The mission of the Gordon T. & Ellen West College of Education, a community of learners, is to prepare successful, reflective professionals through the use of best practices. The ultimate goal is to enhance the pre-service and in-service education for teachers in Texas school districts.

General Objectives of the Clinical Teaching Program

1. The student teacher will develop deeper insights and understanding of the mental, emotional, social and physical development of the students.

2. The student teacher will select, organize and present learning experiences in a variety of ways.

3. The student teacher will respond to the abilities, needs, interests, aptitudes, and goals of learners so that effective learning experiences can be provided.

4. The student teacher will develop a professional interest and a personal enthusiasm for teaching.

5. The student teacher will implement educational philosophy and theory in daily classroom teaching situations.

6. The student teacher will gain insight into current research and its application to education.

7. The clinical teaching program will provide a focus of interaction among area public school personnel, West College of Education faculty, and student teachers.
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§247.1
(a) 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 his or her 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.

§247.2
Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
(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, 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 applicable 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.
(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, sex, disability, or family status.
(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 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 knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.
(C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.
(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.
(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student 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.

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

Student Teachers
Cooperating Teachers
University Supervisors
Supervising Principals
Role of the Student Teacher

Student teachers are apprentices in the profession of teaching. Clinical teaching is a time to explore and learn about one’s personal teaching style. Teaching is a complex task with many demands. No course work or observation ever fully prepares the student teacher for the many demands made on the professional educator; however, the student teacher’s course work and observation should provide guidelines, knowledge, attitudes, and beginning skills to launch a teaching career.

Student teachers are expected to demonstrate effective planning, teaching and communication skills. The clinical teaching experience is the cultivating ground for developing and demonstrating professional relationships.

Planning

1. Student teachers are required to keep lesson plans for each lesson. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment.

2. Student teachers’ lesson plans vary in detail but are usually more detailed than those of the cooperating teacher’s.

3. The “substitute’s standard” is a good rule of thumb for lesson plans. Could a substitute (or anyone else) teach the lesson from the lesson plans?

4. Lesson plans will be required to be completed a week before the lesson so that the cooperating teacher and/or the university supervisor can review them with the student teacher and make suggestions.

5. Student engagement is a key element in a good lesson. Student learning/success is the ultimate goal.

6. Student teachers are required to successfully plan and implement a unit of study, and submit this Impact on Student Learning (ISL) as a major component of their student teacher experience.
Relationship to Cooperating Teacher

1. The cooperating teacher has the final responsibility for the quality of instruction and learning environment.

2. The student teacher will effectively establish communication with the cooperating teacher to learn about instructional techniques and assessment processes.

3. The student teacher will strictly adhere to a policy of not discussing information about students with other teachers, students, friends, or relatives.

4. Student teachers are responsible for knowing and following confidential policies of the school district. When student teachers are not clear about their responsibilities, the student teacher will have the responsibility to take the initiative in having it clarified. The student teacher will share needs and concerns with the cooperating teacher and university supervisor.

5. The cooperating teacher has final responsibilities for the daily program and for the welfare of the pupils. It is expected that the cooperating teacher will allow more initiative and responsibility as the student teacher demonstrates increasing skill.

6. The student teacher will perform all assigned tasks and be flexible in assumption of classroom responsibilities.

7. The student teacher will keep the cooperating teacher informed of any problems or changes in classroom plans. He/she will also inform the cooperating teacher of any necessary/required absences.

Relationship to the University Supervisor

In establishing a relationship with the university supervisor, the student teacher will:

1. Notify the university supervisor as soon as possible of problems with the clinical teaching situation or necessary absences.

2. Immediately inform the university supervisor of changes in the schedule which might interfere with observation plans.
Professional Conduct

1. The student teacher’s schedule will match that of the cooperating teacher(s). The cooperating teacher’s reporting time and leaving time set the minimum schedule. If the student teacher has questions, consult with the university supervisor immediately.

2. The student teacher will attend faculty meetings, Professional Learning Community (PLC) meetings, and in-service days with the teacher.

3. The student teacher will keep privileged information regarding students and school confidential. Questions about handling privileged information should be addressed with the university supervisor or cooperating teacher.

4. The student teacher will strive for perfect attendance. All absences will be made up at the end of clinical teaching due to state law.
Role of the Cooperating Teacher

Throughout the clinical teaching experience, the cooperating teacher is the primary agent in helping the student to grow professionally and to gain competence. The cooperating teacher is responsible for assisting the student teacher to meet the objectives of student teaching. Student teachers are still in training; most of the mistakes which they make can be handled as "things to learn." Please give them time, space and guidance to learn the very difficult task of teaching.

