

Clinical Practice Handbook  
Student, University Supervisor, Mentor Teacher  
Clinical Teaching, I and II

2022-2024



OFFICE OF FIELD EXPERIENCES and CLINICAL PRACTICE

Room 100 or 204

3100 Cleburne

Houston, Texas 77004

713-313-7775 or 713-313-7179 Phone

.....

713-313-7789 Fax

.....

Jacqueline.smith@tsu.edu and [Pearl.black@tsu.edu](mailto:Pearl.black@tsu.edu)

# Contents

COE Framework.....	2
Introduction.....	3
Roles and Responsibilities.....	5
<b>Clinical Teacher Responsibilities .....</b>	<b>6</b>
Cooperating Teacher Responsibilities.....	6
University Supervisors.....	15
Policies and Procedures.....	19
Teacher Work Sample.....	11
Electronic Portfolio.....	31
Cycle of Clinical Supervision.....	40
Reflection Sheet Format.....	52
SIMBE Lesson Critique Format.....	53
Clinical Teacher Growth/Probation Contract Format.....	54
Format for Instructional Design.....	55
Parental Involvement Contact Log.....	57
Professional Development Log.....	58
Document Checklist .....	59
Teacher Work Sample Rubric.....	60
Code of Conduct.....	72
Clinical Teacher Observation Instrument Rubric.....	75
Clinical Teacher Observation Instrument.....(addendum)	
Data Links .....	77

Appendix.....78

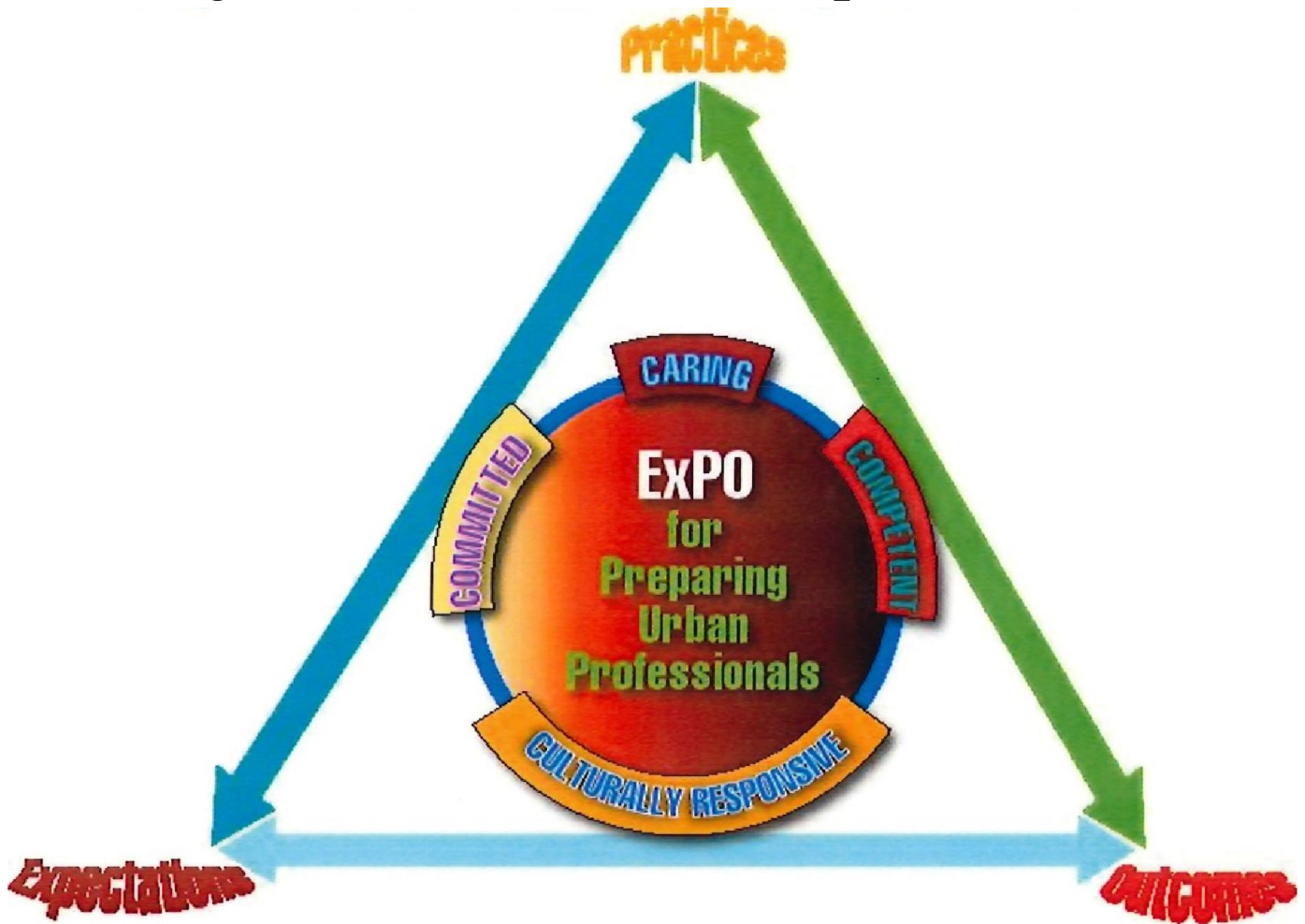
Exit Policy- Dismissal of Candidates

Informal Observation Form

Field Supervisor Candidate Form

Graphical Representation of the COE Conceptual Framework

# College of Education's Conceptual Framework



## Introduction

Clinical Teaching is the culminating experience in the educator preparation program at Texas Southern University. It is a critical phase that allows clinical teachers an opportunity to display the knowledge, skills, and attitudes about teaching and learning that have accrued through the undergraduate experience.

The clinical teaching practicum is a valuable professional laboratory experience representing the bridge between professional preparation and professional practice. Clinical experiences are designed to provide opportunities for clinical teachers to observe, plan, implement, and evaluate instructional materials and techniques to meet the varied learning needs of students from diverse cultures and backgrounds.

As such, clinical teachers in the practicum are expected to apply the techniques, strategies, and behaviors described in the standards for the certification they seek. This experience is an opportunity for clinical teachers to design lessons utilizing TEKS, STAAR, the standards, and the competencies described in the certification areas by the State Board of Educator Certification (SBEC). A complete description of these standards and competencies may be obtained from the SBEC website ([sbec.state.tx.us](http://sbec.state.tx.us)). Often clinical teachers observe that these learner-centered teaching behaviors are not utilized in the classes they attend in their teacher preparation courses, nor are they present in the classrooms they observe in their professional development courses. It is during this experience that clinical teachers are expected to become "teachers as researchers." They have an opportunity to develop instructional designs that reflect both the content standards and competencies expected of their students in the state of Texas as described in the TEKS and as tested on the new STAAR tests, as well as to display the knowledge, dispositions, and pedagogical behaviors of effective teachers as delineated by the standards and competencies assessed on the state certification tests.

Moreover, clinical teachers have an opportunity to "field-test" the behaviors of effective teachers, cited in the research journals, which are reported to positively impact student achievement. Thus, this clinical practice experience is an opportunity to engage in the behaviors described in the research on effective teachers, student achievement, and teaching. The success of the clinical teaching practicum depends on the cooperative efforts of many people. It is expected that the clinical teacher, cooperating teacher, and university supervisor will form a triad with closely connected goals—all resulting in a positive and memorable clinical practice experience. It is the goal and expectation of Texas Southern University's Educator Preparation Program that all participants will become reflective professional practitioners who are committed to facilitating successful student achievement. The documentation of these experiences will be in the development of a Teacher Work Sample that is an integral component of the electronic portfolio submitted by each clinical teacher

The clinical teacher will:

- use information about the learning-teaching context and individual student differences to set learning goals and objectives aligned with the TEKS and plan instruction and assessment aligned with STAAR.
  - set significant, challenging, varied, and appropriate learning goals and objectives.
  - use multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.
  - design instruction for specific learning objectives, student characteristics and needs, and learning contexts.
  - use an understanding of individual and group motivation and behavior, to create a safe learning environment.
  - use regular and systematic evaluations of student learning to make instructional decisions.
- ' use assessment data to profile student learning and communicate information about student progress and achievement.
  - reflect on his or her instruction and student learning in order to improve teaching practice.
  - utilize the electronic portfolio in the exit conference as credible evidence of the ability to facilitate learning by meeting the TWS standards culminating the clinical practice experience.

# ROLES AND RESPONSIBILITIES

---

## Texas Southern University Clinical Teacher Responsibilities

### ORGANIZATION

Prepare and submit a weekly teaching schedule to your university supervisor via e-mail each Friday afternoon. Notify her/him via e-mail immediately if changes occur.

Notify the school, the cooperating teacher, the director, and the university supervisor as soon as possible if you are ill and unable to report to school.

---

### Goals for Clinical Teaching I

- ✓ Complete fifteen (15) weeks, including one week of orientation, two days per week of field experience at a designated school site and five concluding days after the completions of field work. ✓
  - Observe and reflect on classroom instruction.
- ✓ Design and deliver instruction that meets the needs of diverse learners. ✓
  - Develop and utilize methods of evaluations.
- ✓ Deliver effective classroom management strategies.
- ✓ Deliver small group lessons utilizing learned methodology from cooperating teacher and university faculty.
- ✓ Deliver whole group lessons utilizing learned methodology from cooperating teacher and university faculty.

Activities within the Field Experience may include but are not limited to:

- o Classroom Observations
  - o Observing a variety of teaching and learning situations.
  - o Classroom Instructional Support
  - o Assist with logistical classroom routines
  - o Preparing instructional materials
  - o Prepare and manage the physical, online/virtual, or hybrid teaching and learning environment when applicable.
  - o Assess student papers, exams, and quizzes.
  - o Provide students with appropriate feedback, praise, and positive reinforcement.
  - o Facilitating/chaperoning field trips.
  - o Investigating research associated with appropriate teaching and learning strategies.
- 
- o Classroom Instruction
  - o Delivering short presentations to students.

- o Facilitating small group work in class, library, or other settings.
- o Supervising groups during learning centers.
- o Tutoring individual or small groups of students. o Team teaching with cooperating teacher. Teach independent of cooperating teacher. o Professional Interactions o Attend extracurricular or co-curricular events.
- o Attend Professional Learning Communities (PLC), department planning meetings, and district/campus sponsored professional development (PD) o Attend professional meetings.
- o Attend parent-teacher meetings.

