Texas A&M University-Corpus Christi

Cooperating Teacher Handbook

2017-2018
# TABLE OF CONTENTS

Student Learning Outcomes  
II. Introduction to Clinical Teaching  
   A. Lengths & Types of Assignments  
   B. Absence Policy  
II. The Role of the Clinical Teacher  
   A. Personal Responsibilities of the Clinical Teacher  
   B. The Observation Period  
   C. The Teaching Experience  
   D. The Clinical Teacher as a Member of the Teaching Profession  
III. The Role of the Cooperating Teacher  
   A. Preparing of the Clinical Teacher  
   B. Arrival of the Clinical Teacher  
   C. The Teaching Experience  
   D. Evaluation and Conferences  
   E. Cooperating Teacher Hints  
IV. Evaluation and Grading System  
   A. Instruction for Grading  
   B. Clinical Teaching Evaluation  
   C. Clinical Teaching Progress Report  
   D. Clinical Teaching Notebook  
   E. Assigning the Final Grade  
V. State Board for Educator Certification Standards for Teachers  
   A. Domain I – Instructional Planning and Delivery  
   B. Domain II – Knowledge of Student and Student Learning  
   C. Domain III – Content Knowledge and Expertise  
   D. Domain IV - Learning Environment  
   E. Domain V – Data Driven Practice  
   F. Domain VI - Professional Practice and Responsibility  
VII. TExES Competencies  
   A. Domain I - Designing Instruction and Assessment to Promote Student Learning  
   B. Domain II - Creating a Positive, Productive Classroom Environment  
   C. Domain III - Implementing Effective, Responsive Instruction and Assessment  
   D. Domain IV-Fulfilling Professional Roles and Responsibilities  
VIII. Technology Application Standards  
IX. Clinical Teacher Evaluation/Progress Report Form
Student Learning Outcomes:
Bachelor of Science in Interdisciplinary Studies (BSIS) EC-6 Core Subjects; 4-8 Math; and EC-6 Core Subjects-Bilingual graduates will be able to:

- Design instruction and assessment to promote student learning among diverse student populations;
- Provide examples of a positive classroom climate among diverse student populations;
- Determine effective, responsive instruction and assessment as teachers among diverse student populations;
- Articulate and fulfill professional roles and responsibilities

I. Introduction to Clinical Teaching

Clinical teaching is the last screening process in teacher education at Texas A&M University-Corpus Christi. It offers an individual another opportunity to make the transition from life as a college student to a future role as a certified teacher. Under the supervision of an experienced certified teacher and a field supervisor, the clinical teacher can develop effective teaching skills. Through open discussion, reflection, constructive criticism, and suggestions, the clinical teacher can recognize areas for personal growth in his/her teaching performance.

To complete the requirements for a teaching certificate, the clinical teacher is placed in a public school, private, or Head Start program for one semester. For about 5 days the clinical teacher will observe the teaching styles of the cooperating teacher and other teachers. He/She will be expected to assume the same hours as the district has set for regular teachers, including professional development days (In-service days) but excluding extra-curricular activities. The clinical teacher will gradually assume the teaching responsibilities during the following eleven to thirteen weeks.

A. Lengths & Types of Assignments

1. FULL SEMESTER ASSIGNMENT/or SPLIT EXPERIENCE ASSIGNMENT: This assignment requires the student teacher to remain in his/her setting for the entire semester (13 weeks) unless a district requests a split assignment for experience purposes. ONE FINAL GRADE is earned. This will include students who are seeking:

   a. Grades 7 (6)-12 certifications with one or two teaching fields. A student who has only one teaching field will have One Cooperating Teacher for the full semester. If a student has two teaching fields, he/she will serve a semester in the field for which he/she is seeking primary certification. They earn one final grade for EDUC 4993.
   b. Grades 4-8 certification with one teaching field. A student who has only one teaching field will have One Cooperating Teacher for the full semester. They earn one final grade for EDUC 4992.
   c. EC-6 Core Subjects and EC-6 Core Subjects-Bilingual will have One Cooperating Teacher for the full semester and earn one final grade for EDUC 4994.
d. All Level Special Education students serve one semester in either an elementary or secondary setting. They have One Cooperating Teacher and earn One Final Grade and register for EDUC 4693 and EDUC 4394. Special Education students may have a split semester assignment if requested by the district.

2. SPLIT SEMESTER ASSIGNMENT: This assignment requires the clinical teacher to serve the first half of the semester in one setting/level. At midterm the clinical teacher is moved to a new setting for the remainder of the semester. TWO FINAL GRADES are earned, one for performance at the elementary level and one for the secondary level. This will include students who are seeking:

a. All Level certification in Art, Kinesiology, Theatre, Spanish, Music or perhaps Special Education. These students will serve at the secondary level for one half of the semester and at the elementary level for the other half. The students may serve an entire semester at a middle school that has grades 6-8 in this case they may have one cooperating teacher. Otherwise, they will have Two Cooperating Teachers and register for EDUC 4693 & EDUC 4392.