Getting Started

To help get started with a student teacher, the cooperating teacher should:

1. Become familiar with the student teacher’s background by reviewing his/her credentials and through conferences with him/her and the university supervisor.

2. Create an atmosphere of acceptance of the student teacher by the pupils, their parents and other faculty and staff. Treat the student teacher as a professional person. Introduce the student teacher to the class on the first day. Introduce them to the faculty at the first faculty meeting she/he attends.

3. Provide the student teacher with information concerning curriculum requirements, room management, discipline policies and procedures, class schedules and other class and school policies.

4. Acquaint the student teacher with the resource personnel of the school.

5. Acquaint the student teacher with instructional materials, supplies and equipment available.

6. Provide a place for the student teacher's personal belongings. Take the student teacher on a tour of the building - including where to park, lunch prices, location of the workroom, lounge and restrooms.

Planning

In assisting with planning, the cooperating teacher should:

1. Project a long range plan with the student teacher for gradual increase of classroom responsibilities and teaching. Plan assignments and responsibilities with the student teacher. Be supportive of his/her ideas.

2. Orient student to expectations in planning. Share the lesson planning process. Begin with small specific tasks for the student to accomplish. Gradually allow more freedom for planning and more responsibility.
3. Require the student teacher to write a lesson plan for each lesson. The specific format can be adapted but should always include the objectives (TEKS) procedures (descriptions of the steps of the lesson), materials and resources needed for the lesson, and evaluations. “Page 245 Verbs” is never a lesson plan for a student teacher. The amount of detail in the student teacher’s lesson plan can vary. It is expected student teachers’ lesson plans will be more detailed than the cooperating teacher’s.

4. Suggest the “substitute’s standard” as a good rule of thumb for lesson plans. Could a substitute (or anyone else) teach the lesson from the lesson plans?

5. Invite and encourage the student teacher to use his or her own ideas in planning a lesson, but please always check plans and make suggestions.

6. Require the student teacher to have plans available several days in advance for the cooperating teacher to check. As the student has more advance time for preparation and gains skill, plans should be available on Thursday or Friday for following week.

7. Set up a regular time for planning with and assessing the student teacher. Weekly planning meetings are minimum requirements.

8. Encourage student teachers to use a variety of instructional strategies. Please be flexible in allowing them to “try their wings” with innovative techniques.

9. Support the student teacher in the development, implementation, and submission of a successful Impact on Student Learning (ISL).

Communicating

Communication is a vital part of any learning environment. Therefore, the cooperating teacher should:

1. Encourage the student teacher to ask questions. Answer questions with both how and why the cooperating teacher works as he or she does. Letting a student teacher inside the cooperating teacher’s decision making process is important.

2. Give positive feedback even for small things. Student teachers are “very sensitive creatures.” When students make mistakes (as all teachers do), suggest and discuss alternatives.

3. Reserve constructive criticism for private conferences, but do have highly reasonable expectations for this “learner” and let the student teacher know what they are.

4. Understand that student teachers are beginners. They will need to gain confidence and competence through appropriate encouragement and support.
5. Guide the student teacher through the process of reflecting on his or her decisions and actions.

**Evaluation**

Assessing the work of the student teacher is an important step in the growth plan of the student teacher. To support the growth of the skills of the student teacher, the cooperating teacher should:

1. Help the student teacher know what to observe as the cooperating teacher teaches a lesson and a series of lessons.

2. Provide continual feedback to the student teacher. Provide both oral and written feedback frequently. Be specific in reporting both strengths and areas for improvement. Discuss alternative ways of handling situations.

3. Use the Clinical Teaching Observation Record for feedback on student lessons. The cooperating teacher may choose to use it as an outline for discussion or in some more formal way. It is modeled after the Texas Professional Development and Appraisal System (PDAS).

4. Conduct an evaluation process at the midpoint of student teaching. A *three-step evaluation process is essential among the student teacher, the cooperating teacher, and the university supervisor. Use the evaluation form to point up areas of strength and areas for work during the rest of student teaching. If a student teacher is having serious problems, this is the time to alert the student, the university supervisor, and possibly the Director of Certification and Compliance.

5. Use a three-step evaluation process and the evaluation form for the final evaluation during the last week of clinical teaching.

6. Be sure to give a copy of the cooperating teacher’s Final Evaluation form to the student teacher and also to the university supervisor. If the school district also wishes to have the final evaluation on file, make another copy for the school district.

**Communicating with the University Supervisor**

1. It is extremely important to be honest and forthright with the University Supervisor. Concerns or problems should not be a surprise toward the end of the semester. Cooperation toward a common goal usually helps. Any attendance problems must be reported immediately. Ideally, the student teacher will have perfect attendance. The only excused absences are for illness, illness in the immediate family, or the funeral of an immediate family member. The student teacher should notify the cooperating teacher and university supervisor immediately upon realizing that an absence will occur. Make-up days will be assigned for unexcused absences.
2. Introduce the university supervisor to the cooperating teacher’s pupils and to other members of the staff. Arrange opportunities for the supervisor to talk with the student teacher and/or with the cooperating teacher’s. The cooperating teacher knows his or her schedule best so the cooperating teacher should make suggestions about convenient times for the meetings.

3. Evaluate with the university supervisor, the student teacher’s performance at the midpoint of the student teaching period. Confer with the university supervisor about completion of the final evaluation. The cooperating teacher will recommend a final grade, but the university supervisor has final responsibility and decision for the grade.

4. Report promptly to the university supervisor any special problems, concerns, conflicts or questions that arise. The university supervisor will work towards solutions with the cooperating teacher, the building principal, the central office and the Director of Certification and Compliance.

* Three Step Evaluation Process – 1) Student teacher defines strengths and areas for improvement based upon self-reflection; 2) University supervisor and cooperating teacher use observation data and evidence to define strengths and weaknesses; 3) Student teacher, university supervisor, and cooperating teacher define goals for building on strengths and improving weaknesses.
Role of the University Supervisor

The university supervisor serves as liaison between the university, student teacher, and school district educators and administrators. The most important function of the university supervisor is to ensure that the student teacher and the cooperating teacher are communicating with each other. Poor student teaching experiences are typically those in which the communication is lacking.

Off to a Good Start

In order for the clinical teaching experience to be successful, the university supervisor should:

1. Make a visit to the school during the first week of assignment. Despite every effort to keep people informed, sometimes a student teacher is assigned by the principal and the cooperating teacher does not know that the student teacher is coming. Advance work can prevent some discomfort for everyone.

2. Arrange a meeting with each cooperating teacher during the first week so that the university supervisor can answer questions, explain policies, and hand out the student teaching handbook and evaluation forms. Check to see that the principal also has a clinical teaching handbook.

3. Become familiar with and respect school policies, curricula, and procedures.

4. Establish guidelines for student teachers in accordance with district and campus philosophy in consultation with principal. Provide the principal, cooperating teacher and student teacher with appropriate telephone numbers and email addresses for contacting the university supervisor.

5. Be aware of the student teacher’s attendance and enforce the guidelines. The student teacher should contact both the school and the university supervisor before the beginning of the school day if the student teacher will not be present at school. All absences will be documented by the university supervisor and are considered unexcused; therefore will be made up at the end of clinical teaching.

Planning Comes First

Planning for learning is vital. To make sure that this important process is completed correctly, the university supervisor should:

1. Make sure that the student teacher and cooperating teacher have a plan for gradual assumption of classroom roles and responsibilities. A project calendar for assumption of lessons and classes should be developed the first week.

2. Expect the student teachers to write lesson plans for each lesson. The specific format can be adapted but should always include the objectives (TEKS), procedures
(description of the steps of the lesson), materials and resources needed for the lesson, and evaluation. “Page 245 Verbs” is never a lesson plan.

3. The amount of detail in the student teacher’s lesson plan can vary. At first, they should be more complete. As the student teaching experience proceeds, the detail may diminish somewhat. If a student teacher is experiencing difficulty, the first suggestion is to increase the detail of lesson planning even to scripting lessons. Student teacher’s lesson plans will be more detailed than the cooperating teacher’s.

4. Use the “substitute’s standard” as a good rule of thumb for lesson plans. Could a substitute teacher (or anyone else) teach the lesson plans?

5. Make sure that lesson plans are available for the university supervisor during visitations and observations. Require that lesson plans be submitted to the university supervisor on a weekly basis.

6. Support and guide the student teacher in the development, implementation and submission of a successful Impact on Student Learning (ISL).

Visitation and Observation

In order to make the student teaching experience the best it can be, the university supervisor should:

1. Work with the cooperating teacher and student teacher to develop an appropriate observation schedule. Give a telephone number and email address to the cooperating teacher and student teacher, so the university supervisor can be informed of changes or special events.