---

### Goals for Clinical Teaching II

- ✓ Complete fifteen (15) weeks, including one week of orientation, five days per week of field experience at a designated school site and five concluding days after the completions of field work.
- 9/ Observe and reflect on classroom instruction.
  - ✓ Design and deliver instruction that meets the needs of diverse learners.
  - ✓ Develop and utilize methods of evaluations. (Inferences on exit tickets) <sup>1/</sup>  
Deliver effective classroom management strategies.
- ✓ Deliver small group lessons utilizing learned methodology from cooperating teacher and university faculty.
- ✓ Deliver whole group lessons utilizing learned methodology from cooperating teacher and university faculty.

Activities within the Field Experience may include, but are not limited to:

- o Classroom Observations o Observing a variety of teaching and learning situations.
- o Classroom Instructional Support o Assist with logistical classroom routines o Preparing instructional materials o Prepare and manage the physical or online environment. o Assess student papers, exams, quizzes.
  - o Provide students with appropriate feedback, praise, and positive reinforcement. o Facilitating/chaperoning field trips. o Investigating research associated with appropriate teaching and learning strategies.
- o Complete Action Research Plan and Teacher Work Sample. (See Clinical Handbook} o Classroom Instruction o Delivering complete presentations to students.
- o Facilitating small group work in class, library, or other settings. o Supervising groups during learning centers. o Tutoring individual or small groups of students.
  - o Team teaching with cooperating teacher.
  - o Teach independently of cooperating teacher.



- o Manage classroom environment independent of the cooperating teacher
- o Professional Interactions
- o Attend extracurricular or co-curricular events.
- o Attend professional meetings.
- o Attend parent-teacher meetings.

---

### Time Frame for Clinical Teaching I (First placement)

- > Weeks 1-2 The clinical teacher should observe, assist, and team teach. The majority of time should be focused on learning classroom routines and materials and on observing students and mentor teachers. The clinical teacher should assume responsibility for small group work or one on-one tutoring with students.
- Weeks 3 The clinical teacher should be ready to co-plan and teach 1-3 subjects or class periods per day.
  - Weeks 3, 4 - 5 The clinical teacher should be gradual transition from mentor teacher to clinical teacher during this time period. The clinical teacher should be teaching at least half-time and should move to fulltime teaching by the end of the 9<sup>th</sup> week.
  - Weeks 6 - 7 The clinical teacher should assume all classroom responsibilities under the direction of their mentor teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation and any other duties assigned by the mentor teacher.
- Week 7 -The final week of clinical teaching should be a time of transition as the mentor teacher resumes total teaching responsibility.

---

### Time Frame for Clinical Teaching II (Second placement)

- Week 1- The clinical teacher should observe, assist, and team teach. The majority of time should be focused on learning classroom routines and materials and on observing students and mentor teachers. The clinical teacher should assume responsibility for small group work or one-on-one tutoring with students.

- Week 2 or before- The clinical teacher should be ready to co-plan and teach 1-3 subjects or class periods per day.
  
- Week 3- The clinical teacher should be gradual transition from mentor teacher to clinical teacher during this time period. The clinical teacher should be teaching at least half-time and should move to fulltime teaching by the end of the week.
  
- Weeks 4 — 6 The clinical teacher should assume all classroom responsibilities under the direction of their mentor teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation, and any other duties assigned by the mentor teacher.
  
- Week 7 -The final week of clinical teaching should be a time of transition as the mentor teacher resumes total teaching responsibility.

\*Repeat the same cycle in the each placement.

## PREPARATION AND INSTRUCTION

Attend clinical teacher orientation prior to the assignment to the school.

Cooperatively plan with and provide the cooperating teacher and the university supervisor written plans reflecting the instructional design used to ensure 85% of their students successfully meet the instructional objectives identified at least two days prior to each observation.

Prepare all teaching materials in advance of the implementation of the lesson plan (instructional design) used in each observation.

Read articles in publications that reflect research involving teaching and student achievement.

Utilize this information in the development of the Teacher Work Sample.

Utilize resources from the Internet, teacher's editions of textbooks, TEKS, standards and competencies found in state test certification preparation manuals to plan, revise, and implement lessons that are designed to impact student achievement.

Use SIMBE video observations during designated formal observations.

Submit to the university supervisor for input on Fridays, every two weeks, documents for the Teacher Work Sample to be included in the electronic portfolio.

Participate in post-observation conferences, to be conducted after each formal observation, with the cooperating teacher and the university supervisor.

Complete a self-evaluation after each formal observation. Use a recording of the lesson to complete the observation instrument.

Facilitate the signing of and distribution of copies of all completed evaluations within two weeks of each post-observation conference.

Complete data link for Disposition Data.  
Complete data link for Perception Data.

## PROFESSIONALISM

Attend and document (see log in appendix) attendance of at least two faculty meetings in each location assigned. (Campus Open House, and Community Open House -Saturday)

- Attend and document (see log in appendix) attendance of at least two parental involvement conferences.
- Attend and document attendance of at least one professional development conference.
- Attend all professional development activities/seminars provided by Texas Southern University.
- Reduce other activities to a minimum while enrolled in clinical practice, as it requires time for preparation, reflection and evaluation.
- Maintain an ethical, professional and positive attitude toward all members of the school community.
  - Dress and groom in professional attire at all times on Texas Southern University campus, field placements campuses, professional development events and any other clinical teaching related experiences.
  - Keep all records and reports current and submit as stipulated.
- Maintain high standards at the school, school activities, university professional development seminars and conferences, including personal appearance, modes of dress, manners, speech and grammatical usage, moral character, and behaviors described in the State Board for Educator Certification Code of Ethics and Standard Practices for Texas Educators.
- Maintain timely and effective communication with and among the cooperating teacher, the university supervisor, the Director of Field Experiences and Clinical Practice, and other school personnel involved in the successful completion of the clinical teaching practicum.
  - Adhere to the College of Education Clinical Teaching Code of Conduct (see appendix)

## Cooperating Teacher Responsibilities

### PREPARATION

- Prepare the classroom students to receive a professional co-worker.

- Prepare a workspace for the clinical teacher with a desk, chair, shelves, curriculum guides, and copies of TEKS for the grade level/content area they will be teaching.

Revised 09/i2/2024

- Participate in a cooperating teacher orientation session with the university supervisor and/or the Director of Field Experiences and Clinical Practice.

## SCHOOL ORIENTATION

- Provide a gradual induction (see Pacing Chart) to the teaching process by modeling learner centered instructional design and implementation while also explaining the relationship of your actions to an increase in student achievement.
- Explain your classroom management procedures and philosophy as it relates to increasing student achievement, Describe the specific techniques that are to be used, and how management is to occur with both of you in the classroom.
- > Facilitate the effective and timely planning of instructional designs on a daily/weekly basis.
- Introduce the clinical teacher to the principal and all school/community personnel that will impact the clinical teacher's experience.
  - Guide the clinical teacher toward effectiveness by:
    - modeling and monitoring the effective use of time.
    - modeling and requiring written instructional designs two days in advance of teaching.
    - modeling and creating a climate that encourages questioning and self-reflection as well as providing a listening ear.
    - praising and encouraging effective instruction. • discussing problems frankly, one at a time.
    - sharing professional experiences and materials.
    - assisting in the development and implementation of teaching strategies and behaviors described in the standards and competencies delineated in the state certification tests.
    - modeling and guiding the acceptance of varied school duties and tasks, which represent the teacher's workload.
  - Involve and explain to the clinical teacher the methods of record keeping for attendance, tardiness, grades, conduct, cumulative folders, etc.
- > Discuss emergency and health procedures such as fire drills, illness, fighting, shelter in place, active shooter, etc.

- Allow the clinical teacher to assume full responsibility of the classroom instruction (refer to Pacing Chart) for at least four full weeks of the 7 weeks in each placement.

## PLANNING WITH THE CLINICAL TEACHER

The need for planning is fourfold: (1) to assist in clarifying the clinical teacher's purposes and procedures; (2) to learn of the expectations of the cooperating teacher; (3) to communicate the clinical's intentions to the cooperating teacher for constructive comments; and (4) to achieve skill

Revised09/12/2024

in developing effective instructional designs. The cooperating teacher's guidance determines to a great extent the quality of the clinical teacher's planning.

During or prior to the first day of clinical teaching, it is necessary to meet in order to outline a plan for the clinical teacher's gradual acceptance of the teaching situation and to make plans for the first week.

This may involve merely discussing the cooperating teacher's plans for the week. These plans may provide an example for the clinical teacher. The clinical teacher is required to use the Format for Instructional Design. Designs should, of course, be specific but flexible. The instructional designs should be placed in a binder so they may be shared with the clinical teacher's University Supervisor. Ultimately, the clinical teacher should plan and carry out all classroom activities, unit plan, for at least two complete weeks of teaching. Together, the cooperating teacher and the clinical teacher should develop a definite schedule for deadlines on written plans and for pre- and post-conferences on them. Even if these conferences take no more than ten or fifteen minutes, and even if the design is brief, some type of communication system is a must. The cooperating teacher should give constructive criticism and provide adequate time for the clinical teacher to make suggested revisions. When the cooperating teacher makes such suggestions and corrections in advance, fewer interruptions occur while the clinical is teaching. In addition to such informal conferences, about one hour per week should be set aside for an uninterrupted conference to evaluate progress toward goals, to reassess the design for the unit and the next week, and to handle problems of immediate concern which have not already been discussed and solved.

Cooperating teachers and clinical teachers have made the following suggestions regarding weekly conferences.

The cooperating teacher should:

- Be specific. An anecdotal record of the clinical teacher's actual behavior, expressions used, timing, etc., will help the clinical teacher evaluate teaching effectiveness.
- Encourage self-evaluation (Completion of the Reflection Sheet). Ask such questions as "How did you feel about the lesson this morning?" "Did you notice how James and Betsy reacted?" "Why do you think the pupils seemed restless?"
- Give definite suggestions. Include in the suggestions techniques for motivating students, presentation of materials, etc.
- Indicate successes as well as suggest improvements for the clinical teacher. Conferences with the clinical teacher may be planned to discuss topics such as adjustment to the school, classroom routines, evaluation, observations, the clinical teacher's professional concerns,

planning instructional designs, professional activities, teaching materials, or basic subject matter in a given field and the implications for teaching.

A clinical teacher must be continually informed of the rate of progress being made so that the teaching ability can be compared with teaching potential. It is expected that the clinical teacher would then capitalize on strengths and work toward overcoming challenges. Constructive suggestions should be a part of continuous planning.

## PRINCIPLES OF CONFERENCES

1. Conferences should be arranged when the cooperating teacher is free from other duties.
2. Conferences should be thought of as meetings between a master teacher (cooperating teacher) and a professional novice (clinical teacher).
3. Conferences should relate to the clinical teacher's concerns and purposes.

Revised 09/12/2024

4. Conferences should allow opportunity for the clinical teacher to become acquainted with the school's rules and regulations, the school's philosophy, and other matters of general orientation.
5. Conferences should take into account the clinical teacher's special interests, abilities and needs.
6. Conferences should deal with specific teaching techniques.
7. Conferences should allow the clinical teacher to share in the planning and to be actively involved in the work conducted during conferences.