B. Absence Policy

If clinical teachers miss a day, they must make-up a day. This time may be added to the clinical teaching semester, thus extending the student’s service beyond the last official date. An area on the Weekly Schedule form is provided for this purpose. All absences must be reported prior to the start of the effected school day. The parties to be notified are: the cooperating teacher, field supervisor and the Office of Field Experience. Each absence should be reflected on the student’s Weekly Schedule form, which is submitted to the university supervisor on a regular basis. No make-up time may be done in less than one hour increments. Students are to record make-up time on the form provided by the Office of Field Experience.

II. The Role of the Clinical Teacher

There are several divisions within the organization of the semester of clinical teaching. The clinical teacher has specific responsibilities to assume in each of these. Acceptable performance of these tasks will further the development of a student as an effective teacher.

A. Personal Responsibilities of the Clinical Teacher

1. The clinical teacher is expected to maintain standards of dress and appearance that do not detract from the purpose of the assignment. Extremes in hairstyling and fashion should be avoided. The clinical teacher’s dress and manner must conform to the established policies of local school authorities. Implied in this description are the qualities of good posture, calmness, dignity, assertiveness, and the appearance of being professional. No type of body piercing is acceptable during clinical teaching.

2. The clinical teacher is embarking on the initial steps of a proud profession. Examples of dedication to this profession include exhibiting an awareness of moral and ethical obligations to the students, the cooperating teacher and the school, and accepting the clinical teaching duties as one’s primary obligation during the semester. Both effort and achievement are indicated clearly in the evaluation of a clinical teacher. Just as in evaluating children’s work in the classroom, both effort and achievement are appraised. Part of the "trying hard" is one's enthusiasm for and enjoyment of teaching. Efforts to improve must be evident. Success requires that the clinical teacher make a transition
mentally from an attitude and behavior that is considered acceptable in a university classroom to behavior expected in a real-world profession. The mental disposition of one who is a NOVICE, not an equal, will result in appropriate behavior on the part of the clinical teacher. The clinical teacher who thinks of himself as an apprentice will seize every opportunity to draw positive lessons from his/her experiences and ultimately will earn the acceptance and respect of the school’s professional staff.

3. Attendance during clinical teaching is imperative. There are no recognized "cuts" or excused absences in clinical teaching. Absences from assignment may be excused by the field supervisor for reasons of personal illness, death, or emergency in the immediate family of the clinical teacher; however, absences must be made up by the end of the clinical teaching period or the week following the end of clinical teaching. No make-up time may be done in less than one hour sessions. In the event the student finds absence from an assignment to be unavoidable, the clinical teacher MUST NOTIFY: (1) the cooperating teacher (2) the field supervisor, and (3) the Field Experience Office (825-2669) at the earliest possible time, preferably before the start of the teaching day. Weddings, vacations, graduations, and other such functions are NOT valid excuses for being absent from clinical teaching. Each absence must be documented by the student on his/her Weekly Schedule form. Unfounded or excessive absences will lower the final grade, or be cause for termination from the program.

B. The Observation Period

1. During the first five to seven (3-5) days after arrival at the school, it is recommended that the clinical teacher be allowed primarily to observe the assigned cooperating teacher and become familiar with his/her schedule, teaching styles, classroom management, and students. Although this is the preferred course of action, it represents a guideline. Clinical teachers are also required to make ten (10) observations of other teachers in the school. It is suggested that five (5) of these observations be made during the first two weeks and the remaining five be distributed throughout the semester. Clinical teachers with a split assignment usually observe the first (1) week of each assignment and will complete five (5) observations in each assignment. Clinical teachers who are paraprofessionals need to do at least five (5) observations unless the paraprofessional assignment does not allow this activity. The cooperating teacher should assist whenever possible in making the arrangements for observations of other teachers. Each observation is to be summarized in writing as stated in the notebook grading policy.

2. During the observation period, the clinical teacher handles such duties as:
   a. Assisting with classroom routine -- attendance, ventilation, lunch, restroom, library, etc.
   b. Writing material on the chalkboard/whiteboard.
   c. Collecting materials and arranging bulletin boards.
   d. Grading papers or scoring tests (both teacher-made & standardized).
   e. Assisting with supervised study.
   f. Participating in class discussions.
   g. Making and studying class seating charts.
   h. Preparing charts & duplicating materials for class use.
   i. Examining textbooks and teaching aids for use with the class.
      j. Operating projectors, DVD’s, CD players & other audiovisual equipment.
   k. Assisting with duty periods in lunchroom, on the playground, etc.
Becoming familiar with the building, office, personnel, curriculum, schedules, counselors, librarian, etc.

Attending faculty meetings, ball games, PTA meetings, or club meetings.

Planning units and other work to be used when the student begins teaching.

C. The Teaching Experience

1. In the transition from observation to actual teaching, the clinical teacher gradually assumes responsibility by:
   a. Preparing and planning lessons exceptionally well.
   b. Displaying individualism in teaching.
   c. Employing available instructional materials.
   d. Working with the individual differences of students.
   e. Developing flexibility in meeting situations by anticipating problems and planning varieties of action.
   f. Critically reflecting on his/her teaching.
   g. Accepting constructive criticism.
   h. Striving for self-improvement.
   i. Cooperating professionally with fellow teachers.
   j. Attaining a greater poise and self-confidence through attention to mannerisms, initiative, dependability, punctuality, good grooming & dress.
   k. Having a good sense of humor.
   l. Participating in extracurricular and curricular programs such as faculty meetings, teacher/parent conferences, and student activities.
   m. Be proactive in assuming responsibility; take initiative, don’t wait to be directed every step.

2. The normal teaching load for clinical teachers depends upon such factors as: student capabilities, size of classes, number of preparations, etc. Usually the student begins with a single class on the secondary level or subject on the elementary level. Teaching responsibilities are gradually added until a full work load for a minimum period of two weeks can be assumed. For those with split assignments, this will be a minimum of one week in each assignment.

3. Even though the clinical teacher assumes teaching responsibilities throughout the semester, the final authority for the class remains with the cooperating teacher. The clinical teacher should always keep the cooperating teacher informed as to the lessons being taught and the methods being used. Prior to each lesson taught by the clinical teacher, the cooperating teacher should review and approve the lesson plan and make the necessary modifications at least the day before the lesson is to be taught.

D. The Clinical Teacher as a Member of the Teaching Profession

The clinical teacher must:
1. Function as a part of the total school faculty.
2. Meet and talk with students, faculty members, administrators, and parents on an individual or group basis.
3. Conform to the time schedule of the school. Do NOT arrive late or leave early.
4. Use good oral and written communication.
5. Use time efficiently for planning, student conferences, etc.
6. Recognize, understand and utilize the supporting services provided by the school system, such as guidance & counseling, pupil personnel, and administration.
7. Refrain from the disclosure of confidential information about students and/or colleagues; refrain from infractions of the Code of Ethics of the Teaching Profession.
8. Avoid cell phone/social media use during the instructional day.
9. Avoid using school equipment for personal use such as internet, duplicating equipment unless it is for instructional purposes.
10. Evaluate and reflect on each teaching performance and continually strive for self-improvement.

III. The Role of a Cooperating Teacher

The cooperating teacher is perhaps the most influential person in the student teacher's public school experience. He/She must make every effort to be an acceptable role model for the clinical teacher and provide the best opportunity possible for his/her growth into an effective educator. The Cooperating teacher should have a Master’s Degree and at least 5 years of teaching experience, or 3 years and the positive written recommendation of the school administrator. The Cooperating teacher must attend training provided by the University at School-University Partnership Conference. Continuing Education Credit will be earned for participating in the training. There are also two power points on the College of Education and Human Development Teacher Education website. The Cooperating teacher should be open and honest in grading the clinical teacher, and communicate areas of concern immediately to the university supervisor. A few areas of concern for the cooperating teacher are discussed below.

A. Preparing for the Clinical Teacher

No person can do more to make the newly arrived student teacher feel at ease than can the cooperating teacher. His/Her actions and enthusiasm toward the new arrival can also influence the feelings of other staff members toward the clinical teacher. The following practices have proven to be helpful:

1. Inform the pupils in the class of the pending arrival of the "clinical teacher" and ask their help in making the clinical teacher feel welcome. You will know in advance the day on which the clinical teacher is scheduled to arrive; therefore, make certain that you are ready. NOTHING DISAPPOINTS QUITE AS MUCH AS SUGGESTING THAT THE CLINICAL TEACHER WAS NOT EXPECTED OR WANTED.
2. Try to arrange your schedule so that you have a few minutes to chat with the clinical teacher before the end of the day.

B. Arrival of the Clinical Teacher

1. Introduce your clinical teacher to the teachers in your department or building wing. Make every effort during the first few days to acquaint the student with other key personnel in the building, such as librarians, custodians, guidance counselors, assistant principals, office assistants, nurses, etc.
2. Tour the building with your clinical teacher. Show him/her the teachers' workroom, lounge, restroom, cafeteria, library, supply room, etc.
3. Take the time to introduce the clinical teacher to your class. If appropriate, pupils might be used to brief the clinical teacher on the academic progress of the class and could also serve as guides to show the clinical teacher about the building.
4. Discuss during one of the early clinical teacher/cooperating teacher conferences the
probable teaching and activity schedule which he/she will follow. Provide suggestions regarding topics and units which might be taught and assist the student teacher in planning for these experiences.

5. Clarify the clinical teacher's responsibility for classroom discipline. Classroom and school-wide discipline policies and procedures should be outlined, and the limits of the clinical teacher's responsibilities and authority should be clearly defined.

6. Assist the clinical teacher in scheduling observations of other teachers. Follow the guidelines suggested in Section II-B-1 of this booklet.

7. Allow the clinical teacher to handle duties as suggested in Section II-B-2.

C. The Teaching Experience

1. After the initial five days of observation, the clinical teacher should assume teaching responsibilities in the classroom on a gradual basis. On the secondary level, he/she may begin with one class and periodically add others. At the elementary level, it can be one subject area at a time. These responsibilities should slowly increase until a full load can be assumed for no less than two weeks. For those with split assignments, this will be a minimum of one week in each assignment. A capable clinical teacher, however, may participate fully with classroom activities for a considerably longer period of time. Throughout the semester, the clinical teacher should be given time alone in the classroom as deemed appropriate by the cooperating teacher and the field supervisor. Clinical teachers should NOT be left alone with the students regularly. During the semester, the clinical teacher should be involved in the following activities:
   a. Developing daily lesson plans.
   b. Planning, teaching and evaluating a long-range unit of work.
   c. Testing, grading, marking, recording.
   d. Maintaining desirable classroom control.
   e. Using a variety of methods, techniques, and materials in various subject-matter areas.
   f. Working simultaneously with the class as a whole & with individuals.
   g. Engaging in classroom management and extra-class activities.
   h. Giving and following up with assignments.
   i. Planning and giving drills and reviews.
   j. Constructing and administering quizzes or exams.
   k. Administering and correcting some form of standardized or state test.
   l. Reviewing test results.
   m. Engaging in teacher-student planning.
   n. Evaluating and recording progress.
   o. Planning and supervising a field trip or excursion.

2. Educators cooperating with Texas A&M University-Corpus Christi in the clinical teaching program will be guided by the following university policies:
   a. A clinical teacher has no legal authority as a certified teacher, either in or out of the classroom.
   b. A clinical teacher may not be used as a legal substitute for a certified teacher except in an emergency as specified in the school district's administration regulations and procedures.
   c. A clinical teacher alone may not assume the legal responsibility for activities (such
as field trips, debate contests, etc.) that occur away from the cooperating school, although attendance and assistance in supervising these functions may be required.

D. Evaluation and Conferences

1. The cooperating teacher is asked to complete five (5) Progress Reports throughout the semester. For a student who has only one assignment, the first progress report will not count towards their grade. Those who have clinical teachers with split assignments will complete three (3) Progress Reports for each assignment of the clinical teacher. The first report will not be counted. A recommended schedule for performing these appraisals will be provided by the student and/or field supervisor. Since these reports account for a portion of the final grade, it is necessary that they be completed in a timely manner. The clinical teacher will furnish the cooperating teacher with these forms.

2. The cooperating teacher should schedule a weekly conference with the clinical teacher. This should be in addition to the short, informal discussions that occur during the normal school day. The cooperating teacher should offer suggestions and constructive criticism in a positive manner explaining their Progress Report rating and areas needing improvement. The clinical teacher depends on his/her cooperating teacher to identify clearly what their expectations are for effective teaching.

Cooperating Teacher Hints

Coaching another person can be a daunting task, but supporting a clinical teacher can be as easy as offering a sympathetic ear to listen and a word of advice when needed. The key to being a successful cooperating teacher is to take everything step by step. Your role as a cooperating teacher as mentioned before is an important one. Most clinical teachers feel overwhelmed by the reality facing them in the classroom. Training in the day-to-day operations of a classroom including the paperwork, routines, and interpersonal relations with students and other teachers is not taught and is only experienced in a limited fashion during field based teaching. This leaves most clinical teachers floundering during their clinical teaching semester. Your role, as the cooperating teacher, is to offer guidance and support. It can be difficult, however, to determine how much help to offer a clinical teacher. Below are some guidelines that you may find helpful as you undertake your role as a mentor.

- Begin by asking your clinical teacher his or her preference for ideas and suggestions from you. Some clinical teachers would like to start trying out their own ideas right away while others may want more detailed information and ideas to help get started in the beginning.
- When talking to the clinical teacher, ask guiding and specific questions rather than "umbrella" questions such as "How is your week going?" A more constructive question would be, "How are your students responding to your lessons? Why do you think this is occurring?"
- Do not be afraid to offer suggestions, but don't be offended if they are not used immediately. It may not be that the clinical teacher thinks your ideas are bad, but he/she may be too overwhelmed to make any changes at that point.
- Being a buddy if fine, but it shouldn't be your only goal as a cooperating teacher.
• Give information and ideas in small amounts and at appropriate times.
• Refrain from being judgmental in your actions and comments to the clinical teacher.

When observing clinical teachers, be ready to provide an immediate positive comment and one area of improvement. Save the rest for your "de-briefing" either during a conference time or after school.

• Allow the new teacher to listen to some of your initial parent contacts or sit in on one of you parent conferences as a "team member." This allows the clinical teacher to see how you handle different situations and builds his/her comfort level.
• When going over paperwork be ready to fill out an example with the clinical teacher.
• Offer a time for the clinical teacher to observe you in a 'regular' day or class period.
• Take your role seriously. Use the time with your clinical in a constructive manner. Don't give in to the temptation to simply gossip or vent frustrations.
• Be ready to provide constructive criticism when necessary. As with anyone, always start out with a positive comment first.
• Help the clinical teacher get acquainted and involved with the other faculty members.
• Encourage the clinical teacher to record needs, questions, and descriptions in a journal, using that journal for discussion purposes.

Novice Teacher Benefits

The clinical teacher will:
• Gain knowledge about district policies, job responsibilities, and school culture
• Have emotional support that eases many concerns and anxieties
• Improve teaching performance and promote student learning
• Engage in professional growth activities that enhance knowledge of effective strategies and techniques
• Systematically build on successful classroom practice
• Choose to remain in the teaching profession and retain initial enthusiasm

V. Evaluation and Grading System

Given the complex nature of clinical teaching, the performance grade exchange, at least from the perspective of the student, can be fraught with ambiguity and risk. From the time of introduction into the teacher preparation program, students are told that no grade will be as important as the one received in clinical teaching. In addition, for the first time they are no longer able to talk about teaching on an intellectual or philosophical plane. Now, they must DEMONSTRATE their ability to teach. Their jury will be their students, their cooperating
A. Instructions for Grading

Grading for clinical teaching will include three different areas of evaluation. Failure to complete any one of these areas will result in a grade of INCOMPLETE. Student performance will be measured by the following weighted scores:
1. The scores earned on the “Clinical Teaching Evaluation,” which is completed by the field supervisor, will determine approximately 60% of the grade.
2. The scores reflected on the "Clinical Teaching Progress Report," which is completed by the cooperating teacher, will determine approximately 30% of the grade.
3. The grade earned on the “Clinical Teaching Notebook” will comprise approximately 10% of the grade.

B. Clinical Teaching Evaluation

The field supervisor will use the "Clinical Teaching Evaluation" when assessing student performance. Although this instrument approximates the one used by the state in the T-TESS (Texas Teacher Evaluation and Support System) it should be remembered that it is designed to measure performance of clinical teachers in their early experiences in teaching. Therefore, the scores indicated will differ from scores that would be assigned to an in-service teacher. Students with a full semester assignment will be evaluated five (5) times during the semester. Students with a split student teaching assignment will be evaluated (3) times during each one-half semester.

Limiting the number of evaluations that are to be completed for grading purposes is not intended to limit the number of times the field supervisor visits with his or her clinical teacher. As many visits as the field supervisor deems necessary may be made. Of the five evaluations completed for students with a full semester assignment, the first one (1) provides the student with general direction but is not to be included in the final grade. For students with a split assignment, the evaluation that is not included in the final grade is the one completed during the first formal observation of each of the assignments. Although these evaluations are not included in the student's final grade, field supervisors should use them to assist the student in correcting identified deficiencies. Field supervisors are to mark each indicator in accordance with the scoring key.

Although a total is given each domain to provide feedback to the student, the score that will be used to determine the final grade will be the overall score for a given observation. This overall score is the sum of all domain totals.

Grade equivalencies have been established to provide the student with general information regarding progress. These are contained in Appendix. A schedule for completing the Clinical Teaching Observation Record will be developed each semester. Copies of this schedule will be provided university supervisors, students, and cooperating teachers.

C. Clinical Teaching Progress Reports

A minimum of five progress reports are to be filed by the cooperating teacher. As with the Clinical Teaching Progress Reports, one of the reports is designed to provide the student with needed direction and is not included in the final grade. For students whose
assignment is for the full semester, it will be the first report. For students with a split assignment, this will be the first report completed during each of the assignments. Clinical Teaching Progress Reports by the cooperating teacher reflect a student's progress over a period of time rather than the performance of a student’s given teaching experience.

D. Clinical Teaching Notebook

The Clinical Teaching Notebook shall contain the following:
1. Five (5) Evaluations by the Cooperating Teacher.
2. Five (5) Evaluations by the Field Supervisor.
4. A 1-2-page narrative that details the student teacher’s Philosophy of Teaching. This should be written at the beginning of Clinical Teaching and revised during the final weeks to reflect adjustments and changes made by the clinical teacher.
5. A 1-2-page narrative that explains the student teacher’s personal approach to Classroom Management. It should detail some of the techniques he/she hopes to follow. This should be written at the beginning of Clinical Teaching and revised during the final weeks to reflect adjustments and changes made by the clinical teacher as a result of his/her experiences.
6. Written description of ten (10) observations of teachers (other than the cooperating teacher) which were completed during student teaching. These records should address the teacher, classroom, students, lesson observed, and the date. Each observation should be no more than one page in length.
7. A planning section which includes Lesson Plans consistent with the University’s lesson design format for all lessons for which the student is scheduled to teach. When the field supervisor is satisfied that the student is proficient in planning (usually after 4-6 wks), then lesson plans included in the notebook may follow the planning format used by the school to which the student is assigned. Each lesson plan should be initialed by the cooperating teacher BEFORE being taught and followed by a written self-evaluation AFTER being taught.
8. Weekly Diary. This should include weekly narrative summaries of unique experiences or events.
9. Checklist of Clinical Teaching Experiences. This listing is designed to draw the student teacher into an awareness of the broad scope of activities involved in the teaching profession. It is of greatest value if the student teacher checks it during a conference with the cooperating teacher.
10. Exhibits involving ideas for bulletin boards, games, teaching aids, etc.

For students with a split assignment, the mid-semester grade will be the final grade for the first assignment, and a second final grade will be given for the second assignment. These grades are not averaged together, but will appear as separate grades. The notebook grade will consider the following elements:

a. Organization
b. English Mechanics and Usage
c. Legibility (although contents may be typed, typing is not required)
d. Quality of the Content
e. Promptness in Meeting Deadlines

E. Assigning the final grade
1. The FINAL grade will be determined by the sum of the following:
a. Point score related to the average of the 2nd, 3rd, 4th, and 5th Cooperating Teacher Evaluations.
b. Point score related to the average of the 2nd, 3rd, 4th, & 5th Field Supervisor Evaluations.
c. Point score related to the Notebook grade.

2. For students with a split assignment, the FINAL grade for each assignment will be determined by the sum of the following:
   a. Point score related to the average of the 2nd and 3rd Cooperating Teacher Evaluations at each assignment.
   b. Point score related to the average of the 2nd and 3rd Field Supervisor Evaluations at each assignment.
   c. Point score related to the Notebook grade.

3. The University reserves the right to change this final grade determination if a situation exists which involves the minimum full-time teaching requirement. In order to earn a passing grade, the student teacher must teach with competence and professionalism full time for a minimum of two weeks.
   a. In the event a clinical teacher has been able to score well on early evaluations (which were made at a time when he/she was teaching only one or two subjects or periods) but is not successful when attempting to fulfill the two weeks of full responsibility for all classes, additional evaluations may be made giving greater weight to this period of full time teaching. At the discretion of the field supervisor, cooperating teacher and Director of Field Experience, an individualized CONTRACT which defines specific grading requirements based on existing circumstances may be created.
   b. A crucial point that should be fully appreciated is the fact that TAMU-CC CLINICAL TEACHERS SERVE IN THE PUBLIC SCHOOLS AS GUESTS. Authority over a classroom is taken very seriously. If school personnel decide that the student teacher is not capable of assuming full responsibility of the regular teacher’s classroom and will not allow such, that decision is final. In such a case, a passing grade for clinical teaching cannot be awarded.

4. If, in the judgment of the Director of Field Experience, absences are deemed excessive and/or unfounded, the final grade may be lowered substantially or a grade of INCOMPLETE may be given. Students will be expected to make up the INCOMPLETE grade the following semester in compliance with University policy regarding INCOMPLETES.
   a. Absence policy is discussed in Section I-B.
   b. Personal responsibilities of the clinical teacher regarding absences are discussed in Section II-A-
State Board for Educator Certification
Teacher Standards

Domain 1 – Instructional Planning and Delivery

Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

**Standard 1.1:** *Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.*
- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

**Standard 1.2:** *Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.*
- Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

**Standard 1.3:** *Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.*
- Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

**Standard 1.4:** *Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.*
- Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
• Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.
• Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

**Standard 1.5:** Teachers incorporate complex, higher order thinking, leading class discussions and activities that provide opportunities for deeper learning.
• Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
• Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
• Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

**Standard 1.6:** Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
• Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.
• Teachers provide immediate feedback to students in order to reinforce their learning and ensure they understand key concepts.
• Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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**Domain 2 – Knowledge of Student and Student Learning**

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

**Standard 2.1:** Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.
• Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.
• Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
• Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

**Standard 2.2:** Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
• Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.
• Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

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• Teachers understand the role of language and culture in learning, and know how to
modify their practices to support language acquisition such that language is
comprehensible and instruction is fully accessible.

Standard 2.3: Teachers facilitate each student’s learning by employing evidence-based
practices and concepts related to learning and social-emotional development.
• Teachers understand how learning occurs and how learners develop, construct meaning
and acquire knowledge and skills.
• Teachers identify readiness for learning and understand how development in one area
may affect students’ performance in other areas.
• Teachers apply evidence-based strategies to address individual student learning needs and
differences, adjust their instruction, and support the learning needs of each student.

Domain 3 – Content Knowledge and Expertise

Teachers exhibit a comprehensive understanding of their content, discipline, and related
pedagogy as demonstrated through the quality of the design and execution of lesson plans and
their ability to match objectives and activities to relevant state standards.

Standard 3.1: Teachers understand the major concepts, key themes, multiple perspectives,
assumptions, processes of inquiry, structure, and real-world applications of their grade-level
and subject-area content.
• Teachers understand how their content vertically and horizontally aligns with the grade-
level/subject-area continuum, leading to an integrated curriculum across grade levels and
content areas.
• Teachers identify gaps in students’ knowledge of subject matter and communicate with
their leaders and colleagues to ensure that these gaps are adequately addressed across
grade levels and subject areas.
• Teachers keep current with developments, new content, new approaches and changing
methods of instructional delivery within their discipline.

Standard 3.2: Teachers design and execute quality lessons that are consistent with the concepts
of their specific discipline, are aligned to state standards, and demonstrate their content
expertise.
• Teachers organize curriculum to facilitate student understanding of the subject matter.
• Teachers understand, actively anticipate, and adapt instruction to address common
misunderstandings and preconceptions.
• Teachers promote literacy and the academic language within the discipline, and make
discipline-specific language accessible to all learners.

Standard 3.3: Teachers demonstrate content specific pedagogy that meets the needs of diverse
learners, utilizing engaging instructional materials to connect prior content knowledge to new
learning.
• Teachers teach both the key content knowledge and the key skills of the discipline.
• Teachers make appropriate and authentic connections across disciplines, subjects, and
students’ real world experiences.
Domain 4 – Learning Environment

Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximize student learning.

**Standard 4.1:** Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.
- Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students’ needs, strengths, and personal experiences.

**Standard 4.2:** Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

**Standard 4.3:** Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
- Teachers implement behavior management systems to maintain an environment in which all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

**Standard 4.4:** Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.

Domain 5 – Data Driven Practice
Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**Standard 5.1:** Teachers implement both formal and informal methods of measuring student progress.
- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

**Standard 5.2:** Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
- Teachers develop learning plans and set academic as well as social-emotional goals for each student in response to previous outcomes from formal and informal assessments.
- Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress on student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.

**Standard 5.3:** Teachers regularly collect, review, and analyze data to monitor student progress.
- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

**Standard 5.4:** Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
- Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

**Domain 6 – Professional Practices & Responsibilities**

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

**Standard 6.1:** Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
• Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
• Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.
• Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students’ academic and social-emotional needs.

Standard 6.2: *Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.*

• Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
• Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

Standard 6.3 *Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.*

• Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
• Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

Standard 6.4 *Teachers model ethical and respectful behavior and demonstrate integrity in all situations.*

• Teachers adhere to the “Code of Ethics and Standard Practices for Texas Educators” in the State Board for Educator Certification rules, including following policies and procedures at their specific school placement(s).
• Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
• Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.

VII. TExES PPR Standards

A. Domain I - Designing Instruction and Assessment to Promote Student Learning

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to
differences among students and that promote all students’ learning.

Competency 003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

B. Domain II - Creating a Positive, Productive Classroom Environment

Competency 005 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006 The teacher understands strategies for creating and organized and productive learning environment and for managing student behavior.

C. Domain III - Implementing Effective, Responsive Instruction and Assessment

Competency 007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008 The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

D. Domain IV - Fulfilling Professional Roles and Responsibilities

Competency 011 The teacher understands the importance of family involvement in children=s education and knows how to interact and communicate effectively with families.

Competency 012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

The theoretical aspects of the state-adopted proficiencies for teachers in learner-centered schools for Texas and the professional development TExES competencies
are assigned to specific courses in the approved program of Texas A&M University-
Corpus Christi. Each of these proficiencies and TExES competencies then become an
integral and applied part of the clinical teaching experience. The following objectives
serve as indicators of student teacher progressive development. Those objectives are
keyed to the various proficiencies and TExES competencies for Texas teachers.

IX. TECHNOLOGY APPLICATIONS STANDARDS

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical
practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current
technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify
solutions, and evaluate results in a way that supports the work of individuals and groups in
problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse
audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all
students that incorporates the effective use of current technology for teaching and integrating the
Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.
Standard VI. The computer science teacher has the knowledge and skills needed to teach the
Foundations, Information
Clinical Teacher Evaluation/Progress Report

Evaluation/Progress Report (Circle) 1  2  3  4  5  6  
Clinical Teacher: __________________________ Field Supervisor/Cooperating Teacher: __________________________

District: __________________________ Campus: __________________________

Pre-Conf. Date: _______________ Pre-Conf. Start __________________________ End Time: __________________________
Progress Report/Evaluation Date _______________  Progress Report/Evaluation Date _______________

Evaluation Start Time: __________________________ End Time: __________________________

Standard I: Instructional Planning and Delivery

Teachers demonstrate their understanding of instructional planning and delivery of instruction by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners. (Standards 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 5.3; 5.4)

<table>
<thead>
<tr>
<th>The Clinical Teacher:</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>1. Develops lessons that have clear lesson objectives, are aligned to the TEKS and build on students’ prior knowledge and uses data to monitor student progress. (Standards 1.1; 1.2; 5.3; 5.4)</td>
<td>4</td>
<td>3.5</td>
<td>2</td>
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<td>2. Integrates technology as applicable. (Standards 1.2; 1.5)</td>
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<td>3. Develops materials and assessments that are developmentally appropriate and motivate the students to learn. (Standards 1.2; 1.3, 1.6)</td>
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<td>4. Designs lessons to meet the needs of diverse learners, adapting methods when appropriate, with high levels of student engagement. Collects data to monitor progress (Standards 1.2; 1.3; 5.1; 5.4)</td>
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<td>5. Incorporates complex higher order thinking, leading class discussions and activities that provide opportunities for deeper learning. (Standards 1.3; 1.5)</td>
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<td>6. Consistently checks for understanding during the lesson, gives immediate feedback, and makes lesson adjustments as necessary. (Standard 1.6, 5.1, 5.3)</td>
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TOTAL:
Standard II: Knowledge of Students and Student Learning

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs. (Standards 2.1; 2.2; 2.3; 5.1; 5.2; 5.3; 5.4)

<table>
<thead>
<tr>
<th>The Clinical Teacher:</th>
<th>Accomplished 4</th>
<th>Proficient 3.5</th>
<th>Developing 2</th>
<th>Improvement Needed 1</th>
<th>Unsatisfactory 0</th>
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</thead>
<tbody>
<tr>
<td>7. Creates a community of learners in an inclusive environment that views differences (Cultural, linguistic, familial, educational) in learning and accepts responsibility for each students’ learning. Communicates learning goals to students and their families. (Standards 2.1; 2.2, 5.2)</td>
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<td>8. Sets high academic expectations that challenge all students, incorporating higher order thinking skills in lesson. (Standards 2.1, 5.2)</td>
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<td>9. Provides evidence that all students’ demonstrate mastery of lesson objectives. Monitors students’ progress. (Standards 2.1; 2.3, 5.1, 5.3)</td>
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<td>10. Addresses student mistakes and follows through to ensure student mastery. (Standards 2.1; 2.3, 5.3, 5.4)</td>
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Comments:___________________________________________________________________________________
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Standard III: Content Knowledge and Expertise

Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as
demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards. (SBEC Standards 3.1; 3.2; 3.3, 5.1, 5.2; 5.3; 5.4)

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<thead>
<tr>
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<th>Improvement Needed</th>
<th>Unsatisfactory</th>
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<tr>
<td>11. Conveys accurate content knowledge. (Standard 3.1; 3.2; 3.3)</td>
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<tr>
<td>12. Understands and anticipates possible student misunderstandings. (Standard 3.1; 3.2;)</td>
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<td>13. Accurately reflects how lesson fits with structure of discipline, the TEKS, and real world experiences. (Standards 3.1; 3.3)</td>
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<td>14. Demonstrates content specific methods and materials to meet the needs of diverse learners connecting prior content knowledge to new learning with high levels of student engagement. (Standard 3.3)</td>
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<td>15. Provides explanations that are clear. Sets individual and group learning goals. (Standards 3.1; 3.2; 3.3)</td>
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<td>16. Uses verbal and written communication that is clear and correct. (Standards 3.2)</td>
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<td>17. Implements both formal and informal methods of measuring &amp; monitoring student progress. (Standard 3.1;3.2; 5.1, 5.3;5.4)</td>
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<td>18. Designs instruction, changes strategies, and differentiates his/her teaching to inform and improve student learning based on assessment outcomes and long and short term goals.. (Standard 3.1; 5.3; 5.4)</td>
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Standard IV: Learning Environment
Teachers interact with students in respectful ways at all times, maintaining physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior and organization that maximizes student learning. (SBEC Standards 4.1; 4.2; 4.3; 4.4, 5.1)

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<tr>
<th>The Clinical Teacher:</th>
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<th>Proficient 3.5</th>
<th>Developing 2</th>
<th>Improvement Needed 1</th>
<th>Unsatisfactory 0</th>
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<tbody>
<tr>
<td>19. Organizes a safe, accessible and efficient classroom based on students’ backgrounds and experiences by using procedures, routines, flexibility, and transitions. (Standards 4.1; 4.2)</td>
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<td>20. Enables students to participate in groups, manage supplies, and equipment with very limited teacher direction. (Standards 4.2; 4.3; 4.4)</td>
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<td>21. Engages all students in relevant, meaningful learning. (Standards 4.2; 4.3; 4.4)</td>
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<td>22. Establishes and communicates, and maintains clear expectations for student behavior, and consistently implements the classroom behavior system. (Standards 4.3; 4.4; 5.1)</td>
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**Standard VI: Professional Practices and Responsibilities**
Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus, school district policies, university student teacher policies and procedures, and conduct themselves ethically and with integrity. (SBEC Standards 6.4)  PPR Standard 4

The Clinical Teacher: | Accomplished 4 | Proficient 3.5 | Developing 2 | Improvement Needed 1 | Unsatisfactory 0 |
<table>
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<td>24. Meets professional standards e.g. attendance, punctuality, professional appearance, and behaviors. (PPR Comp. 13)</td>
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<td>25. Cooperates and responds to requests from the cooperating/clinical teacher and university professors/field supervisors, and keeps notebook up to date.</td>
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TOTALS:  Standard I

Standard II                      Date of Conference/Start & End Time

Standard III

Standard IV                     Field Supervisor/

Standard V (Integrated in Standards)  Cooperating Teacher’s Signature

Standard VI

Standard Totals

Clinical Teacher’s Signature

Accomplished  90-100=A  
Proficient     80-89=B  
Developing     70-79=C  
Improvement Needed  60-69=D  
Unsatisfactory Below 60

Clinical Teacher’s Reflection:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
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White copy-Clinical Office File; Yellow-Clinical Teacher; Pink-Field Supervisor; Gold-Principal