



HOUSTON CHRISTIAN
UNIVERSITY
A Higher Education

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES



Clinical Teaching Handbook

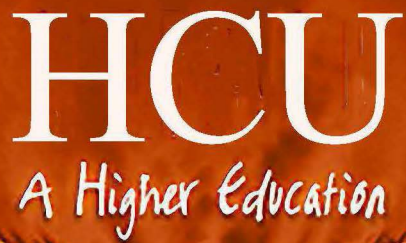
Fall 2023

Revised April 2023

As you start this next chapter in transitioning from student to teacher, you can take comfort in knowing that you are fully prepared! Your HCU family is praying for you, your students, and your team. Remember, when you stand before your students you represent God, Houston Christian University, your family, and yourself. The faculty and staff of the College of Education and Behavioral Science stand ready to assist you on your journey. We want you to be successful in reaching your goals. We are praying for God's continuous blessings upon you as you seek to serve Him by helping others.

HCU COEBS Educator Preparation Program

Stephanie King, Assistant Dean of Accreditation and Compliance
Email: epp@hbu.edu



Clinical and Intern Teacher Orientation

May 5, 2023

Hinton Center 301

Schedule

12:30-1:15

Lunch:

Lunch will be provided.

Meet with University Field Supervisor

1:15-2:20

T-TESS and Evaluation Rubric Overview

Dr. Leslie Fridge, Interim Dean

2:20-2:30

Break

2:30-3:30

The Teaching Experience: Expectations and Requirements

3:30-4:15

Anthology Portfolio Training

Dr. Tia Caster, Director of Academic Technology

**Please bring your personal laptop
for use during orientation**

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OVERVIEW OF CLINICAL TEACHING ASSIGNMENT

Clinical teaching is defined as, “A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.” 19 TAC §228.2 (11). Clinical teaching is a period of exploration and continuous planning, re-planning, and self-evaluation. In clinical teaching practical experiences based upon sound educational theory are integrated into real teaching-learning activities, and it is from there that a working philosophy of education may be developed. By implementing educational theory, clinical teachers can demonstrate an understanding of it and observe its pragmatic value. Through the application of theory, it is possible for clinical teachers to determine the need for further personal study.

The supervised educator assignment is “a minimum of 14 weeks (no fewer than 70 full days)” or a full-time commitment to campus placement which is detailed by TEA. 19 TAC §228.35 (e)(2)(A). Candidates seeking an EC-6, 4-8, or 7-12 certification will have one supervised educator assignment at the desired educational level. At HCU, the assignment for candidates seeking an EC-6, 4-8, or 7-12 certification will begin the first week of the campus placement’s academic semester and last for a minimum of 14 consecutive weeks. Candidates seeking an EC-12 certification will have two supervised educator assignments in various educational levels. Similarly, the initial assignment will begin the first week of the campus placement’s academic semester and last for seven consecutive weeks, and the second assignment will begin on week eight and last for a minimum of seven consecutive weeks. Clinical teachers will adhere to the instructional days of their respective assignment(s).

Clinical teachers will participate in all aspects of the role of a professional teacher, including, but not be limited to, professional committees, meetings, monitoring duty (cafeteria, bus lines, etc.), parent and student conferencing, extra-curricular activities with prior approval of the university supervisor and cooperating teacher, and other professional duties as assigned. During the experience, clinical teachers will also have 15 days of supervised all-day teaching responsibility. Clinical teachers will plan and implement all lessons during this period.

COMPONENTS OF CLINICAL TEACHING

Clinical teachers are assigned a cooperating teacher and a university supervisor for guidance, support, and evaluation. Each placement is based on the clinical teacher's certification and requirements for that certification in the state of Texas and Houston Christian University policy and curriculum. Clinical teaching is designed on a progressive continuum that includes five components: observing, assisting, teaming, single period or subject area teaching, and supervised all-day teaching.

Observing

Clinical teachers will spend much of the first few days observing the classroom environment, instructional techniques, and interpersonal communication, and relationships. While observing, it would be helpful for the clinical teacher to take reflective notes for the purpose of asking questions of the cooperating teacher regarding reasons for interactions and instructional methods. Frequently asking "how" and "why" questions will provide the clinical teacher with a knowledge base for choosing their own methods for instruction and management. During this time, it would be helpful to also compile seating charts for learning the students' names, a most important step for quickly building rapport with each student.

Assisting

After a short period of time, the clinical teacher will be ready to become more actively involved with the students. The cooperating teacher may give specific suggestions for activities to become more involved, such as:

1. Monitoring student work at their desks to give one-on-one assistance
2. Distributing papers or materials and greeting each student by name
3. Grading papers
4. Checking attendance
5. Assisting with end-of-day duties
6. Assisting students with make-up work

Clinical teachers should demonstrate enthusiasm and initiative and let the teacher know when they are ready to become more involved. The cooperating teacher may be hesitant to push the clinical teacher. At the same time, the clinical teacher should be sensitive to the fact that as a guest in the cooperating teacher's classroom they should not attempt to take over the class too quickly.

Teaming

To initiate your teaching experience in the class, you may begin by sharing with the cooperating teacher the responsibility of planning and teaching a selected lesson. This may be done in any number of ways. For example:

1. The clinical teacher may present the lesson warm-up and motivation while the cooperating teacher teaches the new skill.
2. Divide the class into two groups with each of you taking a group for instruction.
3. Divide the instructional time. Examples include:

- a. One person may perform the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- b. One person may present the lesson content while the other one supervises the cooperative group work.
- c. The cooperating teacher could model a lesson presentation first, and, if there is a repeat of that class, the clinical teacher could present the same lesson in the next session.

Teaming allows the clinical teacher to gain some initial experience in front of the class with support from the cooperating teacher. It allows the students to observe the cooperative relationship between the clinical teacher and cooperating teacher. Cooperation should be made evident regarding the classroom management system as well as the instructional element.

Single Period or Subject Area Teaching

After observing the cooperating teacher's modeling of the preparation and teaching of lesson plans in the subject area(s) within the classroom, the clinical teacher will be able to assume the responsibility for planning and teaching a single lesson in a single period or subject area. This lesson plan will be written and submitted to the cooperating teacher two days prior to teaching to gain timely constructive feedback for revisions and ultimate success. This process will accelerate throughout the first six weeks until the clinical teacher demonstrates adequate experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day.

Supervised All-Day Teaching

A gradual build-up of teaching responsibility leads to the full responsibility teaching experience. This means that for consecutive days, the clinical teacher has the full responsibility of planning and teaching the whole school day as if they were the regular classroom teacher. All

other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. There are two periods of full responsibility during the semester, which typically occur during week 7 (5 consecutive full days) and weeks 13-14 (10 consecutive full days).

POLICIES AND PROCEDURES

Assignment of Clinical Teacher to Campus Placement

The assignment of clinical teachers to specific schools, grade-levels, and cooperating teachers is the responsibility of the Educator Preparation Program (EPP) Director. Clinical teachers should not in any way contact district principals, teachers, or other staff prior to receiving their respective assignments from the EPP Director.

Clinical teaching assignments are made in accordance with policies agreed upon by officials of partnering school systems comprising the HCU Teacher Education Advisory Council, the School of Education, and policies established by the State of Texas. HCU requests that Districts do not place students in GT, Pre-AP, AP, or IB classes for clinical teachers seeking certifications in Grades 4-8 or 7-12.

Cooperating teachers are selected in a collaborative effort between HCU and partner districts. HCU selects cooperating teachers based on qualifying candidate criteria. Districts and cooperating teachers agree to place clinical teachers with cooperating teachers that meet the following criteria:

1. Be fully certified in the teaching area.
2. Have at least three years classroom experience in Texas.
3. Demonstrate knowledge of the basic principles of supervision and mentoring.

4. Agree to complete the online cooperating teacher training modules and acknowledgement of completion in Chalk & Wire within the first three weeks of the assignment.
5. Collaborate with the university supervisor to maximize the clinical teaching experience.
6. Plan for EC-6 clinical teachers to independently teach all subjects per the state requirement, not just a few content areas.

Clinical teachers and cooperating teachers are notified of placement assignments via email before the opening of the semester term in which clinical teaching is to be completed. Every possible effort is made to provide a mutually satisfactory match of clinical teachers and cooperating teachers. On rare occasions, it may be necessary and advisable to change the assignment of the clinical teacher to a different cooperating teacher. Such changes are not to be taken lightly and must be approved by the EPP Director and the COEBS Dean.

Seminar Course

To enhance the clinical teaching experience, a series of seminars are conducted on a regular basis. All clinical teachers must register for Clinical Teaching Seminar (EDUC 4400 for undergraduate students or EDUC 5000 for graduate students). A variety of topics are presented to provide clinical teachers the opportunity to expand their knowledge and perspectives of teaching and to review topics in preparation for the certification exam. Seminar attendance is required of all clinical teachers. Two or more unexcused absences from Seminar will result in a lowered grade on the clinical teacher's final assessment. No additional coursework is permitted during the clinical teaching experience.

Mandatory Orientation

An orientation is conducted by the EPP Director to guide each clinical teachers' transition from university-based course work to clinical teaching in EC-12 school environments. During the orientation, each clinical teacher will meet with their assigned university supervisor. Clinical teachers are notified of the time and date of the orientation and of their respective clinical teaching placement via HCU email. Orientation attendance and participation are mandatory.

Attendance at Clinical Teaching Assignment

Attendance is of vital importance with the only acceptable excuse for absence being an emergency over which the clinical teacher has no control.

1. In case of absence, the clinical teacher must notify the principal's office and cooperating teacher prior to the time school begins on the day of the absence. The clinical teacher must also notify the EPP Director and university supervisor immediately after notifying their assigned school.
2. All absences must be made-up on the clinical teaching make-up day(s) that have been pre-approved by the EPP Director.
3. Clinical teachers are required to attend two job fairs. The dates and times of the required job fairs will be communicated through the Clinical Teaching Seminar.

Holidays and Professional Development Calendar Alignment

Students enrolled in clinical teaching will observe the holidays and professional development days of their assigned schools rather than HCU's Academic Calendar. Clinical teacher assignments align with the school district's calendars.

Clinical Teachers serving as Substitute Teachers

The State of Texas allows each EPP to determine its own best policy regarding clinical teachers serving as substitute teachers. Below is HCU's policy:

1. Clinical teachers may serve as substitutes only after they have completed 10 days of all-day responsibility.
2. Clinical teachers may serve as substitutes only of their own volition and with the prior recommendation of their cooperating teacher and university supervisor.
3. Clinical teachers can only substitute for the cooperating teacher.
4. Clinical teachers may substitute for only one day.
5. Clinical teachers who substitute will not be paid.
6. Clinical teachers who substitute must abide by all school district guidelines.
7. A certified teacher must be present in the immediate vicinity of the classroom where the clinical teacher is substitute teaching and must be aware of the situation.