## EVALUATION

Participate in the post-observation conference with the clinical teacher and university supervisor immediately following the observed instructional lesson implementation (or within one week of the observation).

Give constructive feedback to the clinical teacher following observations so that improvements can be made in an effective and timely fashion.

Complete the observation instrument within two days after the formal observation. Discuss the completed instrument with the clinical teacher at the next conference held with the university supervisor immediately following the second observation.

Free the clinical to confer with you and the university supervisor immediately following observations.

Participate in the three-way evaluation conference with the clinical teacher and the university supervisor at the end of each placement: midterm for the first placement of clinical teachers with two placements and final for the second placement: midterm and final for clinical teachers with one placement.

## PROFESSIONALISM

Accept each clinical teacher as an individual and facilitate the implementation of instructional methodology and strategies that are in keeping with the standards/competencies/trends that are based on research regarding student achievement.

Free the clinical teacher to attend all required seminars, conferences, professional development opportunities that are part of her/his practicum.

Never leave the clinical teacher alone in the classroom. However, provide the opportunity for the clinical teacher to experience the independence and opportunity to learn from his/her mistakes by positioning oneself on the periphery of the instructional area.



Involve the clinical teacher in faculty, curriculum, grade-level meetings, parent meetings/conferences, and other appropriate activities.

Supporting the university program by not scheduling clinical teachers as chaperones for field trips on days they are to be in attendance at seminars and/or professional development activities.

Refrain from using the clinical teacher as a substitute teacher, an aide to cover teacher-of-record's classes during ARDS, or in any capacity that places the clinical teacher in a position of liability.

Texas Southern University  
University Supervisor Responsibilities

LIAISON

- Act as a liaison between the participating school and the Texas Southern University College of Education (includes communication with principals, mentor teachers, clinical teachers and the Director of Field Experiences and Clinical Practice).
- Facilitate the transition of the clinical teacher into the school environment.

INSTRUCTION

- Conduct campus orientation of cooperating teachers with information on the philosophy of the program, responsibilities, and best modes of effective communication with the clinical teacher, cooperating teacher, university supervisor, and university.
- > Assist clinical teachers in the planning of effective lessons reflecting "best practices" to ensure student achievement.
- Observe clinical teachers implementing cooperatively planned lessons: at least two per placement-pre and post.
- > Facilitate the three-way conference with the cooperating teacher, the clinical teacher; and the university supervisor immediately following the observation of instruction.
- Schedule dates and times clinical teachers must submit the hard copies of the Teacher Work Sample to be placed in their electronic portfolios. These items may be submitted via e-mail if initially agreed upon by the university supervisor, the cooperating teacher when necessary, and the clinical teacher.

EVALUATION

- Guide the clinical teacher's growth in reflective thinking and self-evaluation.
- Evaluate the clinical teacher's instructional designs, instructional materials and provide verbal and /or written feedback.
- > Observe, assess, and reflectively evaluate clinical teachers on a regular basis (minimum of two observations per placement) regarding teaching/planning.
- Complete the Clinical Teacher 's Observation Form (see appendix) and facilitate the prompt (within two weeks of the observation) distribution of all signed copies to each of the parties involved, including the clinical teachers' self-evaluation.
- Participate in a three-way evaluation conference (at least 20 minutes) with the clinical teacher and the cooperating teacher at the mid-point and end of the semester.
- Provide the clinical teachers with a Growth/Probation Contract (see appendix) if there are instructional, professional, or problematic areas that need growth. A copy of the

Growth/Probation Contract must be submitted to the Director of Field Experiences and Clinical Practice as soon as all parties have signed the form.

- Document any infractions of school policy or professionalism as well as unsatisfactory progress in classroom instruction and management.
  
- > Collaborate with the university supervisor to determine the final grade for the clinical teacher's field experience(s) reflecting the clinical teachers' growth that has occurred from the initial and the final observation (see rubric). The final grade assigned will be derived from the university supervisors' evaluation and the Teacher Work Sample provided by each clinical teacher.
  - Submit all signed Clinical Observation Evaluation Forms to the Director of Field Experiences and Clinical Practice one week prior to the date for submission of the grade reports to the registrar's office.
  - Collaborate with the Director of Field Experiences and Clinical Practice regarding, when necessary, any concerns, observations, or issues pertinent to the clinical teacher's success in the program.

## Policies and Procedures

### Absences

Clinical teachers are expected to be in attendance in their school placement each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform, in writing via email, the cooperating teacher, university supervisor, Director of Field Experiences and Clinical Practice, and school office as early as possible in case of illness or forced absence. Clinical teachers are allowed to accumulate a maximum of two excuse absences. Those absences are subject to being made up by the clinical teacher.

### Holidays and Professional Development Days

During the semester of clinical practice, clinical teachers will observe the holidays scheduled by the school system to which they are assigned regardless of the holidays observed by Texas Southern University. A district calendar will provide the information regarding these days. Clinical teachers are expected to be at school on school/district professional development days and to participate in any professional development programs offered.

### Tuberculin Testing

School districts require a tuberculin test and documentation of the results of the test within three months of their placement. Clinical teachers are to submit this documentation to the Office of Field Experiences and Clinical

Practice with their application for clinical practice.

### Criminal History Background Checks

Criminal History Background Check forms should be completed and filed with the Office of Field Experiences and Clinical Practice before beginning their forty-five hours of observation required prior to approval for clinical teaching.

### Work Courses

Clinical teaching, though not considered a full academic load, has the demands of a full course load. Additional course work during the experience is not sanctioned.

Employment during clinical practice is not advisable due to the tremendous time commitment expected for preparation. Weekday afternoons should be free for faculty meetings, parent conferences, preparation for state certification tests (study group participation) and curriculum planning.

### Evaluations

Written documentation of the clinical teacher's performance is vital to the process. Cooperating teachers, university supervisors, and the school administration are involved in the experience. Some school districts involve personnel from human resources. Many school districts rely on the cooperating teacher's evaluation as a part of the recommendations for employment.

The clinical teacher is observed by the University supervisor at least twice in each placement. The Clinical

Teacher's Observation Form (see appendix) is the instrument used for evaluation by the cooperating teacher, the university supervisor and the clinical teacher.

An exit interview with the Director of Field Experiences and Clinical Practice at the culmination of clinical practice will provide an opportunity for the clinical teacher to discuss their clinical practice experience as questions are asked as though the clinical teacher were being interviewed for employment. Such a conference is an opportunity for clinical teachers to "practice" the professional dialogue desired in exchanges with others in the school setting. For it is known that professional communication with every person that comes in contact with the clinical is the best predictor of success.

This experience is intended to prepare the clinical teacher to be successful in any type of interview involving employment in a school district.

In addition, the clinical teacher will submit a completed evaluation of the school-based experience, the university supervisor component, and clinical practice as a whole. A form will be provided prior to the interview to facilitate the completion of the evaluation.

# Teacher Work Sample

## Overview of Teacher Work Sample (TWS)

### The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The clinical teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment. (Review Individual Learning Plans- IEP and admission, review, and dismissal (ARD) process)
- The clinical teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

- The clinical teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The clinical teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The clinical teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The clinical teacher reflects on his or her instruction and student learning in order to improve teaching practice.
  - Attend data meetings (Reference text- Driven by Data: A Practical Guide to improve Instruction By Paul Bambrick-Santoyo (Jossey-Bass, 2010)

### Your Assignment

The TWS demonstrates seven teaching processes identified by research and best practice as fundamental to improving student learning. Each section of the TWS corresponds with one of those processes. In looking at your handbook, you notice a standard format: a listing of the TWS Standard, followed by an explanation of the Task, and a Rubric that defines various levels of performance on the standard. The standards and rubrics will be used to evaluate your TWS. The task directions guide you in documenting the extent to which you have met each standard.

You are required to teach a 3-4 lesson mini unit for your TWS. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post assessment), and plan for your instruction. While teaching the unit and afterwards, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

### Why is this Teacher Work Sample worth doing?

The TWS provides substantial evidence (artifacts) you are ready to begin your professional career as an educator. The development of a TWS will provide you with an authentic experience designed to develop in you "a teacher's way of thinking." More importantly, the TWS process will help promote and document the development of a professional habit of mind to naturally think about the processes that will best ensure your students' learning.

Compiling a TWS provides you with a valuable professional growth experience and documentation of your ability to impact the learning of students.

Many teacher candidates have also found their TWS to be a valuable tool in gaining a teaching position because they can reference the physical artifacts documented in the seven sections of the TWS and use them during the interview process to "tell a story" about assessment-driven instruction and the teaching learning cycle.

### Format

- Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) your university, (e) course number and title.
- Table of Contents, Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.

- Appendix. Charts, graphs and assessment instruments are required as part of the TWS document; include these documents in the Appendix. You may also want to provide other materials, such as student work. However, you should be very selective and •make sure your supplementary materials provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding Chans graphs, attachments and references) should not exceed forty (40) word processed pages, double Spaced in 12-point font, with 1-inch margins.
- References and Credits (not included in total page length). If you referred to another person's ideas or Materials in your narrative, you should cite these in a separate section at the end of your narrative under References and Credits. You should use American Psychological Association (APA) style as the format for your TWS (explained in the manual entitled Publication Manual Of the American Psychological Association, d/ Edition). This includes the format of your in-text citations, references, table and Chan titles, and headings.
- Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any pan of your TWS.



# Teaching Processes Assessed by the Teacher Work Sample

## Teaching Processes, T WS Standards, and Indicators

### Contextual Factors

1. The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Knowledge of community sch0013 and classroom factors

Knowledge of characteristics of students

Knowledge of students' varied approaches to learning

Knowledge of students' skills and prior learning

Implications for instructional planning and assessment

### Learning Goals

2. The teacher sets significant, challenging, varied and appropriate learning goals.

Significance, Challenge and Variety

Clarity

Appropriateness for students

Alignment with national, state or local standards

### Assessment Plan

during and after instruction.

Alignment with learning goals and instruction

Clarity of criteria for performance

Multiple modes and approaches

Technical soundness

Adaptations based on the individual needs of students

### Design for Instruction

4. The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Alignment with learning goals

Accurate representation of content

Lesson and unit structure

Use of a variety of instruction, activities, assignments and resources

Use of contextual information and data to select appropriate and relevant activities, assignments and resources.