2. For a 12 week assignment, conduct, document, and submit to Dr. Blacklock (at the end of the semester) at least four formal observations using the student observation form. For students on a split assignment (two 6 week assignments), conduct at least two formal observations per assignment. These should also be documented on the student observation form and submitted to Dr. Blacklock at the end of the semester. Take time during each visit to talk with the cooperating teacher and the student teacher concerning the student teacher’s progress or problems. The university supervisor should schedule a feedback session with the student teacher and/or the cooperating teacher immediately, or as soon as possible, after each observation.

3. Set up a three-way conference among the student teacher, the cooperating teacher, and the university supervisor at the half way mark in student teaching and at the end of student teaching. A mid-term is not necessary on 6-week assignments. The mid-term evaluation conference should provide a focus for the student teacher during the remainder of the time the student teacher will be in the school.
4. Check in at the school office on each visit. Check with the building principal regularly to receive feedback on perceived strengths/problems regarding the student teacher.

5. Make sure that the cooperating teacher has all of the necessary forms for mid-term and final evaluation.

Wrapping Up

At the culmination of the clinical teaching semester, the university supervisor should:

1. Be sure to have a final three-way conference with the student teacher, the cooperating teacher, and the university supervisor.

2. Complete the university supervisor final evaluation, thoroughly discuss it using the three-step evaluation process, have the student sign it, and deliver the signed originals to the West College of Education office in the Ferguson Building.

3. Turn in the following to the West College of Education Office:
   - Both evaluation forms (the cooperating teacher’s evaluation and the university supervisor’s final evaluation).
   - Visitation record with mileage
   - Final grade sheets.
   - Copy of each observation form

Think Ahead

1. Inform the Director of Certification and Compliance immediately if students pose serious problems for the successful completion of clinical teaching.

2. The mid-point of clinical teaching (or before) should be a fail-safe for students. If the university supervisor detects major difficulties, it is imperative to let people know as soon as possible.

3. Seek help or advice early if there are any problems.
Role of the Supervising Principals

The supervising principal provides leadership for the effective coordination of field experiences. As the instructional leader of the campus, the principal will work in cooperation with the university supervisor and cooperating teacher in order to ensure the success of the student teacher’s role in the classroom. To ensure this success, the supervising principal should:

1. Select classroom cooperating teacher.

2. Provide the student teacher with a thorough briefing on the policy and procedures of the schools through initial conferences and distribution of materials.

3. Welcome the student teacher and introduce him or her to staff members.

4. Act as a resource for the classroom cooperating teacher and student teacher.

5. Grant permission for the university supervisor and others connected with the program to visit the classroom.

6. Arrange and schedule for student teacher observations in subject areas and grade levels other than the assignment when needed.

7. Observe the student teacher as time permits during the semester.

8. Insure that the student teacher is accepted as a fellow professional in-training and that the student teacher is provided an opportunity to view the total school program, including faculty meetings, P. T. A., etc.

9. If time permits, offer the student teacher an exit interview during which a discussion of the student teaching experience and guidance for future growth are provided.
Schedules for Growth of Responsibilities
Schedule for Growth of Responsibilities in Clinical Teaching
Two 6 Week Placements

While the cooperating teacher must retain primary responsibility for the classroom operation including final instructional decisions, initiating a student teacher into the program should not be difficult if it is planned as a gradual process.

The following schedule is recommended as a guideline. Student teachers will vary in terms of personal and professional characteristics; i.e., poise, academic background, maturity, and motivation. Student teachers and cooperating teachers may decide to vary the schedule to match the student teacher’s ability to take on additional responsibilities.

Clinical Teaching Schedule:

Week 1: Student teacher observes the cooperating teacher and daily routines, note techniques and methods used to meet the needs of the pupils, learn names of students, get acquainted with faculty and staff, and begins planning to teach one class on Thursday of Week 1.

Week 2: Teach one to two lessons/classes daily using thorough, detailed lesson plans (longer version); take responsibility for classroom routines; work with individuals and small groups; continue observing the cooperating teacher; team teach with the cooperating teacher. If the cooperating teacher and university supervisor are satisfied with Student teacher’s performance on the recommended lesson plan, then the Student teacher may begin using the short version Lesson Plan Format on page 33.

Week 3: Plan and implement lessons for ½ or more of the day under the guidance of the cooperating teacher; continue to increase responsibilities for classroom routines, work with small groups and individuals; continue to observe the cooperating teacher (make notes/ask questions/share ideas). By the end of this week parts 1-3 of ISL should be complete.

Week 4 & 5: Increase planning, teaching and classroom responsibility to the point that the classroom is being managed by the student teacher under the supervision of the cooperating teacher. The student teacher should be independent for some period of time during the day; however, the cooