



UNIVERSITY OF
TEXAS
ARLINGTON

COLLEGE OF EDUCATION

Handbook for Field Experiences

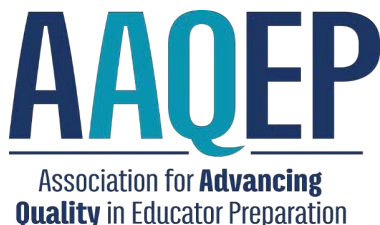
Mid-level Programs

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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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:



Quick Reference Guide

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

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

Clinical Teaching Handbook Information

My signature below acknowledges that I have accessed the University of Texas at Arlington Clinical Teaching Handbook online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook.

I understand that I have an obligation to inform my university field supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my field supervisor if I have any questions, concerns or need further explanation.

Professional Liability Insurance

Clinical Teaching at UTA is not covered by professional liability insurance. Liability insurance is available through the membership in the student branch of:

ATPE Liability Insurance

Application for FREE liability insurance with the Association of Texas Professional Educators (ATPE).

We recommend joining online: Go to <https://www.atpe.org/en/My-Account/Join>

and join ATPE with a Teacher Trainee Membership. A print-and-mail application is also available on the above Join page. There are other associations that will give you insurance; just be sure we get confirmation.

Read and follow the directions in regard to applying for the ATPE liability insurance. Once you have applied, please provide documentation by uploading it to your Tk20 portfolio.

Waiver of Liability

By my signature below, I understand and accept the condition that the College of Education at the University of Texas at Arlington and the assigned public-school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during Clinical Teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

General Requirements

General Requirements for Clinical Teaching

The clinical teacher is a teacher preparation candidate in the final semester of teacher preparation. Clinical teachers are in the classroom every day, all day, for the entire semester, following the ISD calendar. They are to be released from their classroom responsibilities early on days on which they have UTA clinical teaching seminars scheduled. Clinical teachers assist the cooperating teacher and assume 100% classroom responsibilities that lead to preparing, implementing and assessing lessons for a minimum of two weeks in each grade level assignment. Clinical teachers are required to complete the semester with professional dispositions and ethical behaviors expected of teachers, and to strive toward the proficiencies for teachers as mandated by the Texas Education Agency and the College of Education at the University of Texas at Arlington.

To be a clinical teacher, the candidate must have the following:

- 2.75 cumulative GPA
- 3.0 GPA in all education course work
- No grade below a "C" in all education coursework
- Cleared criminal record check (CRC)
- No courses remaining other than the clinical teaching course
- The Tk20 Portfolio must be completed and assessed to enter into clinical teaching with the exception of the CT and field supervisor observations which will be completed during the clinical teaching semester.

All of the assignments and requirements of the clinical teaching semester must be completed to receive a grade and pass the course.

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.

General Requirements

Guide to Clinical Teaching II Semester

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

Following is an EXAMPLE of a possible clinical teacher schedule:

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

Suggested clinical teaching schedule of gradual teach and release.

Week 1	Candidates resume any responsibilities from the fall semester, support the teacher, and learn more about the curriculum. Start teaching when possible.
Week 2	Candidate takes on transition responsibilities and begins teaching one to two classes. Begin conversations about the data-driven assessment project.
Week 3-4	Classes and responsibilities are added.
Week 5-6	The candidate teaches all day as often as possible and starts planning all classes.
Week 7	The candidate assumes all teaching responsibilities.
Week 8	Gradual release of responsibilities.
Weeks 9-18	

(2nd placement)

Follows similar structure of first 8 weeks.

Procedures

Procedural Statements for Field Experiences

A. Health Care Expenses

Candidates are responsible for their own health care while participating in field-experiences. Candidates bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, Field Experience and Clinical Teaching. The University of Texas at Arlington will not reimburse candidates for any expenses related to injuries.

B. Transportation and Meals

Candidates are responsible for their own transportation to and from their field experiences. Candidates are responsible for their own meals while participating in field experiences.

C. Criminal Records Check

Candidates are responsible for completing forms for a criminal record check as per the requirements of the school district to which they have been assigned.

D. Absence Policy for Clinical Teaching

Clinical teachers are allowed three (3) days of absences to be used due to illness, to attend job fairs and to interview for positions.

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

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.

Clinical Teaching

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.

Clinical Teaching

Creating a Responsibilities Plan for Clinical Teaching

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

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

Clinical Teaching Requirements for 1st Half of Clinical Teaching

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

NOTE:

- All lesson plans are to be typed and reviewed by the cooperating teacher in a timely manner (48- 72 hours prior to delivery of lesson unless otherwise specified)
- Weekly Reports must be completed collaboratively each week; may be additional by program.
- Clinical teachers must assist cooperating teachers in preparing students for final examinations. Clinical teachers should prepare exam questions and assist in helping students review in preparation for these exams. However, some school districts may not let the clinical teachers on campus during this time. Ask the cooperating teacher and inform the UTA field supervisor.

