Texas A&M University-Corpus Christi
College of Education and Human Development
Department of Teacher Education

A Comprehensive Guide for Cooperating Teachers and Partner Schools

Educator Preparation Program Handbook

Field Experience 1: Planning, Teaching, Assessment, and Technology

Revised—April 2018
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Corpus Christi, Texas 78403
Office: (361) 886-9002

Miller High School
1 Battlin’Buc
Corpus Christi, Texas 78408
Office: (361) 878-5100

Driscoll Middle School
3501 Kenwood
Corpus Christi, Texas 78408
Office: (361) 886-9365

Martin Middle School
3502 Greenwood Dr.
Corpus Christi, Texas 78416
Office: (361) 878-2455

Oak Park Elementary School
3102 Highland
Corpus Christi, Texas 78405
Office: (361) 886-9354

Flour Bluff Independent School District
2505 Waldron Road
Corpus Christi, Texas 78418-4798
Office: (361) 694-9202

Flour Bluff Primary
Office: (361) 694-9400

Flour Bluff Elementary
Office: (361) 694-9000

Flour Bluff Junior High School
Office: (361) 694-9300

Flour Bluff High School
Office: (361) 694-9000

West Oso Independent School District
5050 Rockford drive
Corpus Christi, Texas 78416
Office: (361) 806-5900

John F. Kennedy Elementary School
1102 Villareal Drive
Corpus Christi, Texas 78416
Office: (361) 806-5920
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The EDUCATOR PREPARATION PROGRAM field experience course is based on the work of a prominent educator and scholar, John Goodlad. His work proposes that the improvement of schools and the education of educators can only occur when the two agencies—public schools and colleges of education—undertake simultaneous renewal efforts in partnership. The terminology utilized in such a program is a critical common language that helps to define and shape the intent and scope of a program along with a shared vision. These terms are reflective of the terminology utilized by the Texas Education Agency (TEA).

**Teacher Educator Preparation Advisory Committee (HUDDLE)** – A group of individuals who meet a minimum of two times a year to discuss program goals and efforts and make recommendations to the TAMU-CC Teacher Education Program. Members represent the Colleges of TAMU-CC that help to prepare teachers, the Community Colleges, the Education Service Center, local districts who host TAMU-CC students, private agencies, e.g., KEDT, the Chair of Teacher Education, and the Dean of the College of Education and Human Development or their appointed representative(s).

**Cooperating Teachers (CT)** – Master teachers in Partner Schools who mentor TAMU-CC students.

**Faculty Advisory Council (FAC)** – Consists of the site professors who work with TAMU-CC students in the Partner Schools, the Coordinator of School-University Partnerships, and the Chair of the Department of Teacher Education. The members address the specific elements of program implementation, e.g., course content, program delivery, professional expectations, etc.

**Partner School (PS)** – A school that has agreed to collaborate with TAMU-CC in the school-university partnership.

**Teacher Candidate (TC)** — TAMU-CC students enrolled in EDUC 4608 (EC-6), EDUC 4607 (4-8), or EDUC 4606 (8-12) or EDUC 4605 (EC-12) will spend two days a week in Partner Schools. The TAMU-CC faculty and cooperating teachers teach pedagogical content knowledge during a portion of this time and TCs spend the rest of the time in classrooms working with students and implementing ideas/strategies learned in the course. TCs are expected to not only observe, but work with the students in their assigned classroom, and with the entire school community.

**Clinical Teacher (formerly known as Student Teacher)**—TAMU-CC students enrolled in the clinical teaching block who spend five days a week for 15 weeks in Partner Schools following their cooperating teachers’ schedules. Clinical Teachers are expected to not only work with the students in their assigned classroom, but work in a collegial fashion with the school community as a whole.

**University Site Professor (SP)** – TAMU-CC faculty who teach pedagogy in either EDUC 4608, EDUC 4607, EDUC 4606 or EDCU 4605 and observe/mentor TCs. They also provide leadership in the Partner Schools related to inquiry, professional development, and curriculum and instruction.
PROGRAM OVERVIEW

Mission and Objectives

The Educator Preparation Program field-based course at Texas A&M University-Corpus Christi is committed to:

● Preparing future teachers in a field based program where they can benefit from the expertise of cooperating teachers through direct observation and working with students;
● Facilitating the professional development of practitioners using formal and informal strategies;
● Conducting inquiry jointly with the school community; and
● Assisting with the renewal of curriculum and instruction.

The objectives of the Educator Preparation Program field-based course at Texas A&M University-Corpus Christi are to create a community of learners of educational best practices whereby the clinical teacher:

● Develops a rich knowledge base of content, pedagogy, and technology so that learning is relevant and meaningful for all students;
● Collaboratively identifies the needs of the students and plans, implements, and assesses instruction using technology and other resources;
● Addresses issues of equity in order to design instruction appropriate to diverse groups of learners;
● Demonstrates effective professional and interpersonal communication skills;
● Develops into a reflective practitioner continuing to learn the knowledge and practices dedicated to the success of all students; and
● Maintains professional ethics and personal integrity.

Philosophical Overview

Numerous reports dating back to 1983 criticizing public schools and teacher preparation programs resulted in several reform efforts. Among the most notable efforts was that of John Goodlad, a prominent educator and researcher, who proposed the simultaneous renewal of public schools and the education of educators. His premise is that public schools need well-prepared educators who have the knowledge, skills, and dispositions to effectively prepare the diverse population of students in today’s schools to be productive citizens in a socially and politically democratic society. Concomitantly, teacher preparation programs need public schools in which their clinical teachers can observe and apply theory and strategies learned in university
coursework. Neither traditional institution can renew itself without a mutually beneficial partnership between public schools and higher education.

Thus, the TAMU-CC Educator Preparation Program field-based course is committed to the notion of simultaneous renewal evidenced by its four-fold mission:

1. To prepare future teachers in a field based program where they can benefit from the expertise of clinical teachers and direct observation of and work with students;
2. To facilitate the professional development of practitioners using formal and informal strategies;
3. To conduct inquiry, jointly with the school community; and
4. To assist with the renewal of curriculum and instruction.

The simultaneous renewal premise of the program is very much in concert with the new State standards for certification adopted by the State Board for Educator Certification (SBEC) in 2000. Thus, all of the curricular, instructional, and assessment components of the program reflect Texas’ vision for the preparation of teachers.

Field Experience Overview

TAMU-CC students become Teacher Candidates (TCs) after they successfully complete EDUC 3311 and meet admission requirements for the Educator Preparation Program. TCs then enroll in either EDUC 4605 (EC-12), EDUC 4608 (EC-6), EDUC 4607 (grades 4-8), or EDUC 4606 (grades 8-12) the semester prior to the 12-hour clinical teaching block.

They spend two days in Partner Schools learning pedagogy from TAMU-CC faculty and then spend more than 50% of the time observing and working in the school community. During Stage I, TCs learn and experience many of the responsibilities professionals have in schools. It is recommended that Stage I TCs enroll in the three-credit hour Classroom Management course (EC-6 – EDUC 4314; 4-8 – EDUC 4313; 8-12 – EDUC 4312; EC-12 – EDUC 4311).

Teacher Candidates/Clinical Teachers in their final semester enroll in a nine-hour block that requires them to be in Level I or II Partner Schools five days a week following the teacher’s schedule for 13 weeks. They also enroll in a three-credit hour Instructional Design for Special Populations course (EC-6 – EDUC 4324; 4-8 – EDUC 4323; 8-12 – EDUC 4322; EC-12 – EDUC 4321). Assignments in these two courses are intended to support the TCs as they learn the knowledge, skills and dispositions while becoming reflective practitioners.

As teacher candidates (TCs) move through the two stages of the program, they gradually assume teaching responsibilities utilizing the co-teaching model between TCs and cooperating
teachers (CTs). Steps to assuming teaching responsibilities may include:

1. The TC observes a teacher who is teaching a type of lesson, which the TC will later co-teach.
2. The TC and CT co-teach previously observed lessons or similar lessons, using plans prepared by the CT.
3. The TC and CT co-teach lessons, using plans prepared in university classes.
4. The TC and CT co-teach lessons, using plans the teacher and the teacher candidate have collaboratively developed.
5. The TC and CT co-teach lessons, using plans the teacher candidate has developed.
6. The TC plans and teaches along with coaching and other support as needed from the CT.

Cooperating teachers makes teaching easier initially by:

- talking through a lesson in detail before (and after) it occurs;
- co-teaching with the TC;
- assigning well behaved students to the TC;
- assigning small groups to the TC;
- helping the TC to establish authority;
- assisting the TC without taking away his/her authority
- using the TC's strengths with regard to content and interests;
- not undermining the TC in front of the students;
- minimizing the amount of interruptions while the TC is teaching.

Teacher candidates will be REQUIRED to teach a minimum of five lessons following the TAMU-CC lesson plan template found here:

https://docs.google.com/document/d/1sgeddl0QavV90cTrDx0f_EvSONZztl5iaMlg3JQH-1c/edit?usp=sharing

Teacher Candidates are formally evaluated by the cooperating teacher twice and by the university site professor twice throughout the semester. Evaluation forms can be found here:

https://docs.google.com/document/d/1szF431X3ZXoF16OJQXZ6x8LNMHuVrlN1v5iET6o3tI/edit?usp=sharing

Co-Teaching Model

Co-teaching is a significant feature of the program. Not only does this benefit TCs, CTs, and university professors, but more importantly it benefits students in the PK-12 classrooms.
Unlike traditional teacher education programs where PK-12 students are taught by a novice student teacher who takes over the classroom for a period of six to nine weeks, co-teaching in partner schools precludes any potential negative effect that can reoccur semester after semester, year after year. **Co-teaching** allows the experienced CT to remain in the classroom, providing a continued positive impact on students' learning while adding another adult resource (the TC) to the classroom. This **results in a lowered pupil-teacher ratio** enabling students to receive more learning support.

### Co-Teaching Formats

**One Person Teaches, One Observes**
One person has instructional responsibility while the other collects information on students in the class. Either person may take either role or switch roles at any time.

**One Person Teaches, One Provides Guided Practice**
One person provides individual help and guidance to students while the other provides instruction to the group.

**Simultaneous/Parallel Teaching**
The content is divided and each person provides instruction to half the students at a time. Students then switch places and the instructor provides the same content to the second half of the class.

**Remedial Teaching**
One person instructs students who have learned the material while the other one takes students who have not learned the material and either re-teaches or adapts the material in some way so those students are able to learn it.

**Tag Team Teaching**
Presenters take turns, one on, one off. The person who is not presenting at the moment may fill a variety of roles (from data collection to individual assistance) or may even leave the room.

**Speak and Add Teaching**
Both presenters are 'on stage' at the same time. One leads, the other supports. The lead person is in charge of the content and makes process decisions. The support person adds examples, humor, or other perspectives.

**Speak and Chart Teaching**
This format extends "speak and add" in that the support role consists of recording ideas on an
easel, overhead projector or chalkboard. Thus the session has a neutral documenter.

**Duet Teaching**

This format represents the epitome of co-teaching and is only possible with skilled professionals who have done extensive collaborative planning. Both presenters talk. They alternate or start/finish sentences for one another. They use physical proximity as a tool. They choreograph the physical space. They avoid blocking the speaker and subtly cue each other with looks, proximity, hand gestures, voice tempo, and intonation. They stay focused all the time, each attentive to the other and to the audience.


**The Coaching Model**

Expert coaching by CTs and SPs is another feature of the program. Before each teaching episode the TC will meet with their SP to discuss goals for the upcoming lesson. After teaching, the TC schedules another coaching session to discuss the lesson, how they met their goal, and what they would like to work on for the next lesson.

During the initial coaching session, specifics about the lesson are discussed and both parties decide on the goals for the lesson. During the next coaching session, TCs are asked to reflect on their teaching and the students’ learning and to specifically address the goals they set for the lesson.

TCs are also expected to assist each other through videotaping and peer coaching. The presence of the TCs also frees CTs to coach each other. Coaching enables professionals to reflect and gain invaluable insights into their own teaching while assisting colleagues with their own special needs.

**Coaching and Recommendations for Use of the Coaching Form**

Observing a lesson with constructive feedback or coaching is a vital component of the teacher candidate’s experience. TCs are responsible for ensuring they receive sufficient coaching feedback. A suggested plan for coaching in EDUC 4608/4607/4606/4605 can include observation and coaching from the following:

- cooperating teachers,
- site professors,
- other teachers,
- other TCs, and/or
Another successful strategy is for the TC to videotape a lesson and complete the coaching form. However, the video must be destroyed after the observation as permission from parents is a prerequisite to others viewing the videotape.

The coaching process includes the following steps:

1. **Lesson Preparation**: The TC shares his/her lesson plans with the cooperating teacher and the site professor which may result in revisions of the plans.
2. **Goal Specific Feedback**: Each lesson should incorporate the Goal Specific Feedback from the previous lesson as part of the planning process.
3. **Coaching Preparation**: The TC completes the Coaching Form after teaching the lesson. Each of the four quadrants must be completed before meeting with their Site Professor.
4. **Coaching Session**: The coaching session is focused on the four parts of the Coaching Form. First, the goals for the lesson are reviewed. Then, the TC reflects on how s/he used the goals to guide the lesson planning. Based on this preparation, the TC then reflects on what went well and what areas need improvement. The TC and the SP set goals for the next lesson while reviewing the SP’s notes from the lesson observation.
5. **Incorporation of Goal Specific Feedback**: Based on the outcome of the coaching session, the TC begins Lesson Preparation in coordination with her or his Cooperating Teacher.

The coaching form can be found here: (https://drive.google.com/open?id=0B4yj6VUAMT02LWFUQnICQmh2N00)

TEACHER CANDIDATES

Professional Guidelines for Teacher Candidates

**Timeline.** Teacher Candidates are in the assigned Partner Schools (PSs) two days a week, Tuesdays and Thursdays, for 15 weeks between 8:00 a.m.-4:00 p.m., or some variation therein, as determined by the needs of the campus. TCs spend a portion of those two days learning pedagogy from TAMU-CC faculty including curriculum development/organization, instructional delivery, assessment, and a variety of topics essential to providing a successful learning experience for students. The curriculum includes the thirteen competencies of the EC-12 PPR TExES Exam and the State Standards for Teachers listed in 19 TAC Chapter 149. Commissioner’s Rules Concerning Educator Standards. TCs are encouraged to be as visible as possible and to attend as many meetings and activities that afford them a variety of opportunities to experience the school community.

**Course Requirements.** Most TCs are completing course requirements in their chosen field(s) during Stage 1 of the field experience. While there are recommendations NOT to exceed the 15-18 credit hour course load, TCs should keep the following time commitments in mind:

a. The *Tuesday/Thursday time commitment* extends *beyond* those two days as there are numerous course requirements including lessons to prepare that will be taught in the classrooms.

b. *Coursework* will consume class time as well as study time. TCs should factor into this time allocation their study habits, their abilities/proficiencies, and the difficulty of the course. A minimum of 2-3 hours is required OUTSIDE of class for EVERY HOUR spent in class.

c. *Work demands* will consume time and energy from time available for course preparation.

d. *Familial demands,* particularly for those with spouses and/or children and/or parental care-taking responsibilities, will also consume time and energy from time available for course preparation.

TCs should give CAREFUL consideration to the amount of time available in a day and their obligations/responsibilities when determining their course load. While the financial considerations can weigh heavily on these decisions, **TCs should also remember that job recommendations will come from their field experiences. TCs need to demonstrate the knowledge, skills, and proficiencies necessary for effective teaching and student learning and this requires dedicated time, commitment, effort, and attitude.**

Teacher Candidates in field placements are representatives of TAMU-CC and are expected to be professional in dress and demeanor. You never know when you will make a good impression that will someday help you get a clinical teaching placement, or a job!

**Dress and Demeanor:** Teacher Candidates need to *look like teachers,* not like students. Following are recommended suggestions to follow during field experience:
1. Do not wear blue jeans, tennis shoes, t-shirts, caps or hats unless athletic wear is required to do duties.
2. Cover tattoos and remove visible piercings except for earrings.
3. Don’t smell of smoke. This means don’t smoke in your car or ride to school with someone who is smoking. Never smoke on school grounds. On some school campuses it is illegal to possess tobacco products include vapor cigs.
4. Be conservative in your dress. Your clothing should allow you to bend over or squat down to talk with your students without embarrassing yourself.
5. Wear comfortable shoes.

Follow the guidelines for professional dress that your district, campus, and site professor provide.

You are visiting the classroom to observe, assist the teacher, and tutor students. Turn off your cell phone and keep it out of sight during class. Do NOT text or check texts during class.

Do NOT eat, sleep, read a magazine, use your laptop or exhibit any other unprofessional behavior.

Change your cell phone answer message to sound professional.

Remove from Facebook or websites all questionable photos or anything else that would be embarrassing if your students, their parents, or administrators saw it.

Respect the privacy of your students. It is the law. Teachers must follow the confidentiality guidelines of their host schools. Do not talk about your students with anyone except your cooperating teacher.

Be smart when interacting with students, and never put yourself in a compromising situation. You are their teacher, not their friend.

1. Never communicate with your students on Facebook.
2. Do not allow a student to get into your car.
3. Avoid private conversations with students. Any time you are alone with a student it is your word against his/hers. If you must talk to a student, make sure another teacher is present.

IMPORTANT: Wear an identification name tag (lanyard) during all times at school sites and observational visits. Most schools will not allow Teacher Candidates to enter their buildings without proper identification.

Relationship with your cooperating teacher and site school:
You only get one chance to make a good first impression with your cooperating teacher and site school administration. From the minute you arrive in the school parking lot, you are under observation.

- Be sure to contact your cooperating teacher within one week after receiving your placement to communicate your plans. If you wait longer than one week your placement cannot be guaranteed.
Please be respectful in all email communications with your cooperating teacher. “Hey” is not a proper salutation. You should begin the email with “Dear Mr. Smith or Ms. Jones.” In your first phone conversation or email with the school or cooperating teacher your attitude should be one of gratitude. You need to say, and mean things like the following:

“Thank you so much for giving me this opportunity.”

- You need to observe, learn the classroom routines, and follow the lead of your cooperating teacher. **Listen and learn.** You can ask questions of the cooperating teacher but **never** correct the cooperating teacher in front of students.
- Give your cooperating teacher advance notice when you must request that he/she fill out an evaluation of your field experience. If you hand your cooperating teacher the evaluation form in the middle of class and say you need it at the end of class—you probably won’t get a very favorable evaluation.
- Respect your host school. **You are an invited guest** in the field experience classroom. They are doing you a favor by allowing you to observe. If you do not act appropriately, they have every right to ask you to leave and not come back. You don’t want that to happen.
- **Be grateful** to your host school principal and cooperating teacher. Thank them for giving you this opportunity.

**Teacher Candidate Experiences**

During the initial phases of the Field-based Experience, and prior to their intense involvement with students, TCs have numerous opportunities to get to know the school community. They should also have opportunities **throughout** their field experience to participate in numerous activities. The Teacher Candidate Experiences Form provided can serve a variety of purposes:

1. as a guide to increase TCs awareness of the school community;
2. as a form of documentation for the TCs experiences during EDUC 4605/4606/4607/4608 if needed;
3. as a discussion document during the class; and/or
4. as a discussion document during the mid-term and final interviews.

**The Teacher Candidate Experiences Form can be found here:**
https://drive.google.com/drive/folders/0B4yj6VUAMT02NmMyRWSySzRkM0k?usp=sharing
Assessment of Professional Attributes

This assessment focuses on professional attributes and asks the site professor and clinical teacher to rate the TC on evidence of the attribute on a scale of 1-4. Many of the attributes are life-long skills that many educators dedicate a career to developing. It is unlikely that TCs experiencing their initial work in schools will rate a 4 in all categories. Cooperating teachers should be candid and sincere in their ratings and provide input in writing and verbally to the TC that supports their rating.

Each Site Professor may use these instruments as best fits their program. The TC may also complete a self-evaluation and discuss their ratings with their site professor and/or their clinical teacher.

The Assessment of Professional Attributes form can be found here: https://drive.google.com/drive/folders/0B4yj6VUAMT02NmMyRWsySzRkM0k?usp=sharing

Teacher Candidate Roles and Responsibilities

TCs complete a semester long field-experience block at a designated Partner School prior to their clinical teaching experience. They carry out their responsibilities with the guidance and assistance of Cooperating Teachers, Site Professors, and the Partner School’s Site Facilitator. Each TC:

1. Completes school field placement requirements and activities in a timely, professional, and ethical manner, both in and out of classrooms.

2. Clearly communicates the nature and timeline of requirements from concurrent university courses to cooperating teachers and others who need to know.

3. Maintains teachers' hours and observes school field placement attendance and dress policies, including prompt arrival and complying with deadlines for all assigned work and duties.

4. Takes initiative in working alongside Cooperating Teachers in all their responsibilities and duties unless requested to do otherwise.

5. Participates actively and positively in providing feedback and in shaping the quality of the school field placement experience.

6. Takes initiative in participating in partner school functions, including professional development opportunities, inquiry/research and opportunities to engage in renewal of curriculum and instruction.

7. Non-completion of assigned work and/or failure to comply with recommended changes in undesirable behavior may result in termination from the program.
PARTNER SCHOOLS

Roles and Responsibilities of Partner School Participants

Partner Schools in the Educator Preparation Program field experience course at Texas A&M University-Corpus Christi have agreed to collaborate with the College of Education and Human Development in a school-university partnership. The roles and responsibilities of those in the Partner School are shaped by the four functions of a partner school: 1) teacher preparation, 2) professional development, 3) inquiry/research and 4) renewal of curriculum and instruction. These functions are engaged in collaboratively by public school and College of Education faculty and are important only as they positively support student learning and well-being.

Descriptions of the general roles and responsibilities of significant stakeholders in the partnership are shared below. Modifications may be made by the University Site Professors and Principals as necessary to more aptly accommodate the needs, resources, and circumstances at the specific site.

Principals

The principal provides strong leadership to ensure the institutionalization of the partner school concept. More specifically, the principal:

1. Ensures a breadth of experiences is available for the teacher candidates.

2. Ensures that partner school goals and initiatives are progressing and problems are addressed/solved with the Site Professor.

3. Meets with teacher candidates to provide them with a larger view of the school, its mission, and the community, and to assist them in identifying legacy projects that would benefit the school.

4. Supports scheduling and the allocation of sufficient time and space for partner school functions.

5. Works toward establishing a faculty that is uniformly supportive of the functions of a partner school.

6. Frames a school improvement plan that addresses partner school functions and goals.
7. Communicates regularly with the site professor and the community about partner school initiatives/issues.

8. In conjunction with other Partner School principals, advocates for utilizing partner schools as a district resource, and works for district contribution to partner school functions.

**University Site Professors**

Site Professors spend two days per week in the partner schools and work to support partner school efforts in quality teacher preparation, professional development, addressing difficult problems of practice through inquiry and research, and renewal of curriculum and instruction. They have the specific responsibility to ensure the learning and well-being of teacher candidates during their field experience. Each Site Professor:

1. Provides six hours of instruction on-site during the designated field experience days.

2. Provides instruction that prepares the teacher candidates for the TExES EC-12 Pedagogy and Professional Responsibilities exam (# 160).

3. Provides effective models of supervision/coaching for teacher candidates and articulates the models and the underlying philosophy for cooperating teachers.

4. Assists cooperating teachers in developing supervision/coaching skills as needed.

5. Engages in regular observations and conferences with teacher candidates and/or with cooperating teachers and documents conferences.

6. Completes formal evaluations of teacher candidates' progress

7. Maintains communication with the principal to ensure that all four Partner School functions are implemented.

8. Serves as an informational liaison between the campus and university faculty/administrators who govern or advise the program.

9. Provides models, information, and leadership related to partner school functions (teacher preparation, professional development, renewal of curriculum and instruction, research/inquiry).
10. May recommend termination from the field experience program based on unresolved performance issues

**Cooperating Teachers**

Faculty who choose to be cooperating teachers will be selected on the basis of criteria that include the quality of their teaching, their potential or performance in working with teacher candidates, and their commitment to being involved in partner school functions and governance. Additional criteria and specific processes may be developed by the principal.

Each cooperating teacher:

1. Provides effective models of instruction for students and articulates the models and the underlying philosophy for teacher candidates.

1. Coaches teacher candidates, formally and informally, orally and in writing using the coaching model and participates in supervision/coaching workshops as needed.

1. Schedules regular and frequent conferences with the teacher candidate.

1. Provides school time and resources for the teacher candidate to complete school-based requirements for the school field placement and for concurrent university courses.

1. Co-teaches with the teacher candidate as a means to encourage and facilitate student learning and the renewal of curriculum and instruction within the classroom.

1. Completes formal evaluations of teacher candidates’ progress in EDUC 4605/4606/4607/4608.

1. Participates actively and positively in partner school functions. Takes a leadership role in at least one function at the school level and works with the principal.

1. Provides direct and continuing supervision of the field experience program at the assigned site.

1. May recommend termination from the field experience program based on unresolved performance issues.
PROBLEM-SOLVING PROTOCOLS

This document is intended to provide a set of protocols to assist TCs, university site professors, cooperating teachers, and others in solving problems that are inevitable when adults work closely together. The intent is that the information contained herein will also foster and nurture working relationships that ultimately provide the country’s future, our students, with a learning climate that yields productive and successful participants in a social and political democracy.

The principles underlying these protocols are:

1. Something is not a problem unless you perceive it that way. Your standards or norms may be different from the other person, resulting in your perception of a problem.

2. Most problems are best solved by those in the situation, not outside of it. If at all possible, talk to the person that you perceive to be a part of the problem, not others.

3. Most problems are best solved when they are addressed as soon as possible. Problems that fester are harder to solve.

4. Most people act and talk with good, not bad intentions. Try to understand what the other person’s intentions might have been. Assume that they may have been positive even if you didn't perceive them that way.

5. When problems are defined well, resolutions often follow more easily. The following steps are helpful in problem definition:

   - Define the problem for yourself as clearly as you can at the point where you recognize that something is bothering you.
   - Consider who/what is contributing to the problem. How are you contributing to the problem?
   - What is within your control and others' control regarding the problem? If the problem is outside of yours and others' control, perhaps you need to figure out how to live with it.
   - Put yourself in the other person's shoes. What do you suppose the other person’s perception of the problem is?
   - Now restate the problem. Are you ready to present the problem to those involved in a more objective frame of mind?

6. In approaching another person about a problem, it is usually helpful to allow for the sharing of perceptions first prior to suggesting several possible resolutions. Don’t be surprised if your first idea is not the most satisfying to all parties.
There are a few other things to keep in mind when solving problems in partner schools:

1. Consider when to meet with the person with whom you are having the problem. It is best to meet in private during a previously agreed upon time. Don't address the problem in front of others or bring it up at an inopportune time. Always ask, “When could I meet with you?” or at least ask, “Is this a good time to talk with you about a problem?”

2. We all have a tendency to assume that the other person involved in problem solving with us has not listened when they do not agree with us. When you feel that you haven’t been listened to, ask the other person to summarize what they have heard you say, i.e., “How would you define the problem?” You may find that the person has listened but simply doesn’t agree with you.

3. When problems remain unresolved in spite of positive efforts, refer to the appropriate protocol below.

**Specific Protocols for TCs**

*If you are a TC who has a problem with a Cooperating Teacher (CT):*

1. Define the problem for yourself. (See previous information.) With the help of the SP or Site Facilitator (SF), consider whether the problem is "real", i.e., is this a matter of not yet understanding the school culture or norms?

2. If the problem is "real" meet with the cooperating teacher to:
   a. present the problem
   b. listen to the perceptions of the cooperating teacher
   c. present possible resolutions for the problem
   d. negotiate as necessary
   e. generate an action plan, including locus of responsibilities and timeline.

3. If the problem was resolved, acknowledge that to the cooperating teacher. If the problem continues, repeat previous steps.

4. If a resolution is not possible, request help from the SP, and/or the SF.

**Specific Protocols for Cooperating Teachers**

*If you are a Cooperating Teacher who has a problem with a TC in your Partner School:*

1. Define the problem for yourself. (See previous information in TC section.)

2. If you view the problem as minor, continue with the remaining steps on your own. If you view the problem as major, talk with the Site Professor. Determine whether to meet with the teacher candidate alone or with others.
3. As decided in #2, meet with the teacher candidate to:
   1. present the problem
   2. listen to the perceptions of the teacher candidate
   3. present possible resolutions for the problem
   4. negotiate as necessary
   5. Generate an action plan, including locus of responsibilities and timeline.

4. If the problem was resolved, acknowledge that to the teacher candidate. If the problem continues, repeat previous steps.

5. If necessary, counsel the teacher candidate out of the program with the assistance of the Site Professor.

If you are a Cooperating Teacher who has a problem with a Site Professor who works in the Partner School:

1. Define the problem for yourself. (See previous information.)

2. Meet with the Site Professor to:
   a. present the problem
   b. listen to the perceptions of the SP
   c. present possible resolutions for the problem
   d. negotiate as necessary
   e. generate an action plan, including locus of responsibilities and timeline.

3. If the problem is resolved, acknowledge that to the Site Professor. If it continues, repeat previous steps.

4. If a resolution is not possible, inform the Principal and/or the Chair of Teacher Education of the problem and seek a resolution with his/her/their assistance.
Absences

Attendance and punctuality are requirements for TCs enrolled in the field experience program. Both are strong indications of professional behavior and commitment. The number of absences, the reasons for them, and the manner in which absences are handled affect recommendations written by clinical teachers and university professors. A TC who must be absent or late is responsible for calling the cooperating teacher and the university professor prior to the day of the absence. Providing both with as much advance warning as possible is preferred.

Failure to comply with the expectations for notification and making up absences will result in a lowered grade at the discretion of the SP. Make-up work and time for absences and tardiness will also be at the discretion of the SP.

Absences from work in classrooms/with students

TCs will be in their assigned school on the days and times scheduled and at a minimum must observe the hours established for teachers in the building. Any absence from work with students MUST be made-up prior to the end of the semester as specified by the SP. These make-up times MUST not interfere with any other coursework. TCs will remain on site on Tuesdays and Thursdays and may not depart without the prior approval of the SP.

Following an absence, the TC is responsible for completing a written agreement form describing how and when the absence will be made up.

Attendance and Absence Make-Up Forms can be found here: https://drive.google.com/drive/folders/0B4yj6VUAMT02NmMyRWsySzRkM0k?usp=sharing

TCs will seek approval for pre-planned absences. In such cases, prior to the absence, the TC is responsible for getting a written agreement from the university professor and clinical teacher (in that order) describing how and when the absence will be made up.

If the total number of absences exceeds five days, the TC will be required to repeat the course. Incompletes will only be given in cases where the number of absences was due to a medical problem or a major event seriously affecting the TC's life.

NOTE: TCs absent due to University sanctioned events will not be penalized; however, they will still be held accountable for the work, time commitment and expectations of the course.
**Contact Time**

While there are set hours for the course printed in the schedule, TCs should maximize their contact time with the cooperating teacher, students, and the school community whenever possible. Occasionally this may require coming to school earlier, staying later, or coming on additional days to attend school events. Although there is no requirement to exceed the published course hours, it is in the best interest of the TC to exercise good judgment in making these decisions. Additional time spent during this period will be viewed as commitment, initiative, and interest, all professional attributes in the field of education.

**Substituting**

Under no circumstances will TCs be excused from their obligations in the Partner Schools or university coursework in order to work as a substitute for a school district. TCs may not:

1. be used as substitutes to release cooperating teachers to take over another teacher’s class;
2. be used as substitutes in lieu of the cooperating teacher on a regularly scheduled Partner School day.

TCs may be used to facilitate Partner School related professional development activities for the Cooperating Teachers held in the school on regularly scheduled Partner School days.

The decision to utilize a TC to release a CT for professional development in the school will be a joint decision between the university professor and the cooperating teacher.

*A teacher affects eternity; he can never tell where his influence stops. Henry Adams*
In order to continue in the Educator Preparation Program (EPP), a student must do as follows:
• Continue to meet admission standards.
• Remain in good standing with their Site/Course Professor, University Supervisor, Cooperating Teacher, and school placement Principal.
• Make satisfactory progress toward teacher certification.

Reasons for dismissal from the Educator Preparation Program may include, but are not limited to the following:
• Failure to meet course requirements
• Lack of progress or success on a continuation plan
• Violation of the Code of Ethics and Standard Practices for Texas Educators (RULE §247.2)
• Non-adherence to the EPP Handbook Contract
• Lack of progress demonstrating the Teacher Standards (RULE §149.1001) and TExES PPR Domains and Competencies
• Violation of school district and/or campus rules and regulations
• Excessive tardiness, absences, or failure to complete or make-up days missed
• Failure to respond to feedback from the Site/Course Professor, University Supervisor, Cooperating Teacher, and/or school placement Principal.

Procedures for removing a student from the Educator Preparation Program:
• If dismissal is due to a violation of established admission or continuation criteria, the Office of the Director of Field Experiences will notify the student in writing of the grounds for dismissal.
• If dismissal is resulting from a school placement principal recommendation, a request to terminate the placement will be generated by the principal. The principal will send a letter to the Office of the Director of Field Experiences. This letter will convey that it is in the best interest of K-12 learners or the teacher candidate/clinical teacher/intern that the field experience be terminated. After this occurs, the Office of the Director of Field Experiences will schedule a meeting to inform the student of the decision to terminate the placement and dismiss the student.
• A formal letter of dismissal from the Educator Preparation Program will be sent from the Office of the Director of Field Experiences.

DUE PROCESS RIGHTS IN THE EDUCATOR PREPARATION PROGRAM
Students who wish to appeal admission or retention criteria may schedule a meeting with the Office of the Director of Field Experiences to ask that an individual exception be made. The student must follow the TAMU-CC College of Education and Human Development Due Process and Complaint Resolution Policy Procedures found on http://education.tamucc.edu/index.html
Educator Preparation Program Continuation Plan (Part A)

To: __________________ From: ___________________ Date: ________________

All TAMU-CC candidates seeking educator certification are informed that the Educator Preparation Program Handbooks sets forth requirements and expectations for prospective educators. *The purpose of this continuation plan is to inform you that the following professional dispositions are not being met or are deficient as indicated:*

**In the TAMU-CC Classroom:**
- Poor Punctuality
- Poor Work Quality
- Dominates class discussion/group activities
- Volatile/ overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner
- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc…)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating/Plagiarism
- Lack of empathy/ interest in teaching
- Other:

**At the School Site:**
- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field place
- Poor adherence to hours required of mentor teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children/ youth
- Requires excessive guidance
- Displays hostilities toward teachers
- Evidence of cheating
- Inappropriate social interaction with pupils/teachers
- Inappropriate physical contact with pupils/teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Volatile/ overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- Does not participate in public school campus activities
- Refusal to accept constructive suggestions
- Does not work well with others
- Displays negative attitudes
- Does not take initiative in group projects/ work
- Dominates group discussions/ activities
- Does not complete individual assignments/work for group project
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written/ oral language
- Hygiene issues
- Does not willingly help other candidates
- Failure to implement constructive suggestions
- Other:
### Educator Preparation Program Continuation Plan (Part B)

<table>
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<th>Goals to be addressed</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
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<th>Date completed</th>
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___ Candidate Demonstrated Satisfactory Improvement

___ Satisfactory Improvement by Candidate was not demonstrated;

- Referred to The Office of the Director of Field Experiences.

Candidate Signature: _________________________________