TEXAS A&M –CORPUS CHRISTI
CLINICAL TEACHER
FIELD SUPERVISOR HANDBOOK
2017-2018
# CLINICAL TEACHING FIELD SUPERVISOR HANDBOOK

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student Learning Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>II. Introduction to Clinical Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Lengths &amp; Types of Assignments</td>
<td>4</td>
</tr>
<tr>
<td>Absence Policy</td>
<td>5</td>
</tr>
<tr>
<td>III. The Role of the University Field Supervisor</td>
<td>5</td>
</tr>
<tr>
<td>IV. Evaluation and Grading System</td>
<td>6</td>
</tr>
<tr>
<td>Instruction for Grading</td>
<td>6</td>
</tr>
<tr>
<td>Clinical Teaching Evaluation</td>
<td>7</td>
</tr>
<tr>
<td>Clinical Teaching Progress Report</td>
<td>7</td>
</tr>
<tr>
<td>Clinical Teaching Notebook</td>
<td>8</td>
</tr>
<tr>
<td>Assigning the Final Grade</td>
<td>9</td>
</tr>
<tr>
<td>V. Code of Ethics and Standard Practices for Texas Educators</td>
<td>10-11</td>
</tr>
<tr>
<td>VI. Clinical Teacher Evaluation/Progress Report</td>
<td>12-17</td>
</tr>
<tr>
<td>V. State Board for Educator Certification Teacher Standards</td>
<td>18-24</td>
</tr>
<tr>
<td>Domain I – Instructional Planning and Delivery</td>
<td></td>
</tr>
<tr>
<td>Domain II – Knowledge of Student and Student Learning</td>
<td></td>
</tr>
<tr>
<td>Domain III – Content Knowledge and Expertise</td>
<td></td>
</tr>
<tr>
<td>Domain IV – Learning Environment</td>
<td></td>
</tr>
<tr>
<td>Domain V – Data Driven Practice</td>
<td></td>
</tr>
<tr>
<td>Domain VI – Professional Practice and Responsibility</td>
<td></td>
</tr>
<tr>
<td>VI. TExES PPR Standards</td>
<td>24-25</td>
</tr>
<tr>
<td>A. Domain I - Designing Instruction and Assessment to Promote Student Learning</td>
<td></td>
</tr>
<tr>
<td>B. Domain II - Creating a Positive, Productive Classroom Environment</td>
<td></td>
</tr>
<tr>
<td>C. Domain III - Implementing Effective, Responsive Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>D. Domain IV-Fulfilling Professional Roles and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>VII. Technology Application Standards</td>
<td>25-26</td>
</tr>
</tbody>
</table>


EDUC 4394
CLINICAL TEACHING: EC-GRADE 6 Core Subjects
Laboratory experiences and directed teaching in grades EC-Grade 6 Core Subjects. Prerequisite: Admission to Clinical Teaching. Must be taken with EDUC 4693 Student Teaching: Grades 7-12.

EDUC 4393
CLINICAL TEACHING: GRADES 7-12 Laboratory experiences and directed teaching in grades 7-12. Prerequisite: Admission to Clinical Teaching. Must be taken with EDUC 4693 Clinical Teaching: EC-6 Core Subjects.

EDUC 4694
CLINICAL TEACHING: EC-GRADE 6 Core Subjects
Laboratory experiences and directed teaching in grades EC-Grade 6 Core Subjects. Prerequisite: Admission to Clinical Teaching. Must be taken with EDUC 4393 Clinical Teaching Grades 7-12.

EDUC 4693
CLINICAL TEACHING: GRADES 7-12 Laboratory experiences and directed teaching in grades 7-12 in the student’s teaching field(s). Prerequisite: Admission to Clinical Teaching.

EDUC 4992
CLINICAL TEACHING: GRADES 4-8 Laboratory experiences and directed teaching in grades 4-8 in the student’s teaching field(s). Prerequisite: Admission to Clinical Teaching.

EDUC 4993
CLINICAL TEACHING: GRADES 7-12 Laboratory experiences and directed teaching in grades 7-12. Prerequisite: Admission to Clinical Teaching.

EDUC 4994
CLINICAL TEACHING: EC-GRADE 6 Core Subjects
Laboratory experiences and directed teaching in an EC-Grade 6 Core Subjects classroom. Prerequisite: Admission to Clinical Teach
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 school, or Head Start program for one semester. For about 5 days at the beginning of the assignment, the clinical teacher will observe the teaching styles of the cooperating teacher and other teachers. The clinical teacher is to assume the same working 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 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 (14 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 and 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 4394.

B. Absence Policy

If a clinical teacher misses 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 field 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.

The Role of the Field Supervisor

The Field Supervisor from the university serves as a liaison between clinical teacher, cooperating teacher, building principal, and the Director of Field Experience in order to provide the clinical teacher with the very best teaching experience. The Field Supervisor should have a Master’s Degree and at least ten years of teaching experience, and experience in a leadership role on a campus. Have a valid Texas Teaching Certificate or one from another state. The responsibilities for the Field Supervisor are as follows:

1. Establish and maintain rapport with building principal and cooperating teacher.
2. Complete a minimum of five (5) 45 minute observations/evaluations of the clinical teacher in a single assignment in the classroom. Four of the observations will count toward the final grade. Those who have clinical teachers with split
assignments will complete three (3) 45 minute observations/evaluations for each assignment of the clinical teacher. Two observations will count for each assignment toward the final grade. Please list the time of the start of the observation and the time of the ending of the observation, and the start time, end time, and date of the pre and post observation conferences. Conduct a pre-conference with the clinical teacher reviewing what your expectations are for the evaluation/observation.

3. Evaluate the clinical teacher’s performance using the "Clinical Teacher Observation/ Evaluation Form" (See forms in this Handbook).

4. Leave a copy of the field supervisors evaluation with the principal and have it signed.

5. Conduct a conference with the clinical teacher immediately following each observation, if possible, and offer positive feedback, constructive criticism, and suggestions for improvement. Discuss the pre-conference expectations for the next observation/evaluation. Have student sign evaluation form AND FILL OUT THE REFLECTIVE SECTION.

6. Confer with the cooperating teacher regarding the student teacher's progress and any concerns which may arise during every visit to the campus.

7. Evaluate lesson plans and review the clinical teacher's notebook.

8. Fill out the TEA Log form after every visit.

9. Apprise the Director of Field Experience on the clinical teacher's progress.

10. Submit final grade sheets to the Director of Field Experience and online.

11. Submit to the Director of Field Experience the attendance form, the Accountability for make-up form, the Texas Education Agency Log form, 5 or 6 clinical teacher progress reports from the cooperating teacher, and 5 or 6 clinical teacher observation/evaluation forms from the university field supervisor, signed form from the cooperating teacher confirming she/he viewed the training power/point, and the form confirming that the principal received a copy of the students’ evaluation form.

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 teacher, and their university field supervisor.

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 Evaluation/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 experienced 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 Report

A minimum of five progress reports are to be filed by the cooperating teacher. As with the Clinical Teaching Evaluation, 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 assignment. Clinical Teaching Evaluations 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. All evaluations by the field supervisor or the cooperating teacher should have a pre-conference indicating the areas of the evaluation that will be reviewed more precisely and a post conference indicating the overall performance during the observation/evaluation.

D. Clinical Teaching Notebook

The Clinical Teaching Notebook shall contain the following:
1. Five (5 or 6) Progress Reports/Evaluations by the Cooperating Teacher.
2. Five (5 or 6) Evaluations by the Field Supervisor.
4. A 1-2-page narrative that details the clinical 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 clinical 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 clinical 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-reflection 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:
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 of the 14 wk. clinical teaching experience.
   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 clinical 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
Based on RULE §247. 2  Code of Ethics and Standard Practices for Texas Educators

(1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
   (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.
   (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- the nature, purpose, timing, and amount of the communication;
- the subject matter of the communication;
- whether the communication was made openly or the educator attempted to conceal the communication;
- whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or
sexual attractiveness or the sexual history, activities, preferences, or
fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective
December 26, 2010, 35 TexReg 11242.

Clinical Teacher Evaluation/Progress Report

Clinical Teacher: ___________________________ Field Supervisor/Cooperating Teacher: ___________________________
District: ___________________________ Campus: ___________________________
Pre-Conf. Date: ________________ Progress Report/Evaluation Date: ________________
Pre-Conf. Start: ___________________________ End Time: ___________________________
Evaluation Start Time: ___________________________ End Time: ___________________________

Standard I: Instructional Planning and Delivery
Teachers demonstrates 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)

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<th>The Clinical Teacher:</th>
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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)
2. Integrates technology as applicable.  
   (Standards 1.2; 1.5)

3. Develops materials and assessments that are developmentally appropriate and motivate the students to learn.  
   (Standards 1.2; 1.3, 1.6)

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)

5. Incorporates complex higher order thinking, leading class discussions and activities that provide opportunities for deeper learning. (Standards 1.3; 1.5)

6. Consistently checks for understanding during the lesson, gives immediate feedback, and makes lesson adjustments as necessary. (Standard 1.6, 5.1, 5.3)

SUBTOTAL

TOTAL:

Comments:____________________________________________________________________________________
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_____________________________________________________________________________________________
_____________________________________________________________________________________________

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)

The Clinical Teacher:

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<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</td>
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<td>3.5</td>
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13
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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<td>11. Conveys accurate content knowledge. (Standard 3.1; 3.2; 3.3)</td>
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<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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8. Sets high academic expectations that challenge all students, incorporating higher order thinking skills in lesson. (Standards 2.1, 5.2)

9. Provides evidence that all students’ demonstrate mastery of lesson objectives. Monitors students’ progress. (Standards 2.1; 2.3, 5.1, 5.3))

10. Addresses student mistakes and follows through to ensure student mastery. (Standards 2.1; 2.3, 5.3, 5.4)

SUBTOTAL

TOTAL:

Comments:____________________________________________________________________________________
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<th>Provides explanations that are clear. Sets individual and group learning goals. (Standards 3.1; 3.2; 3.3)</th>
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<td>Uses verbal and written communication that is clear and correct. (Standards 3.2)</td>
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<td>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>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>
</tr>
</tbody>
</table>

**SUBTOTAL**

**TOTAL:**

**Comments:____________________________________________________________________________________
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___________________________________________________________________________________________
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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)

<table>
<thead>
<tr>
<th></th>
<th>The Clinical Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

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)

20. Enables students to participate in groups, manage supplies, and equipment with very limited teacher direction. (Standards 4.2; 4.3; 4.4)

21. Engages all students in relevant, meaningful learning. (Standards 4.2; 4.3; 4.4)

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)

<table>
<thead>
<tr>
<th>SUBTOTAL</th>
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</table>

Comments:____________________________________________________________________________________
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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

<table>
<thead>
<tr>
<th>The Clinical Teacher:</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. (SBEC Standard 6.4)</td>
<td>4</td>
<td>3.5</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>24. Meets professional standards e.g. attendance, punctuality, professional appearance, and behaviors. (PPR Comp. 13)</td>
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<tr>
<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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</tbody>
</table>
Comments: ________________________________________________________________
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TOTAL:   Standard I _______   Standard II _______  Date of Conference/Start & End Time
         Standard III _______                       ______________________________
         Standard IV _______  Field Supervisor/Cooperating Teacher’s Signature

Standard V (Integrated in Standards)
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
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.

**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.
- 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.

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**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.

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**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. TEEXES 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