Use of technology

### Instructional Decision-Making

5. The teacher uses ongoing analysis of student learning to make instructional decisions.

Sound professional practice

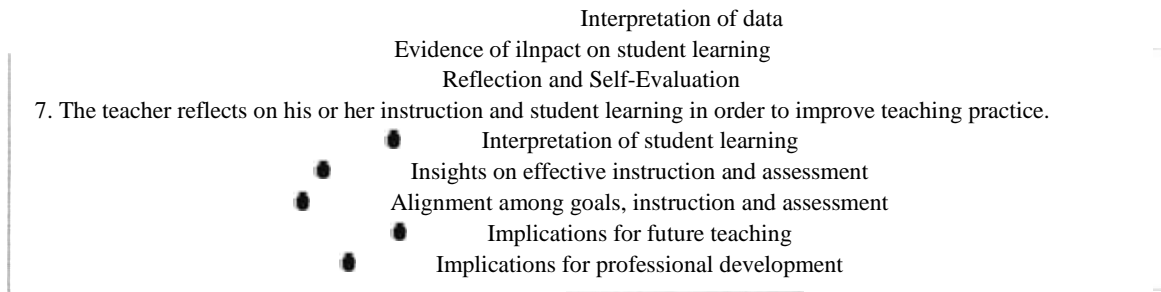
Adjustments based on analysis of student learning

Congruence between modifications and learning goals

- Analysis of Student Learning 6. The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Clarity and accuracy of presentation

Alignment with learning goals



## General Advice for Completing the TWS

(Need to provide an exemplar with scoring rubric)

The TWS provides substantial evidence that you are ready to begin your professional career as an educator. The TWS is organized around the following eight sections, based upon the Standards in the previous section:

1. Contextual Factors
2. Learning Goals
3. Assessment
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Self-Evaluation and Reflection
8. Writing

From this point forward you will need to assume the role of a teacher and be accountable for your work by establishing a schedule to complete each of sections. Even though you are writing each section independently, it is important that each one connects to the others. Keep in mind that the work you produce is a reflection of your work ethic and the professional knowledge, skills, and disposition you have developed during your teacher preparation.

### Some Suggestions

- Start early! Read the following materials as soon as possible:
  - o Read the TWS Task prompts (directions) and the scoring rubrics for each section. Pay particular attention to two sections: Analysis of Student Learning and Reflection/Self-Evaluation.
- Meet with your cooperating teacher as soon as possible to plan the topic/goals and the dates of your unit-of-study.
- Develop a workable schedule with your cooperating teacher for administering your pre- and post-assessments.
- Begin a daily "teaching and learning" journal now and align the journal to the 7 sections of the TWS (a suggestion is to have 7 sections in your journal). This handwritten or wordprocessed journal will be useful in documenting specific successes, challenges, frustrations, surprises, insights, and changes to your ongoing development of the TWS. Without the journal, it may be difficult to recall important information that belongs in the TWS.

- Check in, when necessary, with your course instructor about specific questions you may have regarding aligning your classroom experiences to the creation of the TWS.
- Keep samples of individual students' work as they engage in small group, large group, or one-on-one activities. You will present and discuss this work in the Analysis of Student Learning section. (Remember to remove students' names from all work you include.) o Once you finish drafting a section of the TWS, plan to revisit it and update it periodically as you learn more.

22 I P a g e

### Suggested Schedule for TWS Completion

#### Week 1-2:

- ✓ Meet with your cooperating teacher to discuss the schedule and requirements for the TWS. v"  
Complete the Contextual Factors section.

#### Weeks 3-4:

- ✓ Consult with your cooperating teacher to tuake the unit you teach "workable" '.vithin the classroom context.  
Complete the Learning Goals and Assesinent Plan
- ✓ Give pre-assessments to students (make copies of student papers or work)
- ✓ Analyze pre-assessment data and use the results to complete the Design for Instruction Section of the TWS.
- ✓ Using the pre<sup>a</sup>assessment data and advice from your cooperating teacher, select 4-5 students whose learning during the unit you will assess both fortnavely and summatively, analyze in detail, and docurent in the TWS. You Inay collect some of this data for all students but you will only be required to do detailed analysis and graphical docutuementation of student learning for the students in the sjnaller sample.

#### Weeks 5-6:

- v/ Teach the unit
- ✓ Collect evidence of student learning (student work)  
Take notes for Instructional Decision-Making section of the TWS

#### Weeks 6-7

- Administer post-assessinents
- Analyze post-assessment results and complete the rest of the TWS

During end of the clinical teaching experience, you will engage in a public sharing of the cohort's Teacher Work Samples. Each intern will present his/her TWS in an electronic presentation format. See Appendix for forniat and

Contextual Factors

TWS Standard

The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment,

### Introduction

In this section of your TWS use the information about the demographics of your school and characteristics of your students. Make sure you include only those items called for below.

Please make sure, as you complete this task and subsequent ones, that you pay careful attention both to the task description and the rubric to make sure you include all the information required for your TWS, while avoiding any extraneous material.

### Task

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

- A. Community, district and school factors. Address geographic location, community and school population, socioeconomic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- B. Classroom factors. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- C. Student characteristics. Address student characteristics you must consider as you design instruction and assess learning. If you will be teaching a small group rather than the whole class, you may speak briefly about the general characteristics of the class, but should focus on the characteristics of the subset of individuals who will be receiving your instruction. (For a small group, explain on what basis the students in this group were chosen, Identify each child with a pseudonym so you are able to speak about each of their characteristics and needs. If you will be teaching the whole class, you will identify and describe a sample group in a later section of the TWS.) Describe such factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, and/or students' skill levels. In your narrative, make sure you address students' skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- D. Instructional implications. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 2-3 pages

### Tips for Success

1. This section should be written in present tense, because it sets the groundwork and explains how the Contextual Factors relate to student learning.
2. Define each factor as it relates to the classroom and students. Do not include extraneous information about the school or community.
3. In subsequent sections of the TWS, be sure to keep these contextual factors in mind while planning unit goals, assessments, activities, adaptations, and reflection on learning results.



## Learning Goals

### TWS Standard

The teacher sets significant, challenging, varied and appropriate learning goals. Task Provide and justify the learning goals for the 3-4 lesson mini-unit you have chosen as the basis for your TWS. If your mini-unit is based upon pre-developed curricular & instructional packages, indicate your source explicitly at the beginning of this section. \* (Remember also to use proper APA in-text citation and list the source in the References & Credits section at the end of your narrative.)

If you will be instructing a small group rather than the entire class, you will need to describe the characteristics of the individuals in this group and justify your learning goals in terms of their needs and prior knowledge.

- A. List the learning goals and an essential question (Wiggins & McTighe, 2001), (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be measurable, significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number 01' code each learning goal so you can reference it later.
- B. Show how the goals are aligned with local, state, or national standards. (Identify the source of the standards and the letter or number of each.)
- C. Draw on Bloom's taxonomies to categorize the learning domains emphasized in this unit.
- D. Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.

Suggested Page Length: 2

## Assessment Plan

### TWS Standard

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

### Task

Design an assessment plan to monitor student progress toward learning goal(s) aligned with TEKS, Use multiple assessment modes and approaches to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Include at least one student self-assessment. If possible, that self-assessment should provide evidence that the student is able to assess his or her own thinking/learning processes (Ineta-cognition). Describe why your assessments are appropriate for measuring learning at the levels of cognitive complexity you described in the Learning Goals section.

- A. Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.

B. Describe the pre- and post-assessments that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. In the Appendix, include copies of assessments,

25 |

prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, quizzes).

c. Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals and have some ideas about how you might do it.

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table).

### Design for Instruction

#### TWS Standard

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

#### Task

Describe how you will design your unit instruction related to unit goals, essential question, students' characteristics and needs, and the specific learning context. (This is a narrative synthesis of what is contained in your lesson plans for the unit.)

- A. Results of pre-assessment. After administering the pre-assessment, analyze student performance relative to the learning goals and essential question. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal and essential question. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- B. Unit overview. Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Indicate the learning activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
  - C. Learning Activities. Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
    - how the content relates to your instructional goal(s),
    - how the activity stems from your pre-assessment information and contextual factors,
    - what materials/technology you will need to implement the activity, and
    - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
  - D. Technology. Describe how you will use technology in your planning and/or instruction.

Suggested Page Length: 4 + visual organizer

---

 Instructional Decision-Making
 

---

## TWS Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

## Task

In a narrative summary, provide two examples of your instructional decision-making based on students' learning or responses.

- A. Think of a time during your unit when a student or group of students' learning or responses caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
- Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal(s).
  - Describe what impact your modification had on student response or learning.
- B. Now, think of one more time during your unit when another student or group of students' learning or responses caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
- Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal(s).
  - Describe what impact your modification had on student response or learning.

Suggested Page Length: 4

### Analysis of Student Learning

r

## rws Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

## Introduction

In this section of your Teacher Work Sample, you will

- a) collect and analyze assessment data from a class sub-group of 4-5 students and
- b) do an analysis of additional assessment data from one student.

In both sections of your analysis, you will collect and analyze data for at least two of the learning goals you articulated in the unit's instructional objectives. NOTE: Your Teacher Work Sample evaluation is based upon the effectiveness of your planning, implementation and analysis, not upon whether or not all students achieved at a high





level; do not hesitate to choose students with special learning needs or challenges for your analysis of student learning.

### Sample group selection

Depending on your classroom placement, you may have the opportunity to design and teach the instructional unit to a whole class or to a small group of students in the class; if you teach the whole class, you will only be expected to analyze the data related to a sample-group of students. You will also do a more detailed analysis of the learning of one individual student.

If you teach your unit of instruction to a whole class, you will need to identify a sample of 4-5 students whose data you will analyze for the purposes of the Teacher Work Sample. If you teach your unit to a small group of 4-5 students, that group will be your sample.

### Task

In this section of the Teacher Work Sample, you will do group and individual analysis of assessment data related to student learning.

A. Group Analysis: In this section you will analyze the pre-, post- and formative assessment data for all students in the group to determine to what extent each student achieved the two unit learning goals you've decided to focus upon. You will use visual representations and an accompanying narrative to explain to show the extent to which all students in the subgroup made progress toward the two learning goals— comparing their performance and making generalization, if possible, about the effectiveness of your instruction.

1. Introduction: First, briefly introduce the students in your sample group by explaining on what basis they were selected. (You or the teacher may have considered factors such as performance level, socioeconomic status, language proficiency, gender, or other criteria.)
2. Learning Goals: Identify at least two learning goals listed in the unit's instructional objectives that you will assess in this TWS section. Tip: Choose two learning goals that will lend themselves to the kind of analysis of student learning required by the Teacher Work Sample (Some may be too complex for this task, considering your time limitations.)
3. Assessment Data — Before, During, and After: In this section, you describe/present the assessment data you collected before, during and after the unit, focused on the two learning goals you chose for analysis.
4. Evidence—Graphic Representation: The purpose of this graphic is to provide a reader with an easily accessible overview of what you consider significant in your assessment data and enable the reader to see generalized results as well as easily compare different students' progress. You will create one or more graphic representations to indicate the extent to which your students made progress toward the learning criteria you identified for each goal. These graphic representations could include a graph, a chart, a table, etc., accompanied by any necessary labels to explain their meaning.
5. Narrative Summary: In the narrative section, you will summarize your analysis of students' learning in this unit, referring to the evidence (pre-/post/formative assessments and student work) you presented that demonstrates an impact on student learning. Evaluate the effectiveness of your instruction and provide a brief overview of what you would do next to support this group of students' learning, given your analysis.

B. Individual Analysis: In this section, you will look more closely at one student's learning and report on that individual's achievement, following many of the same procedures you used for group analysis, although in this section, your emphasis will be on individual student-based evidence of learning in the form of work samples, rather than on graphic representations of assessment data.

1. Introduction: First, select a student from your group for individual analysis; then explain how or why s/he was chosen. (Again, you or the teacher may have considered factors such as performance level, socioeconomic status, language proficiency, gender, or other criteria.)

2. Additional Assessment Data and Analysis: Present additional assessment data and/or do a more thorough analysis of the student's work that will further aid your ability to draw conclusions about the extent to which this student attained the two learning goals. For example, if your instructional unit focuses on mathematics, social studies, and/or science, determine what additional assessments and/or analysis of student work would aid you in drawing conclusions about the student's learning. Be sure to provide a brief introduction to any additional assessment data. Please include evidence of student self-assessment of their own thinking and learning whenever possible.

3. Evidence: Graphic representations such as charts, tables, etc., are not necessary for this section of the Analysis of Student Learning, but may be included if appropriate. Student work samples, which you can use as evidence to draw conclusions about the student's learning, will likely be necessary. You may also wish to include digital photographs of artifacts or transcribed segments of interviews with students to give the reader insight into the details of this student's learning. To the extent possible, provide work samples that demonstrate a progression of learning.

4. Narrative Summary: Synthesize your analysis of this more detailed assessment data, presenting it in a format accessible for the reader. Connect your analysis to the two learning goals and describe the conclusions you can draw from your analysis in regard to the unit's impact on the student's learning. Finally, briefly note the next steps you would take to support this student's learning.

Total Page Length: 5-8 pages + graphic representations and student work samples.

---

### Tips for Success

1. Be sure to collect copies of student work and assessment data throughout your unit. These artifacts will provide the data that you will analyze and illustrate evidence of student learning.
2. Choose two learning goals from your unit that will lend themselves to the kind of analysis of student learning required by the Teacher Work Sample.
3. Only include examples of student work that are accompanied by an analysis that sheds light on students' progress or lack of progress toward the learning objectives you have chosen to focus upon for your TWS. Do not include extraneous copies of student work if they are not accompanied by analysis.
4. Do not include students' names on the examples of their work. This section should be completed in the past tense.

# THE ELECTRONIC PORTFOLIO

## Electronic Portfolio

The purpose for assigning the portfolio is to enable you to collect and display products of your clinical teaching experience (Teacher Work Sample) so that it may be used as a marketing tool in the interview process. The portfolio should document your clinical teaching accomplishments: lesson designs implemented by the clinical teacher that demonstrate student's achievement of objectives; photographs depicting activities in the classroom congruent with objectives in the lesson design; examples of materials used to reinforce objectives; items used by students during guided and independent practice; actual tests of students who've successfully mastered the objectives taught; papers written by the clinical teacher describing strategies designed that successfully conveyed the lesson's objectives; tests designed to test student's knowledge on all levels; and anything that can be used to document statements made in an interview regarding the applicant's unique qualifications for the position.

In addition, perhaps the greatest contribution of portfolios is to give clinical teachers a chance to revisit and reflect upon their products and performances, to demonstrate authentic assessment of successes in teaching, and to provide the clinical teacher with a written document reflecting their clinical practice experiences. As the portfolio is developed the clinical teacher is able to confer with his/her cooperating teacher and university supervisor to obtain feedback. Improvements will be ongoing and a final product will be developed that meets the criteria outlined below including the Teacher Work Sample:

### Required Documents

- L] Letter of Interest/cover letter
  - Resume
- C] Philosophy of Education
  - Credentials (transcripts, certificates, TExES scores (maintained in a separate file).
  - Professional Development Activities such as certificates, agendas (maintained in a separate file).
- C) Observation Instruments including clinical teacher, cooperating teacher and university supervisor (maintained in a separate file)
  - Self-Reflections for formal observations (maintained in a separate file)
  - Parent Contact Log
    - Data Confirmations (maintained in a separate file)
  - Teacher Work Sample
- [1 Evidence of Texas Teacher Standards- two artifacts per standard (maintained in a separate file)
- Electronic Portfolio Presentation

- Portfolios should be comprehensive, reflective, not cumbersome.
- Portfolios should be organized as a manifestation of a teacher's professional philosophy improved skills in instructional planning.
- Portfolios should be readily available for any interview; but they must be modified to target the skills needed for the position.
- Portfolios should be developed in consideration of the following criteria:

- Job-relatedness

- Thoroughness
- Selective
- Organized
- Depth and Breadth
- Reflective

The majority of the portfolio will consist of the Teacher Work Sample, inclusive of the action research and a table of contents to guide individuals through the documents. In addition, graphics may be used as a means of enhancing the presentation. Subsequently, the portfolio is used as a repository for retrieving documents during the exit conference.

# Evidence of Texas Teacher Standards

<http://ritter.tea.state.tx.us/rules/tac/chaptgr149/ch149aa.html> for detail description

## Standard 1 Instructional Planning and Delivery

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

Description of Teacher Performance	Sample Evidence
Creates an environment of respect and rapport. Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.	
Teachers design developmentally appropriate, standardsdriven lessons that reflect evidence-based best practices.	
Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate,	
Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.	
Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.	
Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.	
Creates an environment of respect and rapport. Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.	

33 1 Page

## Standard 2 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.

Description of Teacher Performance	Sample Evidence
------------------------------------	-----------------

Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.	
Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.	
Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.	

### Standard 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 lessons and their ability to match objectives and activities to relevant state standards.

Description of Teacher Performance	Sample Evidence
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 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 demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning,	

### Standard 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 maximizes student learning.

Description of Teacher Performance	Sample Evidence
Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.	
Teachers organize their classrooms in a safe and accessible manner that maximizes learning.	

Teachers establish, implement } and communicate consistent routines for effective classroom Inanaganent, including clear expectations for student behavior.	
Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.	

**Standard 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.

Description of Teacher Performance	Sample Evidence
Teachers itnplement both formal and infor:nal methods of measuring student progress.	
Teachers set individual and group learning goals for students by using preliminary data and conununicate these goals with students and fatnilies to ensure mutual understanding of expectations.	
Teachers regularly collect, l'eview, and analyze data to Inonitor student progress.	
Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust sh01t- and longterm plans accordingly.	

**Standard 6 Professional Practices and 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.

Description of Teacher Performance	Sample Evidence
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 collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback fro:n peers and adlninistrators.	
Teachers seek out opportunities to lead students, other educators, and conununity nielli bers within and beyond their classrooms.	



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

## Electronic Portfolio Presentation Template

Checklist	Content	Comments
	Name, Date, Semester, Content	
	Teaching Philosophy, Career Goals	
	Research Hypothesis	
	Supporting Research (5)	
	Strategy	
	Pre- Assessment (include specific data)	
	Methodology	
	Post Assessment (include specific data)	
	Findings/Conclusion (include specific data)	
	Implications	
	Standard 1 Instructional Planning and Delivery	
	Standard 2 Knowledge of Students and Student Learning	
	Standard 3 Content Knowledge and Expertise	
	Standard 4 Learning Environment	
	Standard 5 Data-Driven Practice	
	Standard 6 Professional Practices and Responsibilities	
	Final Overall Reflections	
	References (5)	

# Appendix

## Clinical Teaching II Cycle of Clinical Supervision for Clinical Teaching First Placement

Clinical Teacher \_\_\_\_\_ School Assignment \_\_\_\_\_

Placement Begins/End Dates \_\_\_\_\_ University Supervisor \_\_\_\_\_

### Formative Evaluation

#### First Meeting -Orientation

Date \_\_\_\_\_  
Time \_\_\_\_\_

#### Objectives:

1. To describe and negotiate responsibilities and expectations with the school principal and cooperating teacher. Review cooperating teacher handbook.
2. Collect Cooperating Teacher Data sheet.
3. To establish rapport with the clinical teacher and cooperating teacher.
4. To plan and schedule first observation.

#### Second Meeting-First Observation

Date \_\_\_\_\_ Time \_\_\_\_\_

#### Objectives:

1. To appraise the clinical teacher.
2. To plan and schedule conference(s) and second observation.

#### Post Observation

Date \_\_\_\_\_ Time \_\_\_\_\_

#### Objectives:

1. To meet with the clinical teacher and supervising teacher to discuss observations of appraisal

2. To identify strengths and weaknesses, areas needing growth, and to develop a Personal Growth Plan if applicable.
3. To attain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation).

38 1 Page

### Third Meeting -Second Observation

Date\_\_\_\_\_ Time\_\_\_\_\_

#### Objective

1. To appraise the clinical teacher.
2. To plan and schedule conference(s) and third observation.

#### Post Observation Conference

Date\_\_\_\_\_ Time\_\_\_\_\_

#### Objectives

1. To meet with the clinical teacher and cooperating teacher to discuss observation.
2. To identify strengths and weaknesses, areas needing growth, and to develop Personal Growth Plan if applicable.
3. To complete and attain signatures on all observation instruments.
4. To obtain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation).
5. To obtain the self-critique from the clinical teacher.
6. To plan and schedule conference(s) and third observation.

### Fourth Meeting -Third Observation (SIMBE)

Date\_\_\_\_\_ Time\_\_\_\_\_

#### Objective

- 1, To appraise the clinical teacher.
- 2, To plan exit from placement.

#### Post Observation Conference

Date\_\_\_\_\_ Time\_\_\_\_\_

#### Objectives

1. To phone conference with the clinical teacher and cooperating teacher to discuss observation.
2. To identify strengths and weaknesses, areas needing growth, and to develop Personal Growth Plan if applicable.

3. To complete and attain signatures on all observation instruments, via scanned and emailed.
4. To attain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation)- via scanned and emailed.
5. To attain the self-critique from the Clinical teacher.
6. To determine the final field experience evaluation of the cooperating teacher and the university supervisor, get all signatures. Complete the Summative Evaluation (see appendix).

	<b>Summative Evaluation</b>
Date _____	Time _____

Objectives

1. To discuss the final evaluation for the field experience with the cooperating teacher involved, and to generate suggestions for improvement.
2. To determine the university supervisor's evaluation of the field experience and discuss same if different from that of the cooperating teacher.
3. To attain signed final evaluations of the field experience from the cooperating teacher.
4. To facilitate all parties receive originals and copies of all observation instruments and evaluations of the field experience.