• 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 Reports.

Forms

UTA Student Teaching Schedule Form

UTA Candidate: _____ Grade/Subject: _____
Placement #1: _____ Cooperating teacher room number: _____
School Name: _____
Phone Number: _____
Principal: _____

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

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM DUTIES					
PM DUTIES					

Teacher candidate information:

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

Home phone: () _____ - Work phone: () - _____

E-mail: _____

Sample Teaching Schedule – Elementary

Week/Dates: Week 4 / April 1 – 26

Comments: I will be taking over Morning Math and adding it to the Read Aloud and Reading Buddies

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM DUTIES					
8:20 - 9:30	Math	(Math Computers) Math	Math	Math	Math
9:30 - 10:20	Science	Science	Science	Science	Science
10:25 - 10:40	Recess	Recess	Recess	Recess	Recess
10:40 - 11:42	(11:15 - 11:30 Library) Language	Language	Language	Language	Language
11:42 - 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 - 12:50	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
12:50 - 1:35	P.E./Planning	P.E./Planning	P.E./Planning	P.E./Planning	P.E./Planning
1:35 - 2:25	Reading	Reading	(Computers) Reading	Reading	Reading
2:25 - 3:00	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies
PM DUTIES					

Forms

Formal Lesson Plan and Self-Assessment/Reflection

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

Format: Use required format for lesson plan, formal cooperating teacher/supervisor/and self-assessment.

Lesson Plan Requirements:

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

This is the adopted lesson plan format for the ML 4-8 program. 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.

Directions: Students will create lesson plans that reflect knowledge of content and knowledge of appropriate content specific instructional strategies and assessments practices for Grade 4-8 learners. Expectations for this assignment include instructional strategies based on research such as entities like the Institute of Education Sciences. Students are expected to practice discipline specific instructional strategies learned from courses in their teacher preparation program.

Write the lesson as if you 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 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.

4-8 FORMAL LESSON PLAN AND SELF-ASSESSMENT/REFLECTION

***To be completed for UTA field supervisor and CT formal observations.**

University of Texas at Arlington 4-8 Lesson Plan and Self-Assessment Form

UTA Candidate: _____	School: _____
Cooperating Teacher _____	Subject: _____
Grade Level: _____	Date of Lesson: _____
Lesson Topic: _____	
Approximate Duration of Lesson: _____	

1. Lesson Overview (150-200 words)

- a. Describe the content and the skills to be taught in this lesson. Some background information may be included. Explain the purpose of the lesson.
- b. 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)

- a. TEKS: Write out the specific learning standard provided in the Texas Essential Knowledge and Skills (TEKS) document provided by the Texas Education Agency (TEA).
 - i. 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. **Science** must include at least one TEKS from the Scientific Investigation and Reasoning Skills and one TEKS from a content area.)
 - ii. Write the standard as it appears in the TEA document, with appropriate indentation.
- b. English Language Arts Proficiency Standards (ELPS):
 - i. Write out the specific standards as it appears in the TEA document.
- c. National Standards:
 - i. Write out the specific standards. (See the national teaching organization affiliated with your discipline.)
- d. Learning Objective(s) (Must be behavioral/ measurable and directly linked to the learning standards).
 - i. Learning objectives are to tell the reader what students will be able to know and do as a result of the lesson.
 - ii. Provide a bulleted list of measurable objectives that are tied directly to the TEKS selected.
 - iii. 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.
 - iv. Objectives must include the expected performance and criterion.
- e. Language Objective(s)
 - i. Directly linked to the ELPS.
- f. Resource: ELPS at a Glance by El Saber Enterprises. www.elsaberenterprises.com. (This small, narrow flip chart is available at the bookstore.)
- g. Materials Needed: (Bulleted List)
 - i. If you use a video or music, provide the title and link (if Online).
 - ii. List materials for both the teacher and students.
 - iii. If you use handouts, provide the name of the handout (i.e., Handout: Outline Map of Africa). Do not just say “handouts.”

Technology Needed: (Bulleted List)

- i. Provide a rationale statement. (Explain why this technology is necessary and important to the teaching of the lesson.)

h. New Vocabulary:

- i. 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.)
- ii. 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 Correcto).

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

- a. 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.*
- b. List or identify formative and/or summative assessment(s) for the lesson plan.
- c. *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

- a. Requirements to Keep in Mind (delete this section in final draft of the lesson plan(s):
 - 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.
 - Identify specific instructional strategies (e.g., AVID strategies, cooperative learning strategies, etc.) when they occur in the lesson.
 - 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.
 - Include the following in your instructions:
 1. Combine visual and verbal presentation of content.
 2. 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.
 3. Connect and integrate abstract and concrete representation of content.
 - Science lessons must use the 5E learning cycle format for procedures. (Skip letters b, and c)
- b. Introduction of the Topic (Estimated Time: __): *(Also known as the Anticipatory Set, Focus, Hook, Bell Ringer, and Pre-assessment)*
 - How will you capture student attention, access prior knowledge, and motivate students to complete the activities?
 - 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: __):

- 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.
- Teacher Input (Estimated Time:):
 1. The teacher plans to connect to prior knowledge and to deliver new knowledge (e.g., direct instruction (lecture), video, discussion, etc.).
- Modeling (Estimated Time:):
 1. 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.
- Guided Practice (Estimated Time:):
 1. 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.)
- Assessment/Evaluation Procedures (Estimated Time:):
 1. 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.
 2. 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.*
- Checking for Understanding
 1. Teachers must plan to check for understanding throughout the lesson. This can be done using several strategies, including guiding questions. *For each part of the lesson, identify how you plan to check for understanding.* 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!
- 5E Learning Cycle Format for Science Lessons:
 1. Engage
 - a. Sometimes this is called the “hook”, “mind capture”, or “anticipatory set” and is used to grab the student’s attention. Describe exactly what you are going to do or say to the students to put them in a receptive frame of mind.
 - b. Purpose of the Engage is to:
 - c. Focus the student’s attention on the lesson
 - d. Create an organizing of the framework for the ideas, principles, or information that is to follow
 - e. Refer to prior learning
 2. Explore
 - a. What inquiry-based, hands-on activity will you provide students which allow them to begin constructing concepts and developing skills?
 - b. Teacher Modeling: What information will the teacher share (without providing the concept) to assist students in the investigation? What instructions will students need to safely complete the investigation?
 - c. Guided Practice: What will students do to develop understanding of a concept? What data will students be collecting and analyzing?
 - d. Checking for Understanding: What questions will the teacher ask while students are investigating to guide them to understanding the concept?

3. Explain
 - a. How will students be encouraged to share their ideas once the investigation is complete?
 - b. How will the teacher clarify any misconceptions or misunderstandings?
 - c. Checking for Understanding: What questions will the teacher ask to determine student understanding?
 - d. Teaching: Input – The teacher clarifies any misunderstandings the students may have.
4. Elaborate
 - a. How will students connect their understanding to new, yet similar, situations?
 - b. How will students connect their understanding to the real-world?
5. Evaluate
 - a. How will students be assessed? Use a variety of methods of evaluation; both formative and summative as well as need to be identified and explained.
 - b. What did the students do during this lesson to let you know they had met the objectives stated above?
 - c. What were the behaviorally/observable ways that the students met the objectives for this lesson?

d. Lesson Closure (Estimated Time: __):

- i. The culmination provides the teacher with an opportunity to determine whether 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 doesn't 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.

5. Planning for Other Lesson Considerations:

Reteaching

- a. 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).
- b. 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.
- c. 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

Extensions (Advanced learners)

- a. Planning for extending the lesson helps the teacher be prepared for students who understanding 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.

Accommodations (*English Language Learners*)

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

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

- a. 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.
- b. 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.

6. 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.
- **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?
- **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?
- **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?

References

Be sure to include an APA 6th ed. reference for all sources of information used in planning this lesson – including the TEKS and ELPS standards.

NOTE: *It is expected that you will make every effort to use a variety of TEKS and National Standards throughout your student teaching experience. You should address each of your discipline's national standards at least once in your lesson plans.*

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%; margin-top: 10px;"> <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
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	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: <div> <div>a. School board meeting</div> <div>b. Professional teacher association meeting</div> <div>c. Extracurricular function</div> <div>d. PTA meeting</div> <div>e. Faculty meeting</div> <div>f. Departmental meeting</div> <div>g. In-service/staff development</div> <div>h. Parent conference</div> <div>i. Athletic event</div> <div>j. Club meeting or assembly</div> </div>
	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

TExES Certification Exam Review Procedures

Mid-Level certification exams are taken in the following order and suggested time frame:

1. Content Exam – Upon completion of content courses
2. Science of Teaching Reading (ELAR/SS ONLY) – Upon completion of all LIST courses
3. PPR – Upon completion of all methods courses

Content Exam

- 1) Upon the completion of core content courses, register with TEA for a TEAL number.
- 2) Create account with Certify Teacher (contact Program Coordinator for access information).
- 3) Complete 6 hours of Certify Teacher AND pass the practice test with 85% or better.
- 4) Submit transcript, practice test, and documentation of 6 hours to Program Coordinator for evaluation.
- 5) Upon approval and clearance, register for the content exam.
- 6) Take the content exam.
- 7) When the content exam is passed, ELAR/SS students will prepare for the STR exam and Math/Science students will prepare for the PPR exam.

STR Exam (ELAR/SS ONLY)

- 1) Complete 6 hours of Certify Teacher AND pass the practice test with 85% or better.
- 2) Submit practice test and documentation of 6 hours to Program Coordinator for evaluation.
- 3) Upon approval and clearance, register for the STR exam.
- 4) Take the STR exam.
- 5) When the STR exam is passed, prepare for the PPR exam.

PPR Exam

- 1) Complete 6 hours of Certify Teacher AND pass the practice test with 85% or better.
- 2) Submit practice test and documentation of 6 hours to Program Coordinator for evaluation.
- 3) Upon approval and clearance, register for the PPR exam.
- 4) Take the PPR exam.
- 5) When the PPR exam is passed, apply for certification (upon program 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

Checklist for Fall Semester of Senior Year

The following items should be completed by the Student:
(Please share with your cooperating teachers.)

- ___ One day a week in the classroom, full day, with your cooperating teachers.
 - Day of attendance to be determined with your cooperating teacher.
 - Attendance = start with your ISD.
 - Monday holidays must be made up if your attendance day is on a Monday.
 - First weekly report is due the 2nd week of attendance.
- ___ Weekly Report and Reflection (completed by the Clinical Teacher and Cooperating Teacher and submitted electronically each week)
<https://www.uta.edu/coed/fieldexperience/weekly-report-reflection.php>
- ___ Help the cooperating teacher as needed.
- ___ Teach one Literacy lesson signed by the Cooperating Teacher.
- ___ Teach one Math lesson signed by the Cooperating Teacher.
- ___ Teach one Science lesson signed by the Cooperating Teacher.
- ___ Teach one Social Studies lesson signed by the Cooperating Teacher.
- ___ Turn in the signed lesson plan form "Fall Teaching Log" to your program coordinator.
- ___ Returning date for Clinical Teaching is the first day your district starts.

Appendix C

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



Appendix C

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

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

Clinical Teaching Handbook Information

My signature below acknowledges that I have accessed the University of Texas at Arlington Clinical Teaching Handbooks online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook.

I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

Professional Liability Insurance

Clinical Teaching at UTA is not covered by professional liability insurance. Liability insurance is available through the membership in the student branch of:
ATPE Liability Insurance

Application for FREE liability insurance with the Association of Texas Professional Educators (ATPE). We recommend joining online: Go to <https://www.atpe.org/en/My-Account/Join> and join ATPE with a Teacher Trainee Membership. A print-and-mail application is also available on the above Join page. There are other associations that will give you insurance; just be sure we get confirmation.

Read and follow the directions in regard to applying for the ATPE liability insurance. Once you have applied, please provide documentation by uploading it to your Tk20 portfolio.

Waiver of Liability

By my signature below, I understand and accept the condition that the College of Education at the University of Texas at Arlington and the assigned school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during Clinical Teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

Appendix D

Portfolio Information



Appendix D

Portfolio Information

Documents must be completed in your Tk20 Portfolio for successful completion of your program! You can access the portfolio through Tk20. UTA College of Education Tk20 system (<https://go.uta.edu/tk20>) is accessed using your university issued NetID and password. If you need to recover your NetID password, you can do so with the self-service page (<https://www.uta.edu/help/students.php>) or you can call the UTA OIT Helpdesk at 817.272.2208.

Specific instructions (with downloadable forms) are provided for each tab. If you do not have a Tk20 portfolio send a request to: tk20@uta.edu.

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.

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 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	

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 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
YES NO students can clearly understand words and sentences.
- _____ 3. The UTA candidate correctly pronounces words, especially
YES NO technical terms or names in the content area.
- _____ 4. The UTA candidate speaks loudly enough so that his/her students can
YES NO hear him/her, and at appropriate loudness for the size of the room.
- _____ 5. The UTA candidate speaks at an appropriate speed or rate so that
YES NO students can clearly understand him/her.
- _____ 6. The UTA candidate gives clear verbal directions, descriptions, and explanations.
YES NO
- _____ 7. The UTA candidate is free of speech defects that would impair his/her ability
YES NO to communicate clearly (such as lisping, stuttering, etc.), or appropriately
compensates for the defect.
- _____ 8. The UTA candidate communicates with students using appropriate eye
YES NO contact, gestures, and body movements.
- _____ 9. The UTA candidate communicates with students with appropriate
YES NO enthusiasm, variation of tone, and expression.
- _____ 10. The UTA candidate communicates with his/her students with poise and self-
YES NO confidence.

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

_____ 12. The UTA candidate makes consistent use of inclusive language (gender/culture.
YES NO

_____ 13. The UTA candidate uses professional speech and mannerisms.
YES NO

_____ 14. The UTA candidate greets other professionals and students in a positive
YES NO manner.

OVERALL COMMENTS / SUGGESTIONS:

Cooperating teacher Signature

Date

Campus and Grade: