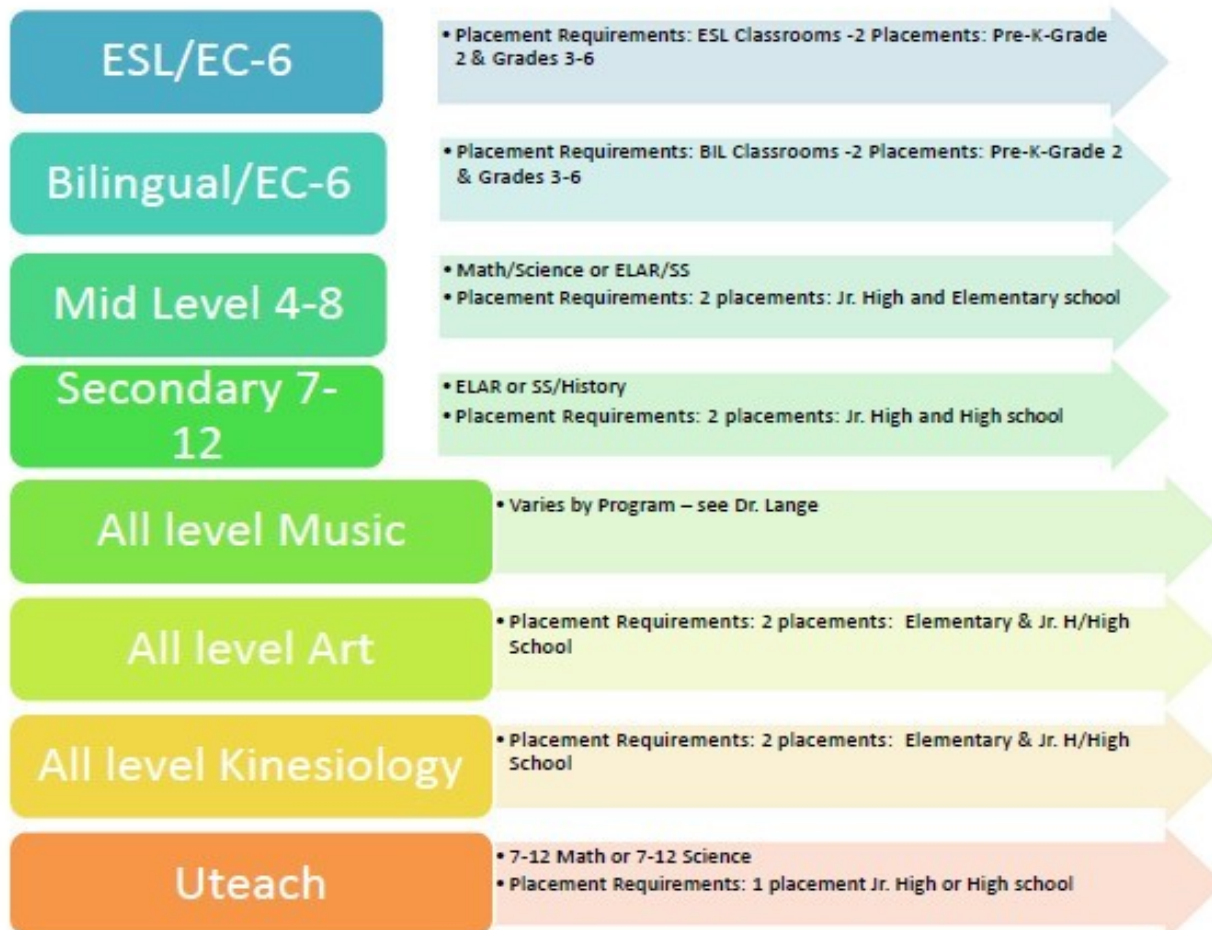Dr. Alison White – alison.white@uta.edu

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Quick Reference Guide

Dates to Remember:

Fall 2021	Spring 2022
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

ESL/EC-6
- Placement Requirements: ESL Classrooms -2 Placements: Pre-K-Grade 2 & Grades 3-6

Bilingual/EC-6
- Placement Requirements: BIL Classrooms -2 Placements: Pre-K-Grade 2 & Grades 3-6

Mid Level 4-8
- Math/Science or ELAR/SS
- Placement Requirements: 2 placements: Jr. High and Elementary school

Secondary 7-12
- ELAR or SS/History
- Placement Requirements: 2 placements: Jr. High and High school

All level Music
- Varies by Program – see Dr. Lange

All level Art
- Placement Requirements: 2 placements: Elementary & Jr. H/High School

All level Kinesiology
- Placement Requirements: 2 placements: Elementary & Jr. H/High School

Uteach
- 7-12 Math or 7-12 Science
- Placement Requirements: 1 placement Jr. High or High school

Field Supervisor Requirements

Welcome

Thank you for your participation in the process of educating our teacher candidates here at The University of Texas at Arlington! Your role as a field supervisor is critical to the success of our future teachers! This handbook is designed to clarify your roles to meet the state and university responsibilities as a field supervisor. Please use this information along with the UTA clinical teacher handbook and syllabus as a guide for a successful semester as a field supervisor at UTA.

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/coed/fieldexperience/handbooks.php
• 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.

Field Supervisor Requirements

- Must be a certified teacher in Texas or other U.S. State.
- Taught at least 3 years in program area of supervision.
- Submit the following forms to the Office of Educational Field Experiences:
    - Your TEA ID number
    - Copy of your teaching certificate
    - Name of the state in which you are certified, if other than Texas
    - A signed copy of the TEA Code of Conduct
    - Your service record signed or stamped from the district.
- TEA Standards for Field Supervisors

    I. Has theoretical and practical knowledge of teaching and learning for both adults and children.
    - Understands adult learning
    - Recognizes the range of learning and performance problems and successes
    - Provides specific strategies to overcome learning and performance problems and encourage successes

    II. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
    - Stays in frequent contact with the novice
    - Provides feedback on observations in a timely manner
    - Provides specific feedback statements to the novice for professional improvement or growth
    - Leads novice educator in reflection of his or her performance

    III. Understands the functions and methods of K-12 public and private schools.
    - Understands the time constraints on teachers and administrators
    - Understands school schedules
    - Understands school priorities
    - Familiar with various curricula for K-12 schools
    - Familiar with various methods of lesson planning and development
    - Familiar with various student assessment strategies for diverse students
    - Familiar with various teaching strategies in K-12 schools for diverse students

    IV. Is responsible in executing his or her professional responsibilities.
    - Includes the mentor or cooperating teacher in observation and feedback
    - Provides a copy of the completed evaluation to the novice, the mentor or cooperating teacher, and the educator preparation program in a timely manner
    - Provides all data required by the Texas Education Agency in a timely manner. (Copy of Pre-conference notes for each lesson, copy of observation notes and T-TESS TOR for the initial and 3 formal observations and a completed supervisor log.)
    - Exhibits flexibility when necessary

Field Supervisor Requirements

Supervisor Training

- New Employee University Training

  Arranged upon hire.

- T-TESS Observation Instrument Training
  This is a TEA required eight-hour training that must be completed before working as a field supervisor. We are required to use the T-TESS instrument for all TEA-reported observations. You only need to go through this training one time.

- iPad and General Training
  This training is scheduled at the beginning of each semester. All observations will be recorded and sent via the iPad. Training documents for reference are available at the following link: https://www.uta.edu/coed/fieldexperience/handbooks.php

- iPad Training Documents

  - The video is available online here: https://youtu.be/b3AZ9jV0IpY

  - Setting up the Mail App using your university email account: https://youtu.be/YLAHMzJVwP8

  - Setting up the Excel App for easy access to your field observation log: https://youtu.be/YLYT7OLp4ys

  - Instructions for Remote signatures: https://cdn.web.uta.edu/-/media/project/website/education/documents-folder/field-experience/instructions-for-remote-signatures.ashx?revision=5313b8f0-0219-44d0-8d68-d0a2a1eba976

  - If you have any technical issues with your iPad, please contact Seth Southerland at coedtech@uta.edu

Responsibilities of the University Field Supervisor

Please double check all information before sending documents or recording information.
It is imperative that correct information is provided.

A checklist of responsibilities is provided at the end of this handbook.

Communicate with your students, cooperating teachers and the principals.

- The candidate must have several ways to contact the supervisor by email, texting, telephone or video-conferencing. Supervisors should respond within two school/business days.
- The supervisor must respond to the needs of the candidate, helping the student teacher to problem solve, act as their advocate and provide individualized plans when needed.
- Introduce yourself to the Cooperating Teacher and Principal (if possible).
- Let your cooperating teachers know that you are in the classroom to support both the clinical teachers and the CT. Be sure to give them your contact information; ask that they contact you as needed.

Observations - a sample TOR is included in Appendix A

Link to observation form and to signing directions for virtual observations:
https://www.uta.edu/coed/fieldexperience/handbooks.php

You must complete a <u>minimum of three observations</u> during the semester:

- Each observation must be at least 45 minutes in duration. (If the lesson is shorter than 45 minutes, observe clinical teacher while working with students. If the lesson is part of a block longer than an hour the observation can end after the initial presentation of the lesson when 45 minutes have passed while students are working independently, if desired.).
- An additional 20 minutes must be spent in an interactive conference with the candidate immediately following each observation. At this time, offer your candidate opportunities to reflect on their performance in the classroom, ask for ways you can support him/her, and provide specific strategies that address strengths and weaknesses about his/her performance in the classroom.
- Observations are completed using an iPad with the T-TESS observation form. Training is provided and must be completed for use of the iPad and the observation form.
- Observations will be emailed at the same time to the CT, the student, the principal and the field office: coedfield@uta.edu (See iPad training documents).
- The first observation must be completed within the **first five weeks** of all assignments.
- Contact must be made with the student within the **first 3 weeks** of the start of the field experience. This may count as an informal observation and can take place at the student teacher orientation/seminar at the beginning of the semester or in the classroom.
- Each formal observation should be spaced as "one in each third of the semester". They must be spaced out so there is time to grow and reflect between observations. Basically, each student must be observed every 5 weeks. Lessons need to be a minimum of 27 days apart.

Responsibilities of the University Field Supervisor

- All-level students (music, art, physical education) must have 2 observations in the first placement
- The lesson plan must be submitted to university supervisor 72 hours in advance.
- You must give lesson plan feedback and pre-conference notes to the student prior to the lesson and record it at the top of the TOR under Pre-Conference. Record the date and time of the conference.   The conference feedback is needed for TEA documentation and can be provided on the TOR. Pre-conferences also need to be listed on the Supervisor Log. Email communication for the preconference can be sent to coedfield@uta.edu but is not mandatory if the TOR has the preconference information.

We are participating in an alternative pilot program with several EPPs across the state.

The alternate pilot is based on the T-TESS protocol already being used to evaluate teachers in Texas. The instrument for the alternate pilot would be a modified T-TESS evaluation instrument, similar to the one we developed for clinical teaching evaluations. The major difference in the pilot instrument and our existing instrument is the number of performance indicators. In the past, our instrument had three performance levels while the pilot instrument maintained the original five levels found with the T-TESS program. The new instrument is now on the website and will need to be downloaded via your iPad.

TEA Changes due to Virtual Environments: No Virtual Observations at this time.
For candidates beginning their clinical teaching, internship, or practicum in Fall 2020, does the optional 20% reduction in duration apply if the Governor's Disaster Declaration is in place at the beginning of the appointment? Yes, so long as the disaster declaration is in place at the beginning of the assignment. Per 19 TAC §228.1(d), if the clinical teaching, internship, or practicum occurs during the declared disaster, the total required duration may be decreased by up to 20% .   https://tea.texas.gov/sites/default/files/covid/COVID19-Intern-and-Emergency-Permit-Waiver-FAQ.pdf

1. Observations must be synchronous (8/17/2021)
2. Observations must be minimum total of 45 minutes, but not necessarily from beginning to end of a lesson = could observe 2 "lessons"/class periods for total of 45 minutes completed on the same day.
   - TEA just looking for total minutes a candidate is observed rather than a beginning to end of a lesson.
3. Each school district defines the length of the school day. How many hours that is per day doesn't matter; it's the number of days. For example, a school district could define a school day 5 hours, 3 hours.
   - Thus, the teacher candidate must meet the number of days requirement.

Responsibilities of the University Field Supervisor

Grading and Monitoring of Students

You will have a course on Canvas for all of your students. Please check your Canvas course and report any missing or extra student names to the field office. The students are moved into the correct sections within a few days of the start of the semester.

- Assignments and documents must be uploaded and graded through the Canvas course.
- Students must post key assessments in TK20. These vary by program but may include:
    - Philosophy Statement
    - Data Driven Instruction Project/Teacher Work Sample
    - Activities Report
    - Lesson plans

The TK20 Portfolio
The portfolio is designed to collect documents specific to certification. The portfolio is sent to each student; all documentation must be completed to become a certified teacher. Assignments required specifically during the clinical teaching semester:

- Cooperating teacher observations
- Speech Competency Evaluation completed by the cooperating teacher
- Supervisor formal observations, signed by all (when you send it to the student, he/she will upload it)

Weekly Reports
Students are required to complete a weekly report with their cooperating teacher. The report is online, and you will receive completed reports directly to your email every week. Be sure that each of your students is completing these reports weekly with their CT:

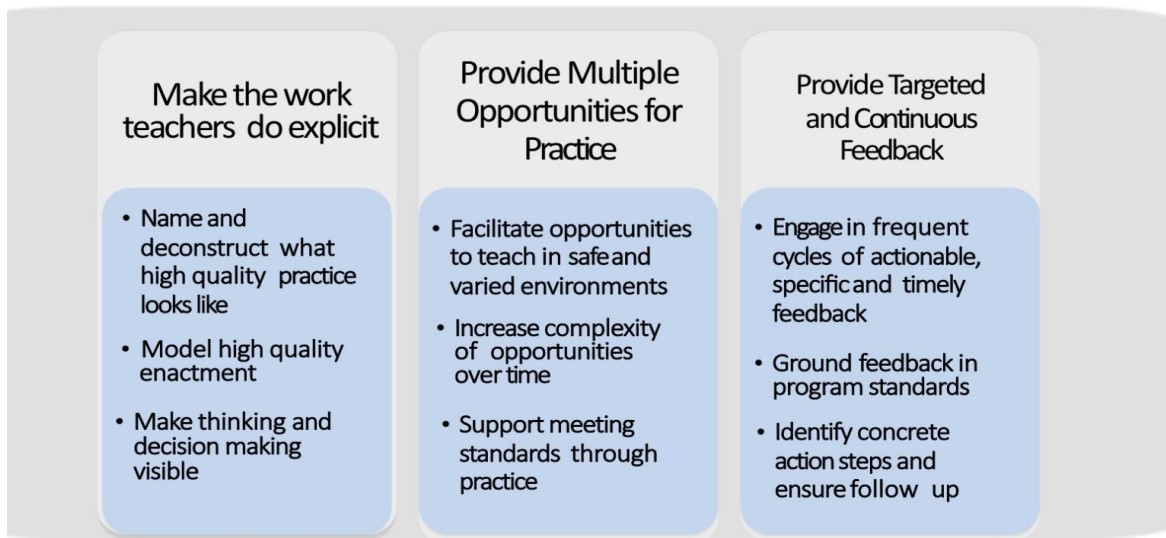https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/weekly-report-reflection

You may be asked to track these as needed.

Supervision Log
The supervision log is a required document by TEA. This document will be shared with you via Microsoft OneDrive by the field office. This does not require you to save or send anything by email. Complete the supervisor log after each observation when you send the T-TESS TOR to the CT, student, the principal and coedfield@uta.edu
HINT: If you download the log to work in it, please remember to upload it.

Responsibilities

Make the work teachers do explicit	Provide Multiple Opportunities for Practice	Provide Targeted and Continuous Feedback
• Name and deconstruct what high quality practice looks like • Model high quality enactment • Make thinking and decision making visible	• Facilitate opportunities to teach in safe and varied environments • Increase complexity of opportunities over time • Support meeting standards through practice	• Engage in frequent cycles of actionable, specific and timely feedback • Ground feedback in program standards • Identify concrete action steps and ensure follow up

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.

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 instruc-tional quality. (Brownell, Ross, Colón, & 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)

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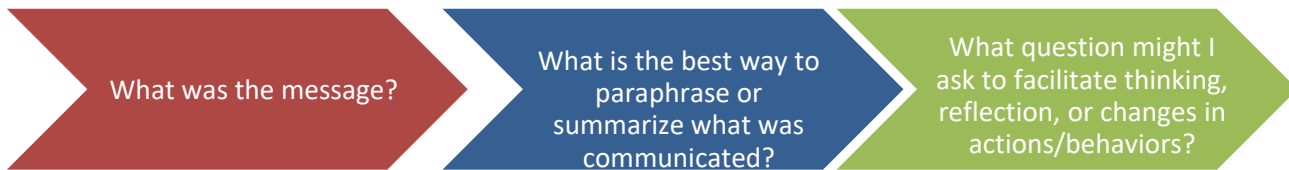 Narrowly focused: The best coaching focuses on a specific set of skills versus broad and unde-fined skills. (Roberts, 2017)
  Collaborative: Clinical students' skills and efficacy grow when they have the opportunity to work in professional learning communities that include experienced mentor teachers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

Communication Pattern
(From TEA's Field Supervisor Training)

Active Listening

Paraphrasing/ Summarizing

Powerful Questions

What was the message?

What is the best way to paraphrase or summarize what was communicated?

What question might I ask to facilitate thinking, reflection, or changes in actions/behaviors?

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 perspec-tive and, with it, new possibilities.
• It offers and invites more and varied ways for candidates to consider the successes and/or prob-lems 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
•Provides opportunities to validate and calibrate our understanding of emotions and content.	•Includes themes and containers that organize what was shared	•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 contain-ers.
• 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 infor-mation 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? How will you move this to action? What are the possible effects in moving this to action? How would you describe the impact of these actions? What's keeping you from moving this to action? Where do you go from here?	Analysis	What do you make of this? How would you break this apart? What do you see here? What is happening with this (data)? What is this telling you?
Anticipation	What do you anticipate will happen? What does your intuition tell you? What should you anticipate that you haven't considered? What concerns you the most? What's next?	Assessment	How will/do you assess this? What do you want to measure? How does it appear to you? What are the results telling you? Which aspects should you assess and why?

Responsibilities

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, (typically1 or 2 per placement), by the UTA field 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.

Required Assessments from the Field Supervisor

• Weekly Reports - completed with the candidate
• Teacher Observation Record of a lesson – downloaded from our webpage - included in Appendix A for your reference
• Grading of data project (also known as Teacher Work sample)

• Summative evaluation - at the end of the semester

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

Forms

Checklist of Duties: Supervisor of Clinical Teachers

Communications:

____ I have made initial contact with the assigned candidate within the first three weeks of the candidates assigned start date. (Contact can be made by telephone, email, or other electronic communication or during a group meeting.)

____ I have given the candidate at least two different ways to contact me.

____ I am responding to communications within two school/business days.

____ I am recording all needed information on the supervisor log as each piece is completed: preconference, conference (formal observation), other (informal obs, etc.)

____ I have provided informal observations and coaching to the candidates, helped them to problem solve, acted as their advocate, and provided individualized plans when needed.

Observations/Conferences:

____ I have completed the first observation within the first six weeks of student teaching.

____ I have completed four observations (at least 3 formals and 1 informal) per student during the student teaching semester. (If all-level – 2 formal observations in the first placement)

____ I have completed a pre-conference over the lesson plan for the formal observations and have noted this on the observation form.

____ The observations are at least 45 minutes in length.

____ I have noted starting and ending times of the observation on the T-TESS form.

____ I have documented all instructional practices observed and provided written feedback, including several scripted pieces with feedback.

____ I have had an interactive conference (at least 20 minutes in length) with the candidate following each formal observation (and the cooperating teacher when possible). We discussed his/her performance in the classroom. I recommended specific strategies that addressed strengths and weaknesses and asked if there was anything I could do to support his/her improvement (documented on the TOR).

_____ I have recorded the starting and ending times for each interactive conference.

_____ Both the CT and I have signed on the last section of the T-TESS form approving the student for certification and returned it to the field office for the final observation.

Documentation:

_____ I have renamed the document according to the UTA iPad naming convention. [Collins Denise 10000203040 1-for initial meeting or orientation, Collins Denise 10000203040 2A-for first observation, Collins Denise 10000203040 3B for observation for 2nd observation, Collins Denise 10000203040 4C (for 3rd observation)]

_____ I have emailed a copy of each completed observation form to the cooperating teacher, the student and the COEd field office within 5 working days of the completion of the observation, from my iPad.

_____ I have recorded the observation on the supervisor log in One Drive which was sent by the field office to my email.

The UTA Supervisor (From the student handbook)

The supervisor is your link to successful completion of the Clinical Teaching experience. Maintain communication and check your UTA email often. All questions and concerns should be directed to your UTA Supervisor.

• Supervisors must complete a minimum of three observations on each clinical teacher:
these may be completed on a lesson plan or a general observation. Other visits to the candidates will be made as determined on a student by student basis. The lesson plan observations consist of a minimum of 45 minutes for an observation, followed by a minimum of 20 minutes for feedback, both written and verbal. These formalized documents will be sent via their iPads to the cooperating teacher, building principal, clinical teacher and the Office of Educational Field Experiences. Cooperating teachers and UTA field supervisors evaluating lessons must have a copy of the lesson plan at least 72 hours before the lesson is to be taught so that final revisions can be made, if necessary, before the actual teaching is done.

• The first contact with the students must occur within the first 3-weeks of all placements.

• Reflections are due 48 hours after the completion of the Formal Observation.

Frequently Asked Questions

1. Where do I go to get questions answered about the field experience?
   - The clinical teacher handbook is a great source of information. It is available online here:
   - The Office of Educational Field Experiences. You can contact the office by emailing coedfield@uta.edu or by calling 817-272-2831. Additionally, Denise Collins' email is dacollins@uta.edu.
   - Your program coordinator in the contacts list on page three of this manual.

2. What do I do if there are issues with one of my clinical teachers?
   - It depends on the severity of the issue. Always consult with your student and program coordinator first.
   - Denise Collins, Angela Watson and Emily Waneck (Office of Educational Field Experiences) are good points of reference. They should be contacted immediately if the student is called in by the principal or asked to leave the school. coedfield@uta.edu
   - If there is an issue in the field, Denise often receives an email from a cooperating teacher or principal. If this happens, she will contact you by phone or email.
   - If the student is having an issue with their placement, she/he should contact Denise Collins.

3. Do my students need to use the TK20 portfolio?
   - Yes, please remind them to upload their CT observations, CT speech competency form and the supervisor observations that you send to them from your iPad after each observation.
   - They should check their portfolio to be sure all required documents have been completed.

4. Can I observe if the cooperating teacher is in the room?
   - Yes. Many districts will not allow the cooperating teacher to leave the students alone with a clinical teacher.

5. Can my student teacher act as a substitute when their CT is absent?
   - The typical rule is one day only. If the CT is absent, principals are required to get a substitute, even if the classes will be led by the clinical teacher.
   - If the principal specifically asks them to lead the class for a day or until a sub can be found, it is up to the comfort/knowledge level of the student.
   - Students may not be paid to substitute teach during clinical teaching.

6. What are the COVID protocols?
   - If your student notifies you of a possible COVID exposure, send them the form email that will be shared with you from Emily Waneck. Then, log their absences and email coedfield@uta.edu the students name and dates of absences ONLY! We do NOT need to know anything about COVID or their medical information.
   - **Finally, do NOT forward any emails from the student regarding COVID exposure to our office or any of us.**

Appendix A

Appendix A -
Teacher Observation Record - TOR form

Appendix B - Sample Supervisor log

Appendix C - Speech Competency Form

Appendix D - Required documents for the Field Office -

Mileage

Appendix A
TOR

University of Texas at Arlington

Educator Preparation Program Teacher Observation Record (TOR)

Pre-Observation Information

Date of Pre-Ob Conference: Time:

Notes:

Observation Information

Today's Date:

Observation Start Time: End Time:

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

School:

Grade Level/Subject:

Clinical Teacher Information

Clinical Teacher First Name:

Clinical Teacher Last Name:

Clinical Teacher UTA ID Number:

Clinical Teacher TEA ID Number:

Program:

Undergraduate:

Post-Baccalaureate:

Cooperating Teacher Information

CT First Name:

CT Last Name:

Supervisor Information

Supervisor Name:

Form Completion: Cooperating Teacher   Field Supervisor   Other

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

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?

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 has 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 has not 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 should be recommended for teacher certification.	
	I recommend to the EPP that this candidate should not be 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.

Appendix B
Supervisor Log
Example of Log
This is an abbreviated example of how you could set up your log so you don't miss anything.

Field Supervisor First Name	Beginning Date of Student Teaching (MM/DD/YYYY)	Candidate Last Name	Candidate First Name	Date of Observation (MM/DD/YYYY)	Observation Beginning Time (HH:MM XM)	Conference Beginning Time (HH:MM XM)	Conference Ending Time (HH:MM XM)	Type: Pre-obs, Obs, Other
D	1/7/2019	Any	Sydeny	1/30/2019	Filter and Sort	Filter and Sort	10:00:00 AM	Other
D	1/7/2019	Any	Sydeny	2/14/2019				Pre-Observation
D	1/7/2019	Any	Sydeny	2/19/2019	9:40:00 AM	10:35 AM	11:45:00 AM	Observation
D	1/7/2019	Any	Sydeny	3/25/2019				Pre-Observation
D	1/7/2019	Any	Sydeny	3/27/2019	8:40:00 AM	9:40 AM	10:15:00 AM	Observation
D	1/7/2019	Any	Sydeny	4/13/2019				Pre-Observation
D	1/7/2019	Any	Sydeny	4/15/2019	9:00:00 AM	10:10 AM	10:35:00 AM	Observation
D	1/7/2019	Bab	Megan	1/24/2019			11:45:00 AM	Other
D	1/7/2019	Bab	Megan	2/17/2019				Pre-Observation
D	1/7/2019	Bab	Megan	2/20/2019	1:00:00 PM	2:15 PM	3:15:00 PM	Observation
D	1/7/2019	Bab	Megan	3/17/2019				Pre-Observation
D	1/7/2019	Bab	Megan	3/21/2019	10:00:00 AM	11:00 AM	11:40:00 AM	Observation
Jane	1/7/2019	Bab	Megan	4/8/2019				Pre-Observation
Jane	1/7/2019	Bab	Megan	4/11/2019	8:00:00 AM	9:10 AM	9:35:00 AM	Observation

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

YES NO   tense, pronouns, etc.

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

YES NO   students can clearly understand words and sentences.

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

 YES NO   the content area.

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

 YES NO   at appropriate loudness for the size of the room.

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

YES NO   students can clearly understand him/her.

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

YES NO

_____ 7. The UTA candidate is free of speech defects that would impair his/her ability

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

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

YES NO contact, gestures, and body movements.

_____ 9. The UTA candidate communicates with students with appropriate

YES NO enthusiasm, variation of tone, and expression.

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

YES NO   confidence.

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

 YES NO   which are distracting for students.

_____12. The UTA candidate makes consistent use of inclusive language (gender/culture.
YES NO

_____13. The UTA candidate uses professional speech and mannerisms.
YES NO

_____14. The UTA candidate greets other professionals and students in a positive manner.
YES NO

OVERALL COMMENTS / SUGGESTIONS:

_____
Cooperating teacher Signature

_____
Date

_____
Campus and Grade:

Appendix D
Required Paperwork from the Field Experience Office

Mileage

Travel is reimbursed by the University. If you wish to receive payment for mileage it must be submitted by the end of each month (short observation months such as Jan and Feb may be combined). The mileage reimbursement log will need to be completed, signed and submitted along with maps and driving directions from Mapquest.com.

The signed mileage reimbursement log and MapQuest maps must be submitted electronically to Emily Waneck at coedfield@uta.edu. The mileage log and the MapQuest document must match, or your request will be returned. (Hint: use the mileage from MapQuest for your log.)

The university mileage log is available: https://www.uta.edu/policy/form/2-100.

Download the Non-Overnight Travel Reimbursement Form under Business and Finance, Travel, Travel Forms.

Specific instructions for the mileage reimbursement process can be found on the field supervisor training PPT. Any additional questions may be directed to Emily Waneck: emily.waneck@uta.edu. (Email is preferred) If directions are not followed, it will delay your mileage reimbursement.

Clinical Teacher Handbooks

The link to the clinical teacher handbooks is:
https://www.uta.edu/coed/fieldexperience/handbooks.php

Take time to review the handbook, so you are familiar with all requirements for the clinical teachers and the level of their certification: EC6 ESL/bilingual, Mid-level, SPED, KINES, and Secondary.