Grade Assessment for Field Experience

Cooperating Teacher Final Evaluation Letter Grade \_\_\_\_\_

University Supervisor Final Evaluation Letter Grade \_\_\_\_\_

Signatures:

Clinical teacher/s/ _____	Date _____
Cooperating Teacher/s/ _____	Date _____
University Supervisor/s/ _____	Date _____
Mid-term Grade Submitted: _____	



# Clinical Teaching II Cycle of Clinical Supervision for Clinical Practice Second Placement

Clinical Teacher \_\_\_\_\_ School Assignment \_\_\_\_\_

Placement Begins/End Dates \_\_\_\_\_ University Supervisor \_\_\_\_\_

## Formative Evaluation

### First Meeting -Orientation Date

\_\_\_\_\_ Time \_\_\_\_\_

#### Objectives:

1. To describe and negotiate responsibilities and expectations with the school principal and cooperating teacher. Review cooperating teacher handbook.
2. Collect Cooperating Teacher Data sheet.
3. To establish rapport with the clinical teacher and cooperating teacher.
4. To plan and schedule first observation.

### Second Meeting-First Observation

Date \_\_\_\_\_ Time \_\_\_\_\_

#### Objectives:

1. To appraise the clinical teacher.
2. To plan and schedule conference(s) and second observation.

### Post Observation

Date \_\_\_\_\_ Time \_\_\_\_\_

#### Objectives:

1. To meet with the clinical teacher and supervising teacher to discuss observations of appraisal
2. To identify strengths and weaknesses, areas needing growth, and to develop a Personal Growth Plan if applicable.
3. To attain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation).

### Third Meeting -Second Observation

DateTime

Objective

1. To appraise the clinical teacher.
2. To plan and schedule conference(s) and third observation.

Post Observation Conference

Date\_\_\_\_\_

Time\_\_\_\_\_

Objectives

1. To meet with the clinical teacher and cooperating teacher to discuss observation.
2. To identify strengths and weaknesses, areas needing growth, and to develop Personal Growth Plan if applicable.
3. To complete and attain signatures on all observation instruments.
4. To obtain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation).
5. To obtain the self-critique from the clinical teacher.
6. To plan and schedule conference(s) and third observation.

Fourth Meeting -Third Observation (SIMBE)

Date\_\_\_\_\_

Time\_\_\_\_\_

Objective

1. To appraise the clinical teacher.
2. To plan exit from placement.

Post Observation Conference

Date\_\_\_\_\_

Time\_\_\_\_\_

Objectives

1. To phone conference with the clinical teacher and cooperating teacher to discuss observation,
2. To identify strengths and weaknesses, areas needing growth, and to develop Personal Growth Plan if applicable.
3. To complete and attain signatures on all observation instruments, via scanned and emailed.
4. To obtain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation)- via scanned and emailed.



- 5, To attain the self-critique from the Clinical teacher.
6. To determine the final field experience evaluation of the cooperating teacher and the university supervisor, get all signatures. Complete the Summative Evaluation (see appendix).

### Summative Evaluation

Date \_\_\_\_\_

Time \_\_\_\_\_

#### Objectives

1. To discuss the final evaluation for the field experience with the cooperating teacher involved, and to generate suggestions for improvement.
2. To determine the university supervisor's evaluation of the field experience and discuss same if different from that of the cooperating teacher.
3. To attain signed final evaluations of the field experience from the cooperating teacher.
4. To facilitate all parties receive originals and copies of all observation instruments and evaluations of the field experience.

#### Grade Assessment for Field Experience

Cooperating Teacher Final Evaluation Letter Grade

\_\_\_\_\_

University Supervisor Final Evaluation Letter Grade

\_\_\_\_\_

#### Signatures:

Clinical teacher/s/

\_\_\_\_\_

Date

\_\_\_\_\_

Cooperating Teacher/s/

\_\_\_\_\_

Date

\_\_\_\_\_

University Supervisor/s/

\_\_\_\_\_

Date

\_\_\_\_\_

Actual Mid-term Grade Submitted:

\_\_\_\_\_

Clinical Teaching II Cycle of Clinical Supervision for Clinical Practice Second Placement

Clinical Teacher\_\_\_\_\_School Assignment

\_\_\_\_\_

Placement Begins/End Dates\_\_\_\_\_

University Supervisor\_\_\_\_\_

## Formative Evaluation

First Meeting -  
Orientation Date\_\_\_\_\_ Time\_\_\_\_\_

Objectives:

1. To describe and negotiate responsibilities and expectations with the school principal and cooperating teacher. Review cooperating teacher handbook.
2. Collect Cooperating Teacher Data sheet.
3. To establish rapport with the clinical teacher and cooperating teacher.
4. To plan and schedule first observation.

### Second Meeting-First Observation

Date\_\_\_\_\_ Time\_\_\_\_\_

Objectives:

1. To appraise the clinical teacher.
2. To plan and schedule conference(s) and second observation.

### Post Observation

Date\_\_\_\_\_ Time\_\_\_\_\_

Objectives:

1. To meet with the clinical teacher and supervising teacher to discuss observations of appraisal
2. To identify strengths and weaknesses, areas needing growth, and to develop a Personal Growth Plan if applicable.
3. To attain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation).

### Third Meeting -Second Observation (SIMBE)

Date\_\_\_\_\_ Time\_\_\_\_\_

Objective

1. To appraise the clinical teacher.
2. To plan exit from placement.

Post Observation Conference

44

Date \_\_\_\_\_

Time \_\_\_\_\_

Objectives

1. To phone conference with the clinical teacher and cooperating teacher to discuss observation.
2. To identify strengths and weaknesses, areas needing growth, and to develop Personal Growth Plan if applicable.
3. To complete and attain signatures on all observation instruments, via scanned and emailed.
4. To attain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation)- via scanned and emailed.
5. To attain the self-critique from the Clinical teacher.
6. To determine the final field experience evaluation of the cooperating teacher and the university supervisor, get all signatures. Complete the Summative Evaluation (see appendix).

**Summative Evaluation**

Date \_\_\_\_\_

Time \_\_\_\_\_

Objectives

1. To discuss the final evaluation for the field experience with the cooperating teacher involved, and to generate suggestions for improvement.
2. To determine the university supervisor's evaluation of the field experience and discuss same if different from that of the cooperating teacher.
3. To attain signed final evaluations of the field experience from the cooperating teacher.
4. To facilitate all parties receive originals and copies of all observation instruments and evaluations of the field experience.

Grade Assessment for Field Experience

Cooperating Teacher Final Evaluation Letter Grade \_\_\_\_\_

University Supervisor Final Evaluation Letter Grade \_\_\_\_\_

Signatures:

Clinical teacher/s/Date

\_\_\_\_\_

University Supervisor/s/

Date \_\_\_\_\_

Cooperating Teacher/s/

Date

Actual Final Grade Submitted: \_\_\_\_\_

### Clinical Teaching I Cycle of Clinical Supervision for Clinical Practice

Clinical Teacher \_\_\_\_\_ School Assignment \_\_\_\_\_

Placement Begins/End Dates \_\_\_\_\_ University Supervisor \_\_\_\_\_

### Formative Evaluation

First Meeting -Orientation Date

\_\_\_\_\_ Time \_\_\_\_\_

Objectives:

1. To describe and negotiate responsibilities and expectations with the school principal and cooperating teacher.

Review cooperating teacher handbook,

2. Collect Cooperating Teacher Data sheet.

3. To establish rapport with the clinical teacher and cooperating teacher.

4. To plan and schedule first observation.

Second Meeting-First Observation

Date \_\_\_\_\_ Time \_\_\_\_\_

Objectives:

1. To appraise the clinical teacher.

2. To plan and schedule conference(s) and second observation.

Post Observation

Date \_\_\_\_\_ Time \_\_\_\_\_

Objectives:

1. To meet with the clinical teacher and supervising teacher to discuss observations of appraisal
2. To identify strengths and weaknesses, areas needing growth, and to develop a Personal Growth Plan if applicable.
3. To attain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation).

### Third Meeting -Second Observation (SIMBE)

DateTime \_\_\_\_\_

Objective

1. To appraise the clinical teacher.
2. To plan exit from placement.

Post Observation Conference

Date\_\_\_\_\_

Time\_\_\_\_\_

Objectives

1. To phone conference with the clinical teacher and cooperating teacher to discuss observation.
2. To identify strengths and weaknesses, areas needing growth, and to develop Personal Growth Plan if applicable.
3. To complete and attain signatures on all observation instruments, via scanned and emailed.
4. To attain the observation instruments from the cooperating teacher and the clinical teacher (self-evaluation)- via scanned and emailed.
5. To attain the self-critique from the Clinical teacher.
6. To determine the final field experience evaluation of the cooperating teacher and the university supervisor, get all signatures. Complete the Summative Evaluation (see appendix).

### Summative Evaluation

Date\_\_\_\_\_

Time\_\_\_\_\_

Objectives

1. To discuss the final evaluation for the field experience with the cooperating teacher involved, and to generate suggestions for improvement.
2. To determine the university supervisor's evaluation of the field experience and discuss same if different from that of the cooperating teacher,
3. To attain signed final evaluations of the field experience from the cooperating teacher.
4. To facilitate all parties receive originals and copies of all observation instruments and evaluations of the field experience.

Grade Assessment for Field Experience

Cooperating Teacher Final Evaluation Letter Grade\_\_\_\_\_

University Supervisor Final Evaluation Letter Grade \_\_\_\_\_

Signatures:

47 |

Clinical teacher/s/ \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher/s/ \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor/s/ \_\_\_\_\_ Date \_\_\_\_\_

Actual Final Grade Submitted: \_\_\_\_\_



Texas Southern University  
College of Education

Reflection Sheet Format  
(To be completed after each lesson that is taught.)

Name \_\_\_\_\_ School \_\_\_\_\_

Grade Level

Subject

Date

- I. As I reflect on the lesson, to what extent were students productively engaged? (Accuracy, Use in future teaching)
  
1. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (Assessing student learning-congruence with instructional goals, criteria and standards, use for planning; Accuracy, Use in future teaching)
  
3. Did I alter my goals or instructional plan as I taught my lesson? Why? (Designing coherent instruction learning activities, instructional nutterials and resources, instructional groups, lesson and unit structure: Dentonstra.tingflexibility and responsiveness,,lesson adjustment, response to students, persistence)
  
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Reflecting on teaching- accuracy, use in future teaching).

Texas Southern University  
College of Education

SIMBE Lesson Critique Format

Name \_\_\_\_\_ Lesson Title \_\_\_\_\_

Date \_\_\_\_\_

Objectives:

Creating an Environment of Respecf and Rapport

Strengths:

Itnprovelnents. •

Establishing a Culture for Learning

Strengths:

Improvements:

Managing Classroom Procedures

Strengths:

Improvements:

Managing Student Behavior

Strengths:

Improvements:

Organizing Physical Space

Strengths:

Improvements:

Communicating Clearly and Accurately

Strengths:

Improvements:

Using Questioning and Discussion Techniques

Strengths:

Improvements:

Engaging Students in Learning

Strengths:

Improvements:

Providing Feedback to Students

Strengths:

Improvements:

Demonstrating Flexibility and Responsiveness

Strengths:

Improvements:

Texas Southern University College of Education

Clinical Teacher Growth/Probation Contract Format

Identified Problematic Areas:

Suggested Intervention Strategies:

Goals for Semester (Timeline):

Additional Concerns, Needs, Comments:

Signatures: /s/ \_\_\_\_\_ (Clinical teacher) \_\_\_\_\_ (Date)

\_\_\_\_\_ (Cooperating Teacher) \_\_\_\_\_ (Date)

\_\_\_\_\_ (University Supervisor) \_\_\_\_\_ (Date)

Texas Southern University  
College of Education

Format for Instructional Design

Name \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Time: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Topic: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Objective(s): STAAR Assessment (conditions), TEKS (behavior) Essential Elements (behavior), and criteria for demonstrating mastery. (include modifications for exceptional students\*):

Pre Assessment (Attach copy):

Domain (TExES):

Standard(s):

Competency (ies):

Technology Strand(s):

Purpose (current relevance to learner with application to real world):

Focus/Introduction (what the teacher does to set the stage for the learner and to disengage the learner from previous activities):

Learner Expectations/Outcomes (describe what the teacher expects the learner to accomplish as a result of the learning experience)

Instructional Input: the teacher will (describe the presentation the teacher will use to implement the lesson including identification of resources needed)-

a. modeling (describe what learning behavior the teacher will demonstrate for the student to duplicate)-

\*Differentiated Instruction-activities to meet the needs of students' level of achievement

b, checking for understanding (describe how the teacher will assess whether or not the learner is able to repeat the behaviors modeled above)-

C. re-teaching (describe \*another teaching strategy the teacher will use to demonstrate what is expected of the learner)-

d. guided practice (describe how the teacher will provide the learner with \*several opportunities to successfully demonstrate the learning behavior(s) modeled)-

e. re-teaching (if the monitoring of guided practice indicates that less than 85 % of the students are able to successfully duplicate the learning behavior, describe other strategies the teacher will use to demonstrate learner expectations)-

f. independent practice (describe the \*activity (ies) in which the learner will be engaged to demonstrate mastery and the evaluation of knowledge and skills taught)-

g. closing (describe the teaching behaviors to be used to summarize the lesson and to ascertain whether or not the learner has demonstrated mastery of the objectives)





Cooperating Teacher Perception Data Confirmation (Link provided on blackboard)	Blackboard	
Cooperating Teacher Disposition Data Confirmation (Link provided on blackboard)	Blackboard	
Reflection Sheets (2)	USB	
Professional Development Log	USB	
Parent Contact Log	USB	
TWS/Electronic Portfolio	USB	
Instructional Design for Formative Observations	USB	

### Clinical Teaching II Required Documents Checklist

Document	Submission Method	
Self-Reflection Observation Confirmations (5) (Link provided on blackboard)	Blackboard	
Self- Reflection Disposition Data Confirmation (Link provided on blackboard)	Blackboard	
Self —Reflection Perception Data Confirmation (Link provided on blackboard)	Blackboard	
Cooperating Teacher Perception Data Confirmation (Link provided on blackboard)	Blackboard	
Cooperating Teacher Disposition Data Confirmation (Link provided on blackboard)	Blackboard	
Professional Development Log	USB	
Parent Contact Log	USB	
Reflection Sheets (5)	USB	
TWS/Electronic Portfolio	USB	
Instructional Design for Formative Observations	USB	

### CLINICAL TEACHING TEACHER WORK SAMPLE—SCORE SUMMARY SHEET

Student name:

\_\_\_\_\_

Date:

\_\_\_\_\_

TOTAL POINTS—Contextual Factors	
TOTAL POINTS—Learning Goals	
TOTAL POINTS—Assessment Plan	115
TOTAL POINTS—Design for Instruction	
TOTAL POINTS—Instructional Decision-Making	
TOTAL POINTS—Analysis of Student Learning	
TOTAL POINTS—Reflection and Self-Evaluation	
TOTAL POINTS—Written Communication	
TWS TOTAL POINTS	/100



## Rubric

### Contextual Factors

#### TWS Standard

The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning

Standards	Rating —→ Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: 2.B COE:3,8,9 CAEP:2 INTASC:	Knowledge of Community, School and Classroom)) Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
State: 2.B COE:10,11,14 CAEP:2 INTASC: 2.a	Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
State: 2.8, 2.C COE:3,10,11, CAEP:2 INTASC:1.d,2.g	Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn.	Teacher displays general knowledge about the different ways students	Teacher displays general & specific understanding of the different ways students learn that may affect learning.	
State: 2.A, 2.C COE:5,8,11 CAEP:2 INTASC: I .h,	Knowledge of Students' Skills and Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
State: 2.B, 2.C, COE: CAEP:2 INTASC:I .b,	implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

### Learning Goals

## Rubric

T WS Standard: The teacher sets significant, challenging, varied and appropriate learning goals.

Standards	Rating → Indicator I	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: 3a, 13 CAEP:2 INTASC:5.d,	Significance, Challenge and Variety	Goals and essential question reflect a limited range of learning domains and lack significance or challenge.	Goals and essential question reflect several learning domains but lack significance or challenge.	Goals and essential question reflect several learning domains and are significant and challenging.	
State: 3a, 3.b 10 CAEP:2 INTASC:7a,7b		Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
State: 3A, 3.B COE:3,5,120 CAEP:2 [NTASC:7a, 7i	Appropriateness for Students	Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student	
State: 3a, 3.b COE: I CAEP:2 INTASC:7.a	Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

## Assessment Plan

T WS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Standards	Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: 3m 3.b COE: 10 CAEP:2 INTASC:7d,7i	Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity,	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	

### Rubric

State: 3.b COE:1,7,10 CAEP:2 INTASC:	Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the goals.	
State: 1.c, 2.a COE: CAEP:2 INTASC:7b, 71	Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes, including student self-assessment, and assesses student performance throughout the instructional sequence.	
State: 5b COE:1,7,13 CAEP:2 [NTASC:7k,	Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
State: 5.a, 5.b COE:3,10,14 CAEP:2 INTASC:7n	Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

### Design for Instruction

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Standard	Rating indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score

## Rubric

<p>State: 1.b,5.a COE: ] 34,6 CAEP:2 INTASC:7a</p>	<p>Alignment with Learning Goals</p>	<p>Few lessons are explicitly linked to learning goals and essential question. Few learning activities, assignments and resources are aligned with learning goals and essential question. Not all learning goals are covered in the</p>	<p>Most lessons are explicitly linked to learning goals and essential question. . Most learning activities, assignments and resources are aligned with learning goals and essential question. . Most learning goals are covered in the design.</p>	<p>All lessons are explicitly linked to learning goals and essential question. All learning activities, assignments and resources are aligned with learning goals and essential question. All learning goals are covered in the design.</p>	
<p>State: 3.b, 3.c COE: CAEP:2 INTASC:4a,4c</p>	<p>Accurate Representation of Content</p>	<p>Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p>	<p>Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</p>	<p>Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</p>	
<p>State: 1.a, 1.c COE:2,4,6 CAEP:2 INTASC:7g</p>	<p>Lesson and Unit Structure</p>	<p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning</p>	
<p>State: 1.c, 1.e COE:4,5,6 CAEP:2 INTASC:7h</p>	<p>Use of a Variety of Instruction, Activities, Assignments and Resources</p>	<p>Little variety of instruction, activities, assignments, and resources. Heavy reliance on single resource (e.g., textbook or work sheets).</p>	<p>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</p>	<p>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</p>	

<p>State: 1.a, 1. C, COE:9, 10, 14 CAEP:2 INTASC: 1.a, 2.a</p>	<p>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</p>	<p>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</p>	<p>Some instruction has been designed with reference to contextual factors and preassessment data. Some activities and assignments appear productive and appropriate for each student.</p>	<p>Most instruction has been designed with reference to contextual factors and preassessment data. Most activities and assignments appear productive and appropriate for each student.</p>	
<p>State: 3.c COE:9 CAEP:2 INTASC:3.g,3.h, 5.1</p>	<p>Use of Technology</p>	<p>Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.</p>	<p>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology,</p>	<p>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</p>	

## Rubric Instructional Decision Making

T WS Standard: The clinical teacher uses on-going analysis "student learning to make instructional decisions.

Standard	Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: 3.a, 3.b COE:2,10,13 CAEP:2 INTASC:5c,5d	Sound Professional Practice	Decisions regarding instructional modifications are inappropriate and not pedagogically sound.	Decisions regarding instructional modifications are mostly appropriate, but some decisions are not pedagogically sound.	Decisions regarding instructional modifications are pedagogically sound (i.e., they are likely to lead to student learning).	
State: 1.c,2.b COE:10,13,15 CAEP:2 INTASC:6a, 6b	Modifications Based on Analysis of Student Learning	Modifications are not based on the analysis of student learning, best practice, or contextual factors,	Modifications are based on the analysis of student learning, best practice, or contextual factors, but may not address individual needs or be accompanied by explanation of how the modifications improved student progress	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Explanation of how the modifications impacted student learning is included*	
State: 2.b, 2.c COE: CAEP:2 INTASC:6d,	Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning	

### Analysis of Student Learning Rubric

TWS Standard: The clinical teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Standards	Rating → Indicator I	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: s.c COE:6,7,13 CAEP:2 INTASC:6b	Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors in representing the data.	Presentation is easy to understand and contains no errors in representing the data.	

State: COE: CAEP:2 INTASC:2f,	Alignment with two Learning Goals	Analysis of student learning is not aligned with two targeted learning goals.	Analysis of student learning is partially aligned with two targeted learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the subgroup and individual,	Analysis is fully aligned with two targeted learning goals and provides a comprehensive profile of student learning for the subgroup and enough student based evidence to draw conclusions about one individual's profile of achievement and learning needs.	
State: 1.c,5.a COE:6,7,13 CAEP:2 INTASC:6a,	Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data, including next steps for group and individual.	
State: 5b, 5.d COE:2,6,7 CAEP:2 INTASC:6k	Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning	Analysis of student learning includes evidence of the impact on student learning both in terms of number of students who achieved and made progress toward each learning goal, and in terms of the effectiveness of instruction for one individual.	