Relationships with Students/Social Media

Clinical teachers should be cautious about becoming too familiar with the students under their direction. It is not appropriate to socialize in any way with students within the district to which the clinical teacher is assigned without the presence of the cooperating teacher. Because clinical teachers will adopt the position of classroom teacher during their assignment, clinical teachers are advised to maintain a professional stance on social media, and they should refrain from "friending" students or students' parents.

Professional Liability Insurance

Clinical teaching is not covered by professional liability insurance through HCU or the assigned school district. Liability insurance is offered to HCU students through a free membership in the student branch of the Association of Texas Professional Educators (ATPE). HCU students are required to maintain professional liability insurance during their clinical teaching assignment.

Corporal Punishment

According to State of Texas regulations, clinical teachers may not administer any form of corporal punishment.

EVALUATION AND GRADING

Evaluations of clinical teachers involves more than just letter or numeric grades. Evaluations are intended to serve as a developmental tool. Evaluations involve a continuous process beginning with the induction of the clinical teacher into the classroom. Evaluations are accomplished through the combined efforts of the clinical teacher, the cooperating teacher, and the university supervisor.

It is the responsibility of the cooperating teacher and the university supervisor to confer with the clinical teacher throughout the assignment. Lesson evaluations, the mid-term evaluation, and the final evaluation should be completed, and the results discussed with the clinical teacher. In turn, the clinical teacher should self-evaluate each lesson, the mid-term evaluation, and the final evaluation to reflect upon their preparation, teaching skills, and attitudes towards the instructional process.

Finally, at the end of the assignment, the clinical teacher, cooperating teacher, and the university supervisor will complete surveys in Anthology Portfolio to provide programmatic feedback to the EPP Director.

Evaluations by the Cooperating Teacher

1. Four observations with formal evaluations must be completed during the semester. If the clinical teacher is in a two-placement assignment, then two observations with formal evaluations are completed during each placement.
2. Each evaluation should be documented in Anthology Portfolio prior to deadlines:
 - Observation One should be completed no later than September 22, 2023,
 - Observation Two should be completed no later than October 20, 2023,
 - Observation Three should be completed no later than November 17, 2023, and
 - Observation Four should be completed no later than December 8, 2023.

Evaluations and Grading by the University Supervisor

1. Four observations with formal evaluations must be completed during the semester. If the clinical teacher is in a two-placement assignment, then two observations with formal evaluations are completed during each placement.
2. Each evaluation should be documented in Anthology Portfolio, prior to deadlines:
 - Observation One should be completed no later than September 22, 2023,
 - Observation Two should be completed no later than October 20, 2023,
 - Observation Three should be completed no later than November 17, 2023, and
 - Observation Four should be completed no later than December 8, 2023.
3. Review clinical teacher's electronic portfolio.
4. Enter grades in Blackboard.
5. Complete the Evaluation/Final Grade form in Anthology by the semester deadline.
6. Enter final course grades in HuskyNet by the semester deadline.

COURSE ASSIGNMENTS AND ACTIVITIES RUBRIC

Semester grades are determined by the university supervisor through the evaluation of the clinical teacher in five areas. Scores for these five areas are documented on the Final Evaluation/Grade Sheet in Chalk & Wire. Clinical teachers who do not complete attendance requirements will fail the clinical teaching course.

Assignments & Activities	Learning Objective(s)	Standards	Point Value
Responsible Instruction - lesson plans, presentations, grading, job procedures, etc. DOMAIN 1			40 points: 10 points per activity
Planning Displays: <ul style="list-style-type: none"> ▪ Standards and Alignment • Data and Assessments • Knowledge of Students • Activities 	1-7	TAC §149.1001 (Standards 1-6) TX PPR: I.I & III, II.II, III.III, IV.IV (Domains & Competencies: All; k/s: All) TX TA: All TX Certification Areas: All TX Certification Areas (k/s): All IDA: A1&2 ISTE-T: All InTASC: All	
A midterm conference by the cooperating teacher in collaboration with the university supervisor (coincides with Observation #2)	1-7	TAC §149.1001 (Standards 1-6) TX PPR: I.I & III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All) TX TA: All TX Certification Areas: All TX Certification Areas (k/s): All IDA: A1&2 ISTE-T: All InTASC: All	5%

A final evaluation and conference by the cooperating teacher in collaboration with the university supervisor	1-7	TAC §149.1001 (Standards 1-6) TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All) TX TA: All TX Certification Areas: All TX Certification Areas (k/s): All IDA: A1&2 ISTE-T: All InTASC: All	5%
Responses to Correction by showing consistent improvement in areas of concern. DOMAIN 2			15%
Examples include: <ul style="list-style-type: none"> ▪ instructional strategies, ▪ actions taken, ▪ communication, ▪ attitude, ▪ relationships, ▪ planning, ▪ presentations, ▪ and/or evaluation of student work. Steady improvement must be demonstrated in lesson evaluations.	1-7	TAC §149.1001 (Standards 1-6) TX PPR: IV.IV (Domains & Competencies – All; k/s - All) TX Certification Areas: see syllabi TX Certification Areas (k/s): see syllabi InTASC: 9	

Classroom Management and Organization (management of student behavior, time, materials, etc.). DOMAIN 3			60 Points Total
<ul style="list-style-type: none"> ▪ Displayed proper classroom management skills. ▪ Reinforced and encouraged the efforts of learners ▪ Involved the learners actively in the lesson ▪ Acknowledged and provided for individual differences ▪ Kept learners on task ▪ Communicated personal enthusiasm 	4	TAC §149.1001 (Standards 1-6) PPR: II.II, III.III (Domains & Competencies – All; k/s - All) TX Certification Areas: See syllabi TX Certification Areas (k/s): See syllabi InTASC: 2, 3	
Professionalism and Ethics (attendance, punctuality, dependability, appropriate relationships, etc.). DOMAIN 4			25%
Attendance: <ul style="list-style-type: none"> ▪ A minimum of 14 weeks of full-time work in a classroom including a minimum of fifteen full days of full-time teaching* ▪ Attends and participates in weekly clinical teaching seminar ▪ Keeps a daily journal of activities ▪ Uses Anthology to document attendance daily ▪ Participates in the HCU Job Fair and the Houston Area Clinical Teacher Conference and Job Fair* 	1-7	TAC §149.1001 (Standards 1-6) TX PPR: IV.IV (Domains & Competencies: 011-013; k/s: 4.1k-4.18k, 4.1s-4.19s) TX Certification Areas: All TX Certification Areas (k/s): All IDA: (1&2) ISTE-T: All InTASC: All	15%
<ul style="list-style-type: none"> ▪ Displays appropriate professional and ethical relationships with students, teachers, administrators, parents, and university supervisor, etc. ▪ Documents the daily class schedule and contact information in Anthology ▪ Collaborates with cooperating teacher and university supervisor to: <ul style="list-style-type: none"> ○ develop a schedule for successfully completing tasks required during clinical teaching. ○ select lesson topics and the unit to meet instructional requirements for lesson presentations by clinical teacher ○ plan timeline to become actively involved in classroom activities: 	1-7	TAC §149.1001 (Standards 1-6) TX PPR: II.II, IV.IV (Domains & Competencies: 005-006, 011-013; k/s: 2.1k-2.23k, 2.1s-2.21s, 4.1k-4.18k, 4.1s-4.19s) TX Certification Areas: All TX Certification Areas (k/s): All IDA: (1&2) ISTE-T: All InTASC: All	10%

<ul style="list-style-type: none"> ✓ Monitor student work to give one-on-one assistance ✓ Distribute papers or materials ✓ Grade papers ✓ Check attendance ✓ Assist with beginning and end-of-the-day duties. ✓ Assist students with make-up work. <ul style="list-style-type: none"> ▪ Completes and submits all assignments in a timely professional manner and responds promptly to communications from cooperating teacher, university supervisor, and/or EPP Director 			
Portfolio (beginning activities, case study on student in special population, reflections, section content requirements, presentation, technology proficiency, etc.)			20%
<ul style="list-style-type: none"> ▪ Develop an <u>e-portfolio</u> containing: <ol style="list-style-type: none"> 1. Professional resume 2. Educational Philosophy (250-word limit) 3. Evidence of Successful Teaching <ul style="list-style-type: none"> --Sample of Units of Study connected to Teacher Standards (5) --Reflections on the success of these units or activities must accompany the lessons. --Sample of Student Work with Teacher Feedback (3-5): Clinical teacher will upload student work samples with the teacher feedback such as comments and grades. Please mark out students' names on their papers. --Sample Assessment Tool: Clinical teacher will upload a sample assessment they used during their teaching experience. This assessment can be created by the clinical teacher, or an assessment commonly used for the course. --Videotaped Lesson – optional Due to FERPA issues, this is not required unless the clinical teacher receives permission from the host campus/district. Clinical teachers applying for the Student Teacher of the Year award must submit a videotaped lesson to the EPP Director. 4. Evidence of Technology Proficiency: The overall appearance of the website, use of buttons, and ease of access of material on the site will be evaluated. 5. Evidence of Professional Communication: Professionalism of website, appropriate picture of clinical teacher, font, spelling, and grammar. 	1-7	TAC §149.1001 (Standards 1-6) TX PPR: I.I & III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All) TX TA: All TX Certification Areas: All TX Certification Areas (k/s): All IDA: A1&2 ISTE-T: All InTASC: All	

ELECTRONIC PORTFOLIO

Every clinical teacher must have an electronic portfolio. As part of the Clinical Teaching Seminar, clinical teachers must construct a professional portfolio that contains evidence of learning accomplishments related to Texas Education Agency adopted standards. This electronic portfolio will also be evaluated as part of your clinical teaching course. These standards describe what every beginning teacher should know and be able to do. Pre-service teachers have levels of competence based on Four Quality Indicators plus additional Technology Standards every beginning teacher should know and be able to do.

TERMINATION OF CLINICAL TEACHING ASSIGNMENT

The clinical teaching program relies upon a cooperative relationship between Houston Christian University, cooperating school districts or private schools, cooperating teachers, and the clinical teacher. Each clinical teacher must be cognizant that their presence in a cooperating classroom is that of a guest. Occasionally, there are circumstances which warrant the termination of the clinical teaching placement. When such action is deemed necessary, there are specific reasons and procedures established in Houston Christian University policy that must be followed and taken into consideration by all parties involved.

Reasons for Termination

1. Mutual consent and agreement for termination by the clinical teacher, cooperating school personnel, and university supervisor for reasons of illness, injury, or other unforeseen problems.
2. Failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and/or classroom management.
3. Failure by the clinical teacher to abide by the policies of the cooperating school.

4. Unprofessional conduct toward the university supervisor, school personnel, parents, students, or EPP Director.
5. Failure to follow the requirements established in HCU policies, the Clinical Teaching Course Syllabus, and/or the Clinical Teaching Handbook.
6. Failure to adhere or comply with Texas Professional Code of Ethics for Teachers.

Procedures for Termination

1. The clinical teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and written documentation of any infractions of school and/or university policy or lack of professionalism.
2. If the infraction is deemed severe enough as defined in HCU policy, termination of the clinical teacher's placement may occur. If no termination occurs, formal written suggestions for improvement will be given to the clinical teacher by the university supervisor.
3. After an appropriate time, if the suggestions for improvement have not been implemented, action will be taken by the EPP Director after consultation with the Dean of the College of Education and Behavioral Sciences. The clinical teacher's placement may be altered, or the clinical teaching placement may be terminated with a failing course grade assigned.
4. If termination occurs, the clinical teacher will be notified in a letter stating the decision, reasons for that decision, and clarification whether an opportunity for application to participate in clinical teaching will be permitted in the future.

Appeal Procedure

If the clinical teacher wishes to contest the decision to terminate the assignment, they must first appeal through the Office of the Dean of the College of Education and Behavioral Sciences and follow the appropriate appeals protocol.

ROLES AND RESPONSIBILITIES

Responsibilities of the Clinical Teacher

Responsibilities of the clinical teacher to the cooperating school are to:

1. Learn immediately about the school building and grounds (location of special offices, cafeteria, building entrances, exits, lavatories, auditorium, etc.)
2. Become acquainted with the people with whom he/she will be working (principal, secretary, nurse, custodians, other teachers, etc.)
3. Maintain an ethical and professional attitude toward all members of the school community. **(DO NOT discuss students and/or classroom teachers/staff.)**
4. Become acquainted with rules, regulations, policies, and curriculum of the school to which he/she will be assigned.
5. Maintain high standards of grooming, manners, speech, moral character, and professional ethics.
6. Dress in a professional manner in keeping with the policy of the cooperating school.
7. Be prompt at all times and document your attendance.
8. Report ahead of time any absences or irregularities in the daily schedule.

9. Begin immediate observation of the school program and to become familiar with the activities of the whole school.
10. Learn the proper use and care of all school equipment and facilities.
11. Attend all school faculty meetings and staff development sessions.

Responsibilities of the clinical teacher **to the cooperating teacher** are to:

1. Be willing to devote adequate time in preparing for the clinical teaching assignment and to arrange a mutually agreeable clinical teaching schedule.
2. Have a positive relationship with the cooperating teacher.
3. Carry out all responsibilities agreed upon with the cooperating teacher.
4. Realize that master teachers are human, and to extend frequent and genuine expressions of appreciation to the cooperating teacher for the help he/she provides.
5. Assist the cooperating teacher whenever possible.
6. Talk to the cooperating teacher about utilizing special talents, abilities, and interests.
7. Understand that the professional and legal responsibilities of the classroom remain in the hands of the regular classroom teacher.
8. Observe carefully the cooperating teacher's lessons and analyze them with the teacher.
9. Be on time for all school appointments and clinical teaching duties.
10. Notify the cooperating teacher when illness or an unavoidable absence occurs.

11. Assume no authority that has not been delegated by the cooperating teacher.
12. Assist in maintaining a gradebook, cumulative records, and attendance records, and in planning parent conferences.
13. Help evaluate student work, including determining progress report and/or report card grades.
14. Recognize that every unit must be well-planned and that detailed lesson plans must be written.
15. Submit and discuss unit plans and lesson plans before they are used.
16. Demonstrate theoretical knowledge of teaching techniques and planning procedures.
17. Plan and use creative teaching strategies that encourage positive student interaction.
18. Confer frequently with the cooperating teacher for guidance in planning, evaluating, etc.
19. Discuss deviations from standard procedures in advance.
20. Be objective and open-minded during conferences.
21. Conduct self-evaluation after each lesson you deliver.
22. Convey a sincere desire to learn, a willingness to cooperate, and an appreciative attitude toward suggestions and criticism.
23. Work toward overcoming weaknesses and to profit from constructive criticism.
24. Assume more responsibility as the clinical teaching experience progresses.

25. Attend at least one parent conference.
26. Follow the procedures of the cooperating teacher regarding homework and grading practices.

Responsibilities of the clinical teacher **to the students** are to:

1. Report to clinical teaching physically and mentally fit to show enthusiasm for teaching and learning.
2. Become active by assisting pupils who need special help and by participating in routine duties.
3. Accept responsibilities for the classroom environment such as proper lighting, attractive bulletin boards, seating arrangements, etc.
4. Realize that each child is an individual with a unique growth and development pattern.
5. Become acquainted with pupils by discussing with the cooperating teacher the home background, problems, and abilities of the children.
6. Treat all confidential records and information in a professional manner.
7. Learn students' names quickly.
8. Establish rapport with the pupils.
9. Become acquainted with the work expected of students along with the quality of work expected from each individual.
10. Become familiar with school and classroom policies concerning discipline.

11. Accept the responsibility for classroom management based upon the system set up by the cooperating teacher.
12. Make every effort to provide for individual differences and to respect the personality of each child.
13. Plan appropriately for each lesson, using positive and engaging teaching strategies.
14. Be able to motivate and stimulate an interest in the subject matter through diversified techniques.
15. Establish good routines and transitions from one learning activity to another.
16. Model accurate English usage, sentence structure, spelling, and legible penmanship.
17. Ensure that materials are suitable and varied for students to accommodate their skills and interests.
18. Incorporate a variety of teaching methods and strategies.
19. Be sensitive to the progress of the lesson, such as time, interest, etc.
20. Balance student-teacher interaction during lesson presentations.
21. Recognize that everyone has important contributions to make and give pupils opportunities to express themselves.
22. Be consistent in policies to avoid making threats that cannot be carried out.
23. Interact with students with mutual respect that develops over time.
24. Refrain from allowing personal problems to interfere with classroom teaching.

Responsibilities of the clinical teacher **to the community** are to:

1. Familiarize yourself with the educational needs and resources of the community.
2. Become aware of the community expectations and social behavior of the community.
3. Participate in community-school related activities.
4. Demonstrate professional dignity and behave in a manner consistent with the ethics of the profession.
5. Maintain good grooming, manners, speech, and moral character.

Responsibilities of the clinical teacher **to the university supervisor** are to:

1. Help the university supervisor arrange an observation schedule by providing copies of both school and class schedules.
2. Complete given assignments and utilize suggestions for improvement.
3. Provide a copy of unit plans and lesson plans before the evaluated lesson for reference to the observing university supervisor.
4. Arrange with the cooperating teacher a time/place to conference after each university supervisor visit.
5. Seek and accept constructive criticism designed to improve instructional proficiency.
6. Keep the university supervisor informed of irregularities or difficulties.
7. Contact the university supervisor when illness or absences occur.

Responsibilities of the clinical teacher to **Houston Christian University** are to:

1. Demonstrate high ethical and professional conduct.
2. Follow rules and regulations of the university and of the cooperating school.
3. Attend weekly seminar sessions, workshops, job fairs or other programs at the request of the university.
4. Complete Cooperating Teacher and EPP Evaluations in Chalk & Wire.

Responsibilities of the Cooperating Teacher

The cooperating teacher (classroom teacher) is a very important person in the training of the clinical teacher. The success of the clinical teacher depends largely upon the understanding, assistance, and enthusiasm of the cooperating teacher. More specifically, the cooperating teacher is given the responsibility of guiding the growth and activities of a novice and of contributing to the continuous improvement of the Educator Preparation Program. However, the cooperating teacher must remember that their primary responsibility is to the pupils in their classroom.

Responsibilities of the cooperating teacher to **mentor a clinical teacher** are to:

1. Complete the Anthology Portfolio cooperating teacher training modules within the first three weeks of the assignment.
2. Include the clinical teacher in classroom activities and experiences from the very beginning. The induction into responsibilities, however, should be gradual.
3. Be prepared for your clinical teacher to begin the first week of the semester.

4. Prepare your class for a clinical teacher prior to their arrival. Properly introduce him/her as a co-worker, not as an aide.
5. Introduce the clinical teacher to administrators, other faculty members, and the school staff. Familiarize the clinical teacher with the school facilities, resources, and policies regarding the use of materials and equipment.
6. Provide a separate work/study area in the classroom for the clinical teacher. A personal desk is needed for organization and the development of professionalism.
7. Include the clinical teacher in faculty and curriculum meetings when appropriate. This is where he/she begins to learn about leadership and the profession.
8. Provide the clinical teacher with a set of textbooks, teachers' manuals, curriculum guides, or school handbooks as needed and when possible.
9. Explain to the clinical teacher the methods of record keeping for attendance, tardiness, grades (how many are required, etc.), conduct, etc. Discuss emergency and health procedures (e.g., fire drills, nosebleeds, vomiting).
10. Demonstrate to the clinical teacher how you devise your lesson plans and how you use many different resources and ideas. Tell the clinical teacher why you use the materials or teach as you do. Introduce the clinical teacher to professional journals and other publications as sources for ideas. Help the clinical teacher raise questions when doing their own planning of lessons. A clinical teacher may not be aware of your intent simply from observing you model a lesson or procedure. These teaching components have probably become second nature to you but may not be apparent to the clinical teacher. Explain the purposes behind your instructional practices.

11. Demonstrate the use of curriculum guides, teachers' manuals, and portfolios for your grade level. Make available the TEKS, STAAR, and other tested objectives and district guidelines for your grade/subject.
12. Choose a particular time for planning on a daily and weekly basis. In addition, establish a regularly scheduled conference time. A clinical teacher will need close supervision and a lot of assistance in the initial stages of making lesson plans. It is also helpful early in the semester to do long-range planning and to schedule the weeks for full responsibility.
13. Develop specific and clear policy and procedures concerning classroom management with the clinical teacher from the very beginning. Indicate how a situation will be handled if a student misbehaves and both of you are in the classroom. Whose responsibility is it to address?
14. Provide frequent feedback (at least one a week) in written as well as verbal form.
15. Conduct at least four formal observations with documented evaluations during the semester. If the clinical teacher is in a two-placement assignment, then two formal observations with evaluations should be completed during each placement.
16. Remember to offer praise as well as constructive criticism. Stress reflective questioning and self-evaluation. Be very specific in evaluations and offer suggestions for methods, habits, grammar usage, organization, etc. Some cooperating teachers and clinical teachers like to use a notebook for an on-going conversation of comments and questions, reflective questioning, and self-evaluation as the day progresses. This may be used in addition to the formal evaluation forms provided by HCU.

17. Be prepared to give step-by-step guidance. The transition from the university to the classroom is difficult and may require repeated explanations of detailed procedures in the classroom.
18. When appropriate, include the clinical teacher in parent conferences or telephone conversations. Guide him/her to use diplomacy and appropriate communication skills so that parents are not alienated.
19. Correct a clinical teacher's mistakes after the lesson when the class cannot hear any comments being made. When a clinical teacher is corrected in front of the class, their credibility is weakened, and he/she is embarrassed unnecessarily. If need be, a note can be written to the student, or some form of non-verbal communication can be used to call attention to a glaring error.
20. Accept each clinical teacher as an individual and do not compare him/her with previous clinical teachers you have had. This places an unnecessary stress upon a clinical teacher when he/she frequently hears stories about how well someone else did as a clinical teacher.
21. Gradually, give the clinical teacher some freedom so that he/she can have a feeling of independence and a chance to learn from their own mistakes. Leave the room for short intervals when the clinical teacher is teaching to allow him/her to practice and gain confidence.

22. Do not convey to the clinical teacher that you expect perfection or that you do not trust him/her with your students. A clinical teacher is vulnerable and sensitive to your approval and acceptance. Some clinical teachers become so concerned about pleasing you that they forget to focus on the students and often create a self-fulfilling prophecy of "I can't do it right." Help them to shift from focusing on their own teaching to focusing on the student's learning.
23. Remember to ask the clinical teacher for their opinion in matters and be sure to give the clinical teacher credit when he/she generates suggestions and ideas that can be used in the classroom.
24. Give clinical teachers pointers on how you set up a classroom at the beginning of a school year.
25. Complete evaluations of university supervisor and program surveys as communicated by the EPP Director.

Responsibilities of the Principal

The principal is an important member of the clinical teaching experience. While in the school, the clinical teacher is responsible to the principal. Therefore, the principal should assume the following responsibilities:

1. Share in the responsibility of selecting cooperating teachers and in the placement of clinical teachers in combination with the EPP Director.
2. Provide the leadership necessary to the professional growth of both the cooperating teacher and the clinical teacher.
3. Directly administer the clinical teaching program in the school.

4. Provide orientation for the clinical teachers by discussing the basic philosophy of the school, policies, and curriculum offerings.
5. Serve as a liaison among clinical teacher, cooperating teachers, and the university.
6. Prior to the end of the assignment, review the clinical teacher's teaching logs and formal observations emailed to you by the university supervisor.
7. Prior to the end of the assignment, complete surveys in Chalk & Wire.

Responsibilities of the University Supervisor

It is the responsibility of the university supervisor to assist and work closely with the cooperating teacher to establish the most desirable educational experiences possible for clinical teachers. The university supervisors establish special requirements for the clinical teachers with whom they are working but will, in all cases, respect the planning of the cooperating teacher and the policies of the school.

Qualifications for the university supervisor are that they:

- Must be a certified teacher, hired by HCU, who has a master's degree or terminal degree to observe candidates, monitor their performance and provide constructive feedback to improve their professional performance. The HCU School of Education must keep a copy of each supervisor's teacher certificate on file. (<http://www.sbec.state.tx.us/sbeonline/virtcert.asp>)
- Must complete T-TESS training.
- Has theoretical and practical knowledge of teaching and learning for both adults and children.

- Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
- Understands the functions and methods of K-12 public and private schools.
- Is responsible in executing their professional responsibilities.
- Must have annual training in field supervision which addresses the above standards; the HCU School of Education is responsible for maintaining verification of annual university supervisor training. Verification documentation must be available for compliance audit purposes.

Responsibilities of the university supervisor are that they must:

1. Serve as a mentor for the cooperating teacher in combination with Chalk & Wire cooperating teacher training.
2. Serve as a liaison among the university, the school, and the clinical teacher.
3. Support the clinical teacher to display the dispositions of a professional educator.
4. Maintain communications with the EPP Director on a regular basis, particularly if any problems occur.
5. During the first or second week of the school placement, the university supervisor must meet with the clinical teacher and cooperating teacher to review expectations and plan a schedule for the placement.
6. The university supervisor should meet the principal as soon as possible, becoming the liaison between the school and HCU.

7. The university supervisor shall document in Anthology Portfolio instructional practices observed and provide feedback through an interactive conference with the clinical teacher.
8. The university supervisor must plan to make no fewer than four visits to observe the clinical teacher in a teaching situation during the semester—at least two for each placement if the clinical teacher has a dual placement. Documentation of each observation should be entered into Anthology Portfolio
9. Each formal observation must be at least 45 minutes in duration and must be conducted by the university supervisor. Each observation must include a pre- and post-observation conference.
10. The university supervisor must provide the observations and enter the evaluations in Chalk & Wire in accordance with the observation deadlines.
11. At the conclusion of each observation and evaluation, the university supervisor must meet with the clinical teacher and, when possible, the cooperating teacher to debrief the lesson giving encouragement and praise as well as offering suggestions for improvement in future lessons.
10. Hold periodic conferences with the clinical teacher to discuss their progress.
11. Complete all required forms in Anthology prior to the end of the placement. The university supervisor must also email a copy of each student's "roll up" (containing their teaching log and formal observations) to that student's campus administrator.
12. Serve as liaison to school personnel regarding the clinical teaching experience.

13. Complete and submit all required reports, evaluations, and grades in a timely manner as required by the university. Expense and mileage reports, and the Evaluation/Final Grade form should be submitted to the Dean's Administrative Assistant.

Responsibilities of the EPP Office

1. Coordinate and direct the clinical teaching experience within the School of Education.
2. Coordinate the assignment of clinical teachers to public and private schools.
3. Collaborate with cooperating school personnel about policies and programs.
4. Determine eligibility of applicants to be admitted to clinical teaching.
5. Communicate the requirements and expectations for clinical teachers, cooperating teachers, university supervisors, and principals.
6. Coordinate the assignments and activities of the university supervisors.
7. Serve as a consultant to all individuals involved in the clinical teaching experience.
8. Develop forms and materials that facilitates the administration of the clinical teaching experience.
9. Maintain documentation as required by the university and the Texas Education Agency.
10. Provide an effective clinical teaching orientation.
11. Support effective university-school partnerships.

CLINICAL TEACHING: SAMPLE WEEK BY WEEK

Clinical teachers are encouraged to practice instructional tasks each day of the placement in accordance with the Components of Clinical Teaching section of this handbook.

Week 1	Week 2	Week 3	Week 4
Get to know the teacher, students, and school community.		Observation #1	
Week 5	Week 6	Week 7	Week 8
		Independent Teaching (5 Consecutive Full Days) Observation #2	Begin Second Placement for Clinical Teachers seeking EC-12 Certifications
Week 9	Week 10	Week 11	Week 12
		Observation #3	
Week 13	Week 14	Week 15	Week 16
Independent Teaching (5 Consecutive Full Days)	Independent Teaching (5 Consecutive Full Days) Observation #4	Make-Up Days if Needed	Make-Up Days if Needed

APPENDIX: FORMS AND REFERENCES

Forms Completed by Clinical Teacher		Notes
	FERPA and Code of Ethics	To be uploaded by the clinical teacher to Blackboard
	Clinical Teaching Log of Hours	Completed in AP by the clinical teacher and approved weekly by the cooperating teacher
	Clinical Teaching Schedule	To be completed by the clinical teacher and submitted to university supervisor within the first two weeks of each assignment
	Lesson Plan – Sample Template	Clinical teachers should communicate with their cooperating teacher regarding preferred options
	Formal Clinical Teacher Evaluations - Rubric	To be used by the cooperating teacher and the university supervisor during formal observations with evaluations.
	Surveys with Acknowledgements <ul style="list-style-type: none"> • EPP Evaluation • Cooperating Teacher Evaluation • University Supervisor Evaluation 	Completed in AP prior to the end of the assignment

Forms Completed by Cooperating Teacher		Notes
	Clinical Teaching Log of Hours	Completed in AP by the clinical teacher and approved weekly by the cooperating teacher
	Cooperating Teacher Training Modules with Acknowledgement	Completed in AP by the cooperating teacher within the first three weeks of each assignment
	Possible Questions for Conferences	Sample questions for pre- and post-observation conferences
	Cooperating Teacher Formal Observations with Evaluations (1-4)* <i>*Paper observation forms have been provided for your reference, but they may not be submitted. All formal evaluations must be documented in Anthology Portfolio.</i>	To be completed in AP by the cooperating teacher according to the observation deadline schedule
	Surveys with Acknowledgements <ul style="list-style-type: none"> EPP Evaluation University Supervisor Evaluation Candidate Certification Recommendation 	Completed in AP prior to the end of the assignment

Forms Completed by Campus Administrator		Notes
	Surveys with Acknowledgements <ul style="list-style-type: none"> EPP Evaluation 	Completed in AP prior to the end of the assignment

Forms Completed by University Supervisor		Notes
	Possible Questions for Conferences	Sample questions for pre- and post-observation conferences
	University Supervisor Formal Observations with Evaluations (1-4)* <i>*Paper observation forms have been provided for your reference, but they may not be submitted. All formal evaluations must be documented in Anthology Portfolio.</i>	To be completed in AP by the university supervisor according to the observation deadline schedule
	Clinical Teacher AP “Roll Up” (contains teaching logs and formal observation evaluations)	Downloaded from AP by the university supervisor and sent via email to the campus administrator
	Final Evaluation/Grade Sheet	Completed in AP by the university supervisor
	Surveys with Acknowledgements <ul style="list-style-type: none"> • EPP Program Evaluation • Cooperating Teacher Evaluation • Candidate Certification Recommendation 	Completed in AP prior to the end of the assignment
	HCU Daily Milage Log 2021	Fillable form located under “Forms Center” and “Accounting” on SharePoint. Form should be emailed to the Dean’s Administrative Assistant by the last day of each month.
	HCU Expense Report 2021	Fillable form located under “Forms Center” and “Accounting” on SharePoint. Form should be emailed to the Dean’s Administrative Assistant by the last day of each month.



**FERPA CONSENT TO RELEASE
EDUCATIONAL RECORDS AND INFORMATION**

This release represents your written consent to permit Houston Christian University to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ am a candidate at
Houston Christian University and I hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- Records relating to my performance on the state exams

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based Cooperating Teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

Student Signature _____ Date _____

TEA ID # _____ Date of Birth / /
Month Date Year

University H # _____

_____ Contact _____

Information: HCU Email _____

Phone Number _____



Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose.¹

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of their potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Enforceable Standards.²

(1) Professional Ethical Conduct, Practices, and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

- (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

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

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

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

I have read, understand and will adhere to the above Code of Ethics and Standard Practices for Texas Educators

Student Signature _____ Date _____

TEA ID # _____ Date of Birth / /
Month Date Year

University H # _____

Contact Information: HCU Email _____

Phone Number _____

¹ Portion copied from §247.1: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530.

² Copied in entirety from §247.2: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242.



FORM TEST JOURNAL TEMPLATE

**Clinical Teaching Log of Hours

DEPARTMENT
Education

FORM **Clinical Teaching Log of Hours

REQUIRED

Week of

REQUIRED

Select all activities you participated in during this observation.

Select Some Options

REQUIRED

How many days did you report to campus this week?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

REQUIRED

Time In/Out

HH:MM AM/PM

	Monday	Tuesday	Wednesday	Thursday	Friday
1 Time In					
2 Time Out					

REQUIRED

Weekly Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
1 Total Hours					
Total	0	0	0	0	0

REQUIRED

I have confirmed with my CT/mentor/site supervisor that they have completed this week's required tasks in Anthology Portfolio.

☐ Check here if yes

REQUIRED

I have provided and reviewed my most recent University Supervisor's observation feedback with my CT/mentor/site supervisor in Anthology Portfolio.

☐ Check here if yes

REQUIRED

Mentor Teacher Signoff



CLINICAL TEACHING SCHEDULE

Clinical Teacher's Name _____ Dates of Placement _____ to _____

Clinical Teacher's Home Phone _____ Other Phone _____

District _____ School _____ Day Begins____Ends _____

Cooperating Teacher _____ Room _____ Email _____

Content _____ Grade _____ School Phone Number _____

Principal _____ Email _____

My complete class schedule for my clinical teaching assignment is:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2						
3						
4						
5						
Lunch						
6						
7						
8						
9						

List any important holidays, in-service days, etc. when class will not be held on the campus:

LESSON DESCRIPTION	
Teacher: Grade Level: Date:	
Brief Description of Activity:	
Learning Standard:	
Student Learning Objective:	
Class Description and Differentiation:	
Assessment Strategy:	
IMPORTANT INFORMATION	
Instructional Resources:	
Materials, Equipment, and Technology:	
Key Vocabulary:	
ENGAGE AND INSTRUCT	
Opening:	
Teacher Modeling:	
Guided Practice:	
Independent Practice:	
Closure:	
REFLECTION	
What went well?	
What could improve?	
Where do I go from here?	
What to change for next time?	

LESSON PLAN TEMPLATE INSTRUCTIONS: LESSON DESCRIPTION

Teacher: Grade Level: Date:	
Brief Description of Activity:	<p>In this box, provide a 1-2 sentence description of your activity. This is going to be an outline for your lesson, so make sure to discuss the scaffolding in place and the objective.</p> <p>Example: “Mini-Lesson on Volume. Through full class instruction and independent practice, students will learn how to calculate the volume of rectangular prisms as the length times width times height of the rectangular prism.”</p>
Learning Standard:	<p>Provide your state’s learning standard or CCSS.</p> <p>You can also state some “I can...” statements in this box that align with the standard.</p>
Student Learning Objective:	<p>This is not a learning target or “I can..” statement. The learning objective is a 1-2 sentence objective that will explicitly state the learning standard and methodology for approaching the learning standard. You will also provide the assessment and how you will know the students understand the concept.</p> <p>Example: The students will apply the formula $V = \ell \times w \times h$ to find volumes of rectangular prisms by using auditory, verbal, and visual learning techniques to engage in class discussion. This will be measured through an exit slip; I will know that students are on track to understand the concept by receiving at least three of four answers correctly.</p>
Class Description and Differentiation:	<p>Give a description of your class. You are going to discuss the demographics of your class; this includes:</p> <ul style="list-style-type: none"> ● Number of students ● Number of males and females ● Number of IEP/504 ● Grade distribution (beginning of the year assessment scores grade equivalent range), ● Pre-assessment for <i>this</i> learning standard distribution <p>You will also list any method of differentiation that is included in your lessons</p>
Assessment Strategy:	<p>You will discuss <i>all</i> the assessment strategy you are going to use for this standard. Is it formative or summative? It there formal and informal forms of assessment in this lesson?</p>

IMPORTANT INFORMATION	
Instructional Resources:	Does your school have a curriculum you are using? If yes, provide the information for your curriculum here. The more specific, the better. Discuss the chapter you are using for your lesson.
Materials, Equipment, and Technology:	Provide a list of materials that you will need for your lesson.
Key Vocabulary:	Provide a list of important words that are necessary for understanding the concept. If you are repetitively using content words throughout the lesson, put them here with their definition.
ENGAGE AND INSTRUCT	
Opening:	In this box, describe an opening that is engaging and elicits prior knowledge. In this box, you can discuss the beginning of the class routines, but also provide a hook activity - make sure it is an <i>activity</i> and not simply asking questions.
Teacher Modeling:	This is the beginning of your scaffolding. This is entirely teacher-led instruction. Try to make this last no more than 10 minutes. Examples include a think-aloud or visualization that the teacher provides for the students. If you would like, you can provide sample dialogue.
Guided Practice:	Build off of what you are doing from your modeling and include more student participation. Discuss the interactions that will be made between you and your students. Are you going to ask them to come to the board to answer questions? Are you going to have a student help you give a demonstration on how to play a game?
Independent Practice:	This is the time where the students execute the activity on their own. This will typically be the smallest section. You will also want to describe any anticipated questions or difficulties the students will have in this section.
Closure:	
REFLECTION	
What went well?	
What could improve?	
Where do I go from here?	Using the information from the boxes above, how are you going to modify your upcoming lessons to accommodate the students' needs based on the information you know now.
What to change for next time?	Provide a 1-2 sentence reflection about how you can modify this lesson for your next instruction.



FORM

TEST SURVEY

Clinical Teaching - CT/Mentor Training

DEPARTMENT

Education

FORM Clinical Teaching - CT/Mentor Training

Thank you for mentoring a Houston Christian University student this semester. Your time, talents, and willingness to share your classroom are greatly appreciated. The link in this message will direct you to a brief PPT training. Please acknowledge the receipt of the training after viewing the slides. If you have any questions or concerns, please email the Educator Preparation Program at epp@hbu.edu.

Access training via this website:
tinyurl.com/hbuCTtraining

By checking this box, I agree with this Mentor Training Completion Statement: I affirm that I have viewed and understand the HCU School of Education mentoring presentation about effectively working with an HCU fieldwork student.

☐ Check here if yes

By checking this box, I confirm I have/will speak with the HCU student's University Supervisor/Professor to ensure I understand mentor

guidelines and student needs.

☐ Check here if yes

By checking this box, I understand I will direct questions and/or concerns to the HCU Supervisor/Professor and the EPP Director by contacting epp@HCU.edu.

☐ Check here if yes

REQUIRED

Full Name of Cooperating Teacher/Mentor

REQUIRED

I completed the HCU Educator Preparation Program training on the following date:

Possible Questions for Conferences

Pre-Conference

Domain 1: Planning

1. What will your students be learning during the lesson I will observe? What is your learning objective for this lesson?
2. How will you sequence the lesson to make sure that you are building the students' understanding of the concepts step by step?
3. What prior learning will you reference? Will you have to address gaps in knowledge or experience to help all students to achieve the learning goal for the lesson?
4. How do you plan to provide opportunity for guided and independent practice after you have modeled?
5. How do you plan to check for understanding of content?
6. How are you planning to address the different learning styles (or interests) of your students?
7. What content, if any, do you anticipate will present challenges for your students?

Domain 3: Learning Environment

1. What behavior expectations will you set for this lesson?
2. Are you grouping the students in any particular manner to help them succeed during this lesson? How will you hold them accountable for work completed?
3. What signal do you use for getting your students' attention? How have you taught this signal to your students?
4. What non-verbal signal(s) have you developed to direct or re-direct student behavior? How have you taught these signals to your students?

Post-Conference

Domain 2: Instruction

1. On a scale of 1-10, how close was that lesson to your ideal lesson? What pleased you about the lesson? What would have to change to move the lesson closer to a 10? What would the students be doing differently? What would that look like? How could we measure that change?
2. Did the students learn the key concepts that you had planned for them to learn in today's lesson? How do you know?
3. Did students become confused or disengaged at any point during the lesson? If so, how did you know when students were confused? What do you do when students become disengaged? How do you refocus instruction?
4. Tell me about the opportunities during the lesson for students to process information. How did they process? Did anything stand out or surprise you about their level of understanding?
5. Tell me about your assessment/check for understanding for today's lesson. How did it help to reinforce key concepts or prepare for learning in the next class?

Domain 4: Professional Practices and Responsibilities

1. How did you feel about today's lesson? What was a strength of the lesson? What did not go as you had planned? What would you do differently?
2. What systems have you put into place to communicate regularly with students, parents or caregivers?
3. What are some goals you have for yourself for your growth as a first year teacher?
4. What are your SLOs for this year? What are you doing to help the students to achieve on the SLOs?



Field Supervisor Sample Conferencing Questions

Domain 1- Planning (maybe useful for pre-conference)

- How are you planning to incorporate the teaching of procedures into the lesson?
- How do you decide on which key concepts to emphasize during a lesson?
- How do (did) you decide on the sequencing of the lesson to make sure that you are building students' understanding of the concept step by step?
- What jobs do you assign your students as they work in the class?
- What prior learning will you reference? Will you have to address gaps in knowledge or experience to have all students achieve learning goals for the lesson?
- What will be your evidence of student mastery?
- How do (did) you decide on the segmenting of the lesson in order to provide time for student processing of the information?
- How do you plan to focus your students' attention on the lesson or build their excitement? What is your hook?
- How do you plan to model the concepts taught in the lesson and provide specific examples?
- How do you plan to provide an opportunity for guided practice in the lesson so that students can practice the concept you have modeled with help from the teacher or other students?
- How are you planning to assess your students' knowledge during the lesson? How are you checking for student understanding?
- What learning or social/emotional needs exist in your classroom? How will you address them?
- How do you plan on checking for understanding of content?
- How do you plan on checking for understanding of directions/expectations? What specific questions will you ask?
- How are you planning for students to practice the concept individually? How are you planning to assess individual student understanding of key concepts?
- How are you planning to close the lesson and review key concepts?
- How do (did) you choose the activities (instructional strategies) for the lesson?
- How do (did) you plan for the pacing of the lesson?
- How are you planning to communicate the objective for the lesson in student friendly terms?
- How are you planning to incorporate activities (instructional strategies) that allow for student movement and structured conversations during the lesson?
- How are you planning to address the different learning styles (or interests) of your students in the lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem-solving? OR What higher-order questions are you going to ask in the lesson?
- How will you hold groups and individuals accountable for work completed within a group?
- What content, if any, do you anticipate will present challenges for students? What cues will tell you that they don't understand what is presented? What might you do to prepare for these misunderstandings up front?



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Domain 2- Instruction (post-observation conference)

- What is your overall impression of the lesson today?
- What was the strongest part of the lesson? Why do you think so?
- On a scale of 1-10, how close was that lesson to your ideal lesson? What pleased you about the lesson? What would have to change to move the lesson closer to a 10? What would the students be doing differently? What would that look like? How could we measure that change?
- What would you like to work on in the next lesson you teach? What supports do you need?
- What support do you need in preparing for your next observation?
- What parts of your lesson required wait time? How did you provide that?
- How did you communicate expectations to students?
- How was student-to-student communication encouraged and established during instruction?
- What do you believe are the key concepts with this lesson?
- Did the students learn the key concepts that you had planned for them to learn in today's lesson? How do you know?
- Tell me about how you started the lesson today. Did the "hook" you chose seem to engage the students' interest? What did you notice?
- What strategies and/or questions did you use for ongoing checks for understanding?
- Did students become confused or disengaged at any point during the lesson? If so, how do you know when students are confused? What do you do when students become disengaged? How do you refocus instruction?
- Was your classroom safe and organized to support learning objectives and accessible to most students?
- How did students communicate with you during the lesson? How did students communicate with each other during the lesson? Were these ways the most effective? Why or why not?
- Tell me about the input and modeling portion of the lesson.
 - Did the students seem to follow the explanation?
 - What types of questions did the students ask? What information does this give you about the Input/modeling?
 - Was there any part of the teacher input that seemed to confuse the students? What was that and why do you think they got confused?
 - Was the input paced appropriately?
 - How will you adjust this section of the lesson when you teach it again?
- Tell me about the guided practice portion of the lesson.
 - Were the students able to complete the guided practice activities successfully? How can you tell?
 - What types of questions did the students ask? What information does this give you about the guided practice?
 - Were there any parts of the concept that seemed confusing to students? How many students seemed confused? How were you able to adjust?
 - Did students stay engaged during the guided practice section of the lesson?
 - How did you choose the instructional strategies for this section of the lesson?
 - How will you adjust this section of the lesson when you teach it again?



- Tell me about the independent practice section of the lesson.
 - Were the students able to complete the independent practice section/activity successfully? How do you know?
 - How will you re-teach critical concepts to students who were not successful? How will you adjust this section of the lesson when you teach it again?
- How might you alleviate or address misunderstandings?
- What questions did you incorporate into the lesson? Where did the lesson demand higher order thinking? Were the responses you received what you expected? Were there any responses that surprised you? Why? How did you / could you incorporate questions that would encourage higher order thinking skills? What questions could you ask?
- Tell me about the opportunities during the lesson for students to process information. How did they process? Did anything stand out or surprise you about their level of understanding?
- How did you decide what procedures to teach (or re-teach) during the lesson? How did that change the success level of the activity? Were there any procedures that you did not teach or re-teach that affected the outcome of the lesson? How will you adjust the teaching of procedures when you teach this lesson again?
- Tell me about the closure for today's lesson. How did the closure help to reinforce key concepts or prepare for learning in the next class?

Domain 3- Learning Environment (pre or post-conference)

- What steps have you taken to better understand the home and community environments of your students?
- How have you organized your classroom to provide a safe environment that encourages learning?
- What are you doing to help get to know your students better (their interests, hobbies, extracurricular activities, etc.)
- What are you doing to better understand your students' preferred learning styles?
- How are you greeting your students as they enter the classroom?
- What procedure for a "bell-ringer" or warm up activity have you implemented to ensure that students are busy the minute they enter the classroom?
- What are your classroom rules? How have you communicated these to your students?
- What procedures for common instructional activities have you created for your classroom? How have you communicated and taught these procedures to your students?
- What procedures for transitions from one instructional activity to another or one location to another have you created for your classroom? How have you communicated and taught these transition procedures to your students?
- What signal do you use for getting your students' attention? How have you taught this signal to your students?
- What non-verbal signal(s) have you developed to direct or re-direct student behavior? How have you taught these signals to your students?

- What class-wide motivational system have you put into place to encourage and recognize positive behavior of individuals, small groups or the whole class?
- How do you monitor and address student behaviors? What positive and negative consequences have you developed to address student behaviors?
- What active instructional strategies are you using on a regular basis to keep your students engaged in learning?
- How are you chunking your lessons to provide time for student processing of information and movement to encourage engagement? How are you ensuring that there is not too much "teacher talk"?
- How have you involved your students in assisting in developing classroom rules and procedures?
- If you could refine your routines and procedures, what would you do? Why?
- How is positive rapport amongst students established and maintained in your classroom?

Domain 4- Professional Practices and Responsibilities (pre or post-conference)

- How did you feel about today's lesson? What was a strength of the lesson? What did not go as you had planned? What would you do differently?
- How are you communicating your students' progress to them individually?
- What grading/record keeping systems have you put into place?
- How are you communicating information about your classroom or about student's positive behaviors to parents or caregivers?
- How are you sharing concerns about academics or behaviors with parents or caregivers?
- What systems have you put into place to communicate regularly with students, parents or caregivers?
- How are you contributing to team, PLC, faculty or other professional meetings?
- On a scale of 1-10, how close was that lesson to your ideal lesson? What pleased you about the lesson? What would have to change to move the lesson closer to a 10?
- What are some goals you have for yourself for your growth as a first year teacher?



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OBSERVATION ONE					
Within three weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE <div>Pre-Conference Post-Conference</div> <div><div><input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Email</div><div><input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Email</div></div>					

Additional Support (include dates and a summary of support):

REFLECTION

Clinical teacher's greatest strength _____

Clinical teacher's greatest challenge _____

Recommendations/Next Steps/Goals _____

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 2: INSTRUCTION – Evidence is apparent in instruction and classroom.			
<i>2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>			
• Evidence that most students demonstrate mastery of objective			
• Addresses students mistakes and follows through to ensure student mastery			
• Provides student opportunity to take initiative of their own learning			
<i>2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.</i>			
• Conveys accurate content knowledge			
• Integrates learning objectives with other disciplines			
• Anticipates possible student misunderstandings			
• Accurately reflects how lesson fits within structure of discipline and TEKS			
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)			
<i>2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.</i>			
• Uses probing questions to clarify, elaborate learning			
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts			
• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions			
• Provides explanations that are clear			
• Uses verbal and written communication that is clear and correct			
• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers			
<i>2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>			
• Adapts lesson to address individual needs of all students			
• Regularly monitors quality of student participation and performance			
• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs			

	Proficient	Developing	Needs Improvement
DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.			
<i>3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</i>			
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient 			
<ul style="list-style-type: none"> Students actively participate in groups, manage supplies and equipment with very limited teacher direction 			
<ul style="list-style-type: none"> Classroom is safe and organized to support learning objectives and is accessible to most students 			
<i>3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.</i>			
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior management system of monitoring, positive reinforcements of appropriate behavior, and appropriate responses to disruptive behavior in a proficient manner 			
<ul style="list-style-type: none"> Most students meet expected classroom behavior standards 			
<i>3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>			
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning 			
<ul style="list-style-type: none"> Students work respectfully, individually and in groups 			

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES – Evidence is apparent in the classroom.			
<i>4.1 Professional Demeanor and Ethics: The teacher meets HCU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>			
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators			
• Meets all professional standards (e.g., attendance, professional appearance and behaviors)			
• Advocates successfully for the needs of students in the classroom			
<i>4.2 Goal Setting: The teacher reflects on his/her practice.</i>			
• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback			
• Meets all professional goals resulting in improvement in practice and student performance			
<i>4.3 Professional Development: The teacher enhances the professional community.</i>			
• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities			
<i>4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</i>			
• Communicates the mission, vision and goals of the school to students, colleagues, parents and families			
• Contacts parents/guardians regularly regarding students' academic and social/emotional growth			
• Actively participates in all school outreach activities			

COMMENTS: _____

OBSERVATION TWO					
Mid-Term Evaluation - within seven weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE <small>Pre-Conference Post-Conference</small> <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					

Additional Support (include dates and a summary of support):

REFLECTION

Clinical teacher's greatest strength _____

Clinical teacher's greatest challenge _____

Recommendations/Next Steps/Goals _____

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 1: PLANNING – <i>Evidence is apparent in the lesson plan.</i>			
<i>1.1 Standards and Alignment: The teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</i>			
<i>1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</i>			
<i>1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</i>			
<ul style="list-style-type: none"> All lessons connect to student prior knowledge and experiences 			
<ul style="list-style-type: none"> All lessons adjust for student strengths and gaps in background knowledge, life experiences and skills 			
<i>1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</i>			
<ul style="list-style-type: none"> Questions encourage all students to engage in complex, higher order thinking 			
<ul style="list-style-type: none"> Instructional groups based on student needs 			
<ul style="list-style-type: none"> All students understand individual roles within instructional groups 			
<ul style="list-style-type: none"> Activities, resources, technology, instructional materials aligned to instructional purposes 			

COMMENTS:

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 2: INSTRUCTION – Evidence is apparent in instruction and classroom.			
<i>2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>			
• Evidence that most students demonstrate mastery of objective			
• Addresses students mistakes and follows through to ensure student mastery			
• Provides student opportunity to take initiative of their own learning			
<i>2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.</i>			
• Conveys accurate content knowledge			
• Integrates learning objectives with other disciplines			
• Anticipates possible student misunderstandings			
• Accurately reflects how lesson fits within structure of discipline and TEKS			
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)			
<i>2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.</i>			
• Uses probing questions to clarify, elaborate learning			
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts			
• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions			
• Provides explanations that are clear			
• Uses verbal and written communication that is clear and correct			
• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers			
<i>2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>			
• Adapts lesson to address individual needs of all students			
• Regularly monitors quality of student participation and performance			
• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs			

	Proficient	Developing	Needs Improvement
DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.			
<i>3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</i>			
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient 			
<ul style="list-style-type: none"> Students actively participate in groups, manage supplies and equipment with very limited teacher direction 			
<ul style="list-style-type: none"> Classroom is safe and organized to support learning objectives and is accessible to most students 			
<i>3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.</i>			
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior management system of monitoring, positive reinforcements of appropriate behavior, and appropriate responses to disruptive behavior in a proficient manner 			
<ul style="list-style-type: none"> Most students meet expected classroom behavior standards 			
<i>3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>			
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning 			
<ul style="list-style-type: none"> Students work respectfully, individually and in groups 			

COMMENTS:

	Proficient	Developing	Needs Improvement
DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES – Evidence is apparent in the classroom.			
<i>4.1 Professional Demeanor and Ethics: The teacher meets HCU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>			
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators			
• Meets all professional standards (e.g., attendance, professional appearance and behaviors)			
• Advocates successfully for the needs of students in the classroom			
<i>4.2 Goal Setting: The teacher reflects on his/her practice.</i>			
• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback			
• Meets all professional goals resulting in improvement in practice and student performance			
<i>4.3 Professional Development: The teacher enhances the professional community.</i>			
• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities			
<i>4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</i>			
• Communicates the mission, vision and goals of the school to students, colleagues, parents and families			
• Contacts parents/guardians regularly regarding students' academic and social/emotional growth			
• Actively participates in all school outreach activities			

COMMENTS: _____

OBSERVATION THREE					
Within eleven weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE <small>Pre-Conference Post-Conference</small> <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					

Additional Support (include dates and a summary of support):

REFLECTION

Clinical teacher's greatest strength _____

Clinical teacher's greatest challenge _____

Recommendations/Next Steps/Goals _____

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 2: INSTRUCTION – Evidence is apparent in instruction and classroom.			
<i>2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>			
• Evidence that most students demonstrate mastery of objective			
• Addresses students mistakes and follows through to ensure student mastery			
• Provides student opportunity to take initiative of their own learning			
<i>2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.</i>			
• Conveys accurate content knowledge			
• Integrates learning objectives with other disciplines			
• Anticipates possible student misunderstandings			
• Accurately reflects how lesson fits within structure of discipline and TEKS			
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)			
<i>2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.</i>			
• Uses probing questions to clarify, elaborate learning			
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts			
• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions			
• Provides explanations that are clear			
• Uses verbal and written communication that is clear and correct			
• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers			
<i>2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>			
• Adapts lesson to address individual needs of all students			
• Regularly monitors quality of student participation and performance			
• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs			

	Proficient	Developing	Needs Improvement
DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.			
<i>3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</i>			
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient 			
<ul style="list-style-type: none"> Students actively participate in groups, manage supplies and equipment with very limited teacher direction 			
<ul style="list-style-type: none"> Classroom is safe and organized to support learning objectives and is accessible to most students 			
<i>3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.</i>			
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior management system of monitoring, positive reinforcements of appropriate behavior, and appropriate responses to disruptive behavior in a proficient manner 			
<ul style="list-style-type: none"> Most students meet expected classroom behavior standards 			
<i>3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>			
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning 			
<ul style="list-style-type: none"> Students work respectfully, individually and in groups 			

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES – Evidence is apparent in the classroom.			
<i>4.1 Professional Demeanor and Ethics: The teacher meets HCU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>			
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators			
• Meets all professional standards (e.g., attendance, professional appearance and behaviors)			
• Advocates successfully for the needs of students in the classroom			
<i>4.2 Goal Setting: The teacher reflects on his/her practice.</i>			
• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback			
• Meets all professional goals resulting in improvement in practice and student performance			
<i>4.3 Professional Development: The teacher enhances the professional community.</i>			
• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities			
<i>4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</i>			
• Communicates the mission, vision and goals of the school to students, colleagues, parents and families			
• Contacts parents/guardians regularly regarding students' academic and social/emotional growth			
• Actively participates in all school outreach activities			

COMMENTS: _____

OBSERVATION FOUR					
Final Evaluation - within fourteen weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE <small>Pre-Conference Post-Conference</small> <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					

Additional Support (include dates and a summary of support):

REFLECTION

Clinical teacher's greatest strength _____

Clinical teacher's greatest challenge _____

Recommendations/Next Steps/Goals _____

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 2: INSTRUCTION – Evidence is apparent in instruction and classroom.			
<i>2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>			
• Evidence that most students demonstrate mastery of objective			
• Addresses students mistakes and follows through to ensure student mastery			
• Provides student opportunity to take initiative of their own learning			
<i>2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.</i>			
• Conveys accurate content knowledge			
• Integrates learning objectives with other disciplines			
• Anticipates possible student misunderstandings			
• Accurately reflects how lesson fits within structure of discipline and TEKS			
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)			
<i>2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.</i>			
• Uses probing questions to clarify, elaborate learning			
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts			
• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions			
• Provides explanations that are clear			
• Uses verbal and written communication that is clear and correct			
• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers			
<i>2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>			
• Adapts lesson to address individual needs of all students			
• Regularly monitors quality of student participation and performance			
• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs			

	Proficient	Developing	Needs Improvement
DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.			
<i>3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</i>			
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient 			
<ul style="list-style-type: none"> Students actively participate in groups, manage supplies and equipment with very limited teacher direction 			
<ul style="list-style-type: none"> Classroom is safe and organized to support learning objectives and is accessible to most students 			
<i>3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.</i>			
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior management system of monitoring, positive reinforcements of appropriate behavior, and appropriate responses to disruptive behavior in a proficient manner 			
<ul style="list-style-type: none"> Most students meet expected classroom behavior standards 			
<i>3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>			
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning 			
<ul style="list-style-type: none"> Students work respectfully, individually and in groups 			

[illegible]

	Proficient	Developing	Needs Improvement
DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES – Evidence is apparent in the classroom.			
<i>4.1 Professional Demeanor and Ethics: The teacher meets HCU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>			
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators			
• Meets all professional standards (e.g., attendance, professional appearance and behaviors)			
• Advocates successfully for the needs of students in the classroom			
<i>4.2 Goal Setting: The teacher reflects on his/her practice.</i>			
• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback			
• Meets all professional goals resulting in improvement in practice and student performance			
<i>4.3 Professional Development: The teacher enhances the professional community.</i>			
• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities			
<i>4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</i>			
• Communicates the mission, vision and goals of the school to students, colleagues, parents and families			
• Contacts parents/guardians regularly regarding students' academic and social/emotional growth			
• Actively participates in all school outreach activities			

COMMENTS: _____



HBU Daily Mileage Log

A/P Purposes Only Document # _____

Employee _____
H Number _____

Month _____

DAY	DESCRIPTION OF TRIP	DESTINATION	ODOMETER READING		TOTAL MILEAGE
			BEGINNING	ENDING	
1					0
2					0
3					0
4					0
5					0
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
16					0
17					0
18					0
19					0
20					0
21					0
22					0
23					0
24					0
25					0
26					0
27					0
28					0
29					0
30					0
31					0

If not using odometer readings, please provide mapquest support for reimbursement.

Total Mileage X .56 \$

Department _____ Originator Signature _____ Date _____

Account No _____ Dean/Dept Head Signature _____ Date _____

_____ Vice President/Provost Signature _____ Date _____

_____ Accounts Payable _____ Date _____

Last Update: 01/01/2021

<u>A/P Purposes Only:</u>
Document #

Name			H#	
Destination & Purpose of Trip if Applicable				
PO #				

Date	
Dept	
Pay and Close. Yes or No?	

LIST ALL ITEMS INDIVIDUALLY - A DETAILED RECEIPT IS REQUIRED FOR EACH

[illegible]

Please note where traveled for mileage under misc.

# of miles		
	mileage @.56	\$ -
Total Expenses		\$ -
Less Cash Advance		\$ -
Amount Due		\$ -
	Amt to be paid to HBU	
	Amt to be paid to Empl.	

I agree to repay any amount not accounted for with business receipts within 30 days or before another advance is issued. This amount may be charged to my personal account through payroll deduction.

Employee	Date
----------	------

Originator	Ext	Date
------------	-----	------

Amount	Account Number

Dean/Dept Head	Date
----------------	------

Vice President/Provost	Date
------------------------	------

Reviewed/Audited By	Date
---------------------	------

Accounts Payable	Date
------------------	------

Please Select One for Check Distribution:

☐ Hold for Pick-Up ☐ Direct Deposit (Default)

Amount	Account Number



FORM TEST SURVEY

University Supervisor Log - Informal Support

DEPARTMENT

All Departments

FORM University Supervisor Log - Informal Support

Student Program

- ☐ Initial Teacher Certification - Clinical Teacher
- ☐ Initial Teacher Certification - Intern Teacher
- ☐ Reading Specialist
- ☐ School Counselor
- ☐ Educational Diagnostician
- ☐ Principal
- ☐ Superintendent

Contact

You have up to 30 contact instances. You must provide information in all columns and then Save.

		Date of Contact (MM/DD/YYYY)	Start Time (HH:MM)	End Time (HH:MM)	Student or CT/Mentor/Site Supervisor	Type of Support (in person)
1	1					
2	2					
3	3					
4	4					
5	5					
6	6					
7	7					
8	8					
9	9					
10	10					
11	11					
12	12					
13	13					
14	14					
15	15					
16	16					
17	17					
18	18					
19	19					
20	20					
21	21					
22	22					
23	23					
24	24					
25	25					
26	26					
27	27					
28	28					
29	29					
30	30					



Formal Evaluation - Observation



King, Stephanie ▾

☒ Ready

Hide Detailed View

PENDING

See Single Criterion

1.0



2.0



3.0



4.0



All lessons connect to student prior knowledge and experiences 1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

All lesson adjust for student strengths and gaps in background knowledge, life experiences and skills 1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

Questions encourage all students to engage in complex, higher order thinking 1.0

1.0

2.0

3.0

4.0

1.0

2.0

3.0

4.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

//

Instructional groups based on student needs 1.0

1.0

2.0

3.0

4.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

//

All student understand individual roles within instructional groups

1.0

1.0

1.0

Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

2.0

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

3.0

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

4.0

Accomplished

Comment...

//

Activities, resources, technology, instructional materials aligned to instructional purposes

1.0

1.0

Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

Comment...

//

1.0

1.0

Evidence that most students demonstrate mastery of objective

1.0

Comment...

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

My Assessments

1.0

1.0

Addresses student mistakes and follows through to ensure student mastery

1.0

Comment...

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

My Assessments

Provides student opportunity to take initiative of their own learning 1.0

Comment...

Conveys accurate content knowledge 1.0

Comment...

My Assessments

<div>1.0</div> <div>1.0</div> <div>Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth</div>	<div>2.0</div> <div>2.0</div> <div>Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.</div>	<div>3.0</div> <div>3.0</div> <div>Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.</div>	<div>4.0</div> <div>4.0</div> <div>Accomplished</div>
<div>1.0</div> <div>1.0</div> <div>Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth</div>	<div>2.0</div> <div>2.0</div> <div>Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.</div>	<div>3.0</div> <div>3.0</div> <div>Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.</div>	<div>4.0</div> <div>4.0</div> <div>Accomplished</div>

Integrates learning objectives with other disciplines

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

Accomplished

4.0

Comment...

Anticipates possible student misunderstandings

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

Accomplished

4.0

Comment...

Accurately reflects how lesson fits within structure of discipline and TEKS

1.0

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

4.0

Accomplished

Comment...

//

Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

Comment...

//

1.0

1.0

Uses probing questions to clarify, elaborate learning

1.0

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

2.0

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

3.0

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

4.0

4.0

Accomplished

4.0

My Assessments

Comment...

1.0

1.0

Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.

1.0

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

2.0

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

3.0

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

4.0

4.0

Accomplished

4.0

Comment...

Asks remember, understand, and apply level questions focusing on lesson objective and provoking questions 1.0

<div>1.0</div>	<div>2.0</div>	<div>3.0</div>	<div>4.0</div>
<div>1.0</div>	<div>2.0</div>	<div>3.0</div>	<div>4.0</div>
Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth	Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.	Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.	Accomplished

Comment...

//

Provides explanations that are clear 1.0

<div>1.0</div>	<div>2.0</div>	<div>3.0</div>	<div>4.0</div>
Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth	Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.	Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.	Accomplished

Comment...

//

Uses verbal and written communication that is clear and correct 1.0

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

4.0

Accomplished

Comment...

//

Establishes classroom practices that provide for most student to communicate effectively with their teacher and their peers 1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

Comment...

//

Adapts lesson to address individual needs of all students

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

Accomplished

4.0

Comment...

Regularly monitors quality of student participation and performance

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

Accomplished

4.0

Comment...

Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

1.0

2.0

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

4.0

Accomplished

Comment...

//

Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

Comment...

//

Utilizes input from student in order to monitor and adjust instruction and activities. 1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

Monitors student behavior and responses for engagement and understanding 1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

Adjusts instruction and activities to maintain student engagement 1.0



Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

//

All procedures, routines and transitions are clear and efficient 1.0



Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

//

Students actively participate in groups, manage supplies and equipment with very limited teacher direction

1.0

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

4.0

Accomplished

Comment...

//

Classroom is safe and organized to support learning objectives and is accessible to most students

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

Comment...

//

Consistently implements the campus and/or classroom behavior system proficiently 1.0

1.0

2.0

3.0

4.0

1.0

2.0

3.0

4.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

//

Most students meet expected classroom behavior standards 1.0

1.0

2.0

3.0

4.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

//

Engages all students in relevant, meaningful learning 1.0

Comment...

Students work respectfully individually and in groups 1.0

Comment...

My Assessments

<div>1.0</div> <div>1.0</div> <div>Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth</div>	<div>2.0</div> <div>2.0</div> <div>Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.</div>	<div>3.0</div> <div>3.0</div> <div>Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.</div>	<div>4.0</div> <div>4.0</div> <div>Accomplished</div>
<div>1.0</div> <div>1.0</div> <div>Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth</div>	<div>2.0</div> <div>2.0</div> <div>Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.</div>	<div>3.0</div> <div>3.0</div> <div>Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.</div>	<div>4.0</div> <div>4.0</div> <div>Accomplished</div>

Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators 1.0

Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

Meets all professional standards (e.g., attendance, professional appearance and behaviors) 1.0

Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

Advocates successfully for the needs of students in the classroom

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

Accomplished

4.0

Comment...

Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

1.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

2.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

3.0

Accomplished

4.0

Comment...

Meets all professional goals resulting in improvement in practice and student performance

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

Comment...

//

Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities

1.0

1.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

2.0

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

3.0

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

4.0

Accomplished

Comment...

//

Communicates the mission, vision and goals of the school to students, colleagues, parents and families 1.0

Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

Contacts parents/guardians regularly regarding students' academic and social/emotional growth 1.0

Needs Improvement -
Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing -
Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient -
Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

Actively participates in all school outreach activities

1.0

My Assessments

1.0

1.0

2.0

2.0

3.0

3.0

4.0

4.0

Needs Improvement - Demonstrates sub-par competence with practices and performance, requiring direct comment for improvement and immediate growth

Developing - Sometimes demonstrates basic competence with practices and performance, requiring direct oversight and/or growth toward achieving the standard at a proficient level.

Proficient - Consistently demonstrates practices and performance that align to expected state standards and competencies.

Accomplished

Comment...

//



Overall Comments

Overall Comments:

Comment...

0

Tags

Release & Notifications

Notify Student?

Yes, Notify When the R

▼

Result Available to Student?

Result is Available Immr

▼

Time Elapsed 00:00:00



FORM TEST SURVEY

POP Cycle (Pre, Obs, Post)

DEPARTMENT
Education

FORM POP Cycle (Pre, Obs, Post)

Pre-Conference

REQUIRED
Conference

		Date/Time
1	Date of Conference	<input type="text"/>
2	Start	<input type="text"/>
3	End	<input type="text"/>

REQUIRED
Form of Contact

- ☐ Phone
- ☐ Email
- ☐ Video Chat
- ☐ In Person
- ☐ Other (please specify):

REQUIRED
Notes

Observation

REQUIRED

Observation

		Date/Time
1	Date of Observation	<input type="text"/>
2	Start	<input type="text"/>
3	End	<input type="text"/>
4	Duration	<input type="text"/>

REQUIRED

Form of Observation

☐ Video Chat

☐ In Person

☐ Other (please specify):

Post-Conference

REQUIRED

Conference

		Date/Time
1	Date of Conference	<input type="text"/>
2	Start	<input type="text"/>
3	End	<input type="text"/>

REQUIRED

Form of Contact

- ☐ Phone
- ☐ Email
- ☐ Video Chat
- ☐ In Person
- ☐ Other (please specify):

REQUIRED

Notes



Final Evaluation/Grade - Clinical Teachers



King, Stephanie

Ready

Hide Detailed View

PENDING

See Single Criterion



DOMAIN 1: PLANNING

5.0

Evidence is apparent in the lesson plan. - Standards & Alignment: The clinical teacher designs, organizes, and implements clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners





Comment...



DOMAIN 2: INSTRUCTION

 3.0

Evidence is apparent in instruction and classroom Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success



Exemplary Proficient (Target) Basic Emerging Minimal N/A

Comment...



DOMAIN 3: LEARNING ENVIRONMENT

 3.0

Evidence is apparent in the classroom. Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible, and efficient classroom.



Exemplary Proficient (Target) Basic Emerging Minimal N/A

Comment...



DOMAIN 4:
PROFESSIONAL
PRACTICES &
RESPONSIBILITIES ⓘ

5.0

*Professional Demeanor & Ethics:
The clinical teacher meets HCU
and district expectations for
attendance,
professional appearance,
decorum, and procedural, ethical,
legal, and statutory
responsibilities.*

Comment...





5.0	4.0	3.0	2.0	1.0	n/a
5.0	4.0	3.0	2.0	1.0	n/a
Exemplary	Proficient (Target)	Basic	Emerging	Minimal	N/A

PORTFOLIO ⓘ 4.0

*Content requirements,
presentation, technology
proficiency, etc*

Comment...

5.0	4.0	3.0	2.0	1.0	n/a
Exemplary	Proficient (Target)	Basic	Emerging	Minimal	N/A

<div><div> Overall Comments</div><div>Overall Comments: <div> 0</div></div></div>	<div><div> Tags</div></div>	<div><div><div> Release & Notifications</div><div><div>Notify Student?</div><div>Result Available to Student?</div></div></div></div>
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Comment...		Yes, Notify When the R ▼	Result is Available Imr ▼

Time Elapsed 00:00:00



FORM

TEST SURVEY

COEBS CT/Mentor/Site Supervisor Reference Form

DEPARTMENT

Education

FORM COEBS CT/Mentor/Site Supervisor Reference Form

REQUIRED

I am

- ☐ Cooperating Teacher (supervising clinical teacher)
- ☐ Mentor (supervising intern teacher)
- ☐ Site Supervisor (supervising professional certification candidate)

REQUIRED

Your First Name

REQUIRED

Your Last Name

REQUIRED

Your Professional Email Address

REQUIRED

In what semester did you BEGIN providing supervision.

- ☐ Spring 2022
- ☐ Fall 2022
- ☐ Spring 2023
- ☐ Fall 2023
- ☐ Spring 2024

REQUIRED

For what program did you provide supervision?

- ☐ Undergraduate - Clinical Teacher
- ☐ Graduate - ACP Clinical Teacher
- ☐ Graduate - M.Ed. Clinical Teacher
- ☐ Graduate - ACP or M.Ed. Teacher Intern
- ☐ Graduate - Education Diagnostician Candidate
- ☐ Graduate - Principal Candidate
- ☐ Graduate - Reading Specialist Candidate
- ☐ Graduate - School Counselor Candidate
- ☐ Graduate - Superintendent Candidate

REQUIRED

What is the student's certification program?

Select Some Options

REQUIRED

In what school district did you provide supervision?

Select Some Options

REQUIRED

Rate the student based upon the clinical teaching/internship/practicum experience

		Superior	Above Average	Average	Below Average	Poor	Unknown/Not Applicable
1	Personal Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Interpersonal Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Knowledge of Subject Matter/Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Knowledge of Professional Education/Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Attitude Toward Professional Help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Planning and Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Parent and Community Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REQUIRED

This student will be recommended for certification with TEA once all course work and TExES are passed, if there is evidence of successful clinical teaching/practicum/internship. Do you agree that this student should be recommended?

- ☐ Yes
☐ No
☐ Neutral

REQUIRED

I have received/viewed observations of this candidate completed by the University Field Supervisor.

- ☐ Yes
☐ No

Comments