### Reflection and Self-Evaluation

TWS Standard: The clinical teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Standard	Rating →	1	2	3	Score
	Indicator J	Indicator Not Met	Indicator Partially Met	Indicator Met	
State: 5,a, 5.c, COE:4,7,13 CAEP:2 INTASC:7i, 7j	Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	

## Rubric

State: 5.c COE:1,7,13 CAEP:2 INTASC:7m	Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were *more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
State: 5.a, 5.c COE: CAEP:2 INTASC:71,	Alignment Along Goals, instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
State: 5.b, 5.d COE:4,5,7 CAEP:2 INTASC:6c,	Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers either no rationale or a dubious one for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
State: 5.a,5.d COE: 4,7, 13 CAEP:2 INTASC:6h,	Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

### Written Communication Rubric

TSW Standard: Communication and Technology



The clinical teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**WWU Writing Proficiency Standard:**

The student knows and applies the conventions of standard edited English.

Standards	Rating → Indicator I	1 Indicator Not Met	2 Indicator Partially Met	4 Indicator Met	Score
State: Ga COE: 17 CAEP:2 INTASC: 10s, 10t	Conventions of *Written communication	Demonstrates limited ability to eliminate errors in grammar, spelling, punctuation, and other conventions of standard written English  Does not use a readerfriendly genre & appropriate format for text and visuals  Misses or inaccurately documents ideas derived from other sources  Often fails to use APA format or other designated assignment conventions for in-text citations, references, table and chart titles, and headings.	Demonstrates ability to eliminate most errors in grammar, spelling, punctuation, and other conventions of standard written English  Sometimes uses a reader friendly genre & appropriate format for text and visuals  Accurately documents most ideas derived from other sources  Uses APA format or other designated assignment conventions for in-text citations, references, table and chart titles, and headings,	Demonstrates ability to thoroughly eliminate errors in grammar, spelling, punctuation, and other conventions of standard written English  Consistently uses a reader friendly genre & appropriate format for text and visuals  Accurately and completely documents ideas derived from other sources  Consistently uses APA format or other designated assignment conventions for in-text citations, references, table and chart titles, and headings.	
<b>TOTAL POINTS—Written Communication</b>					

## College of Education Proficiencies

### A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;
2. demonstrates the capacity to problem solve, and to think critically and reflectively;
3. demonstrates an understanding of human development, and the ability to act on this understanding;
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;
6. demonstrates an understanding of effective communication and collaboration strategies;
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.

### A committed and culturally responsive educator:

10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;
12. demonstrates a commitment to high moral and ethical values; and
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. A caring educator (dispositions):
15. understands the right of all students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;

16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The clinical has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, clinical practice, field experience meetings, etc. 20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended.

# Texas Southern University College of Education

## Code of Conduct for Clinical Teachers

(Adapted from Texas Administrative code (TEA) CHAPTER 24 EDUCATORS' CODE OF ETHICS)

### ( 1 ) Professional Ethical Conduct } Practices and Performance.

- (A) Standard I.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 I.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 I.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard I.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard I.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 I.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard I.7. The educator shall comply with Texas Southern University, state regulations, written local school board policies, and other state and federal laws.
- (H) Standard I.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard I.9. The educator shall not make threats of violence against Texas Southern University or any independent school district employees, school board members, students, or parents of students.
- (J) Standard I.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard I.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 I.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 I.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 I.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.
- {B) Standard 2.2. The educator shall not harm others by knowingly making false statements about the university, a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- {F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- {G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the College of Education or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

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

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

TEXAS SOUTHERN UNIVERSITY  
College of Education  
Office of Field Experiences and Clinical Practice

## Clinical Teaching Observation Instrument Scoring Sheet

\*Adapted from Texas Teacher Evaluation & Support System (T-TESS) a system design by educators to support teachers in their professional growth.  
Permission given by Regal, TEA.

Clinical Teacher \_\_\_\_\_ Semester/Year \_\_\_\_\_

District/Campus \_\_\_\_\_ Grade Level \_\_\_\_\_

Evaluator Check one      Cooperating Teacher      University Supervisor      Clinical Teacher

Pre-Conference Date \_\_\_\_\_ Time in \_\_\_\_\_ Time Out \_\_\_\_\_

Date of Evaluation \_\_\_\_\_ Time In \_\_\_\_\_ Time Out \_\_\_\_\_

Post-Conference Date \_\_\_\_\_ Time In \_\_\_\_\_ Time Out \_\_\_\_\_

Pre-Conference Comments: Observation

Number

2nd

3rd

5th

Post Conference Comments:

The evaluator use Inust the Clinical Teaching Observation Rubric to complete this form

DIS ACC PRO      DEV      IMP

### Domain I: Planning

#### Dimension 1.1 Standards and Alignment

The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

#### Dimension 1.2 Data and Assessment

The clinical teacher uses multiple forms of assessment to monitor students understanding of goals and objectives, analyzes the data to drive instruction, and plans future learning accordingly.

### Dimension 1.3 Knowledge of Students

Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social- emotional development and achievement for all students.

### Dimension 1.4 Activities

The clinical teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement.

### Dimension 1.5 Activities

The clinical teacher develops a report demonstrating the knowledge of student learning and self-reflection.

## Domain II: Instruction

### Dimension 2.1 Achieving Expectations

The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

### Dimension 2.2 Content Knowledge and Expertise

The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

### Dimension 2.3 Communication

The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

### Dimension 2.4 Differentiation

The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.

### Dimension 2.5 Monitor and Adjust

The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

## Domain III: Learning Environment

### Dimension 3.1 Classroom Environment, Routines and Procedures

The clinical teacher organizes a safe, accessible and efficient classroom.

### Dimension 3.2 Managing Student Behavior

The clinical teacher establishes, communicates and maintains clear expectations for student behavior.

### Dimension 3.3 Classroom Culture

The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.

## Domain IV: Professional Practices and Responsibilities

### Dimension 4.1 Professional Demeanor and Ethics

The clinical teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

### Dimension 4.2 Goal Setting

The clinical teacher reflects on his/her practices.

---

Evaluator Print Name

Signature

Date

---

Clinical Teacher Print Name

Signature

Date

White Copy — Office of Clinical Practice (University Supervisor make copy for your records)  
Pink Copy- Candidate Teacher

## Data Links

Each link is to be completed by your cooperating teacher, university supervisor and yourself only once.

Perceptions (only once) <http://caep.limequery.com/index.php/1167395/lang-en>

Disposition (only one) <http://caep.limequery.com/index.php/95543S/lang-en>

Observation Form (after each formal observations) <http://caep.limequery.com/index.php/625943/lang-en>



**Appendices**  
**TAC 228 Updates**

- Exit Policy – Dismissal of Candidates
- Informal Observation Form
- Field Supervisor Candidate Forms

# TSU

## TEXAS SOUTHERN UNIVERSITY

### COLLEGE OF EDUCATION

Texas Southern University

Exit Policy

#### Dismissal of Candidates from the Educator Preparation Program (EPP)

TAC \*228.2001)

(h) All EPPS shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

Texas Southern University is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to the following, at the discretion of the Department Chair of Curriculum and Instruction (\*with the advice of the Certification Team Committee that represents the certification area being sought by the candidate). The Director of Certification, Testing Coordinator, and Admission Coordinator will serve in the decision-making capacity in lieu of the Department Chair of Curriculum Instruction for their respective programs.

- Failure to maintain a minimum 3.0 grade point average both overall and in major area of the study
- Standard of Conduct/Educator Code of Ethics violation ● Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion (hours or observations) ● Failure to earn a minimum of a "B" (3.0) in all teacher education courses ● Failure to become certified within one year of graduation /finishing.
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared, and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment.

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from Texas Southern University Educator Preparation Program as described in this document and in accordance with

TAC 528.20(h)

Printed Name

---

Signature of candidate

---

Date

---

Clinical Practice  
Informal Observation Data Form  
Department of Curriculum & Instruction  
Texas Southern University

This form includes components required for the 9.1.24 TAC 228 changes. Informal observations are conducted for candidates using this form and submitted to student's folder. The Field Supervisor completes the form.

Complete after the first formal observation:

Clinical Teacher Name:
Cooperating Teacher Name:
Date:
Time Start:
Time End:
In-person or virtual:
Lesson/Activity being observed:
Informal Walkthrough/ Observation:
Types of Co-teaching strategies observed:

Supervisor writes detail in each domain observed,

Reinforcement areas previously identified/targeted through earlier formal observations:
Domain I- Planning
1 Standards and alignment
1.2 Data and Assessment
1.3 Knowledge of Students
1.4 Activities Comments:
Reinforcement areas previously identified/targeted through earlier formal observations:
Domain II- Instruction
2.1 Achieving Expectations
2.2 Content Knowledge and Expertise
2.3 Communication Comments:

Original Copy- Field Supervisor  
Pink Copy- Candidate Teacher  
Yellow Copy- Mentor Teacher  
Golden Copy- Pdn:ipal

Reinforcement areas previously identified/targeted through earlier formal observations:

Domain III: Learning Environment

3.1 Classroom Environment

3.2 Managing Student Behavior

3.3 Classroom Culture

Comments:

Reinforcement areas previously identified/targeted through earlier formal observations:

Domain IV: Professional Practices and Responsibilities

4.1 Professional Demeanor and Ethics

4.2 Goal Setting

4.3 Professional Development

4.4 School Community Involvement

Comments:

Forms to be shared with Clinical Teacher and Mentor Teacher:

Follow-up Conference Date:

Refinement areas:

Next Steps/ Action Step to Focus on

# TSU

TEXAS SOUTHERN UNIVERSITY  
COLLEGE OF EDUCATION

As per TAC 928.2 (13), all educators recommended as a 2024-2025 Field Supervisor for a practicum candidate (1) have at least 3 years of experience in the aspect (s) of the certification class being pursued by the candidate (Superintendent), (2) is collaboratively assigned by the campus, district administrator and/or the Educator Preparation Program, and (3) is currently certified in the certification area in which the practicum candidate is seeking certification by the State Board for Educator Certification in the certification category noted, (4) has completed training by the EPPS including training in how to coach and mentor candidates, twelve weeks before or 3 weeks of being assigned to a practicum candidate, (5) is an accomplished educator as shown by student learning , (6) guides, assist, and supports the candidate during the practicum, (7) and reports the candidate's progress to the candidate's site supervisor.

TSU Candidate's Name \_\_\_\_\_

Site Supervisor (Mentor) Name: \_\_\_\_\_

TEA ID number of Site Supervisor (Mentor): \_\_\_\_\_

HR Administrator Printed Name: \_\_\_\_\_

HR Administrator Signature: \_\_\_\_\_

Campus: \_\_\_\_\_ CDN number for District: \_\_\_\_\_

Date: \_\_\_\_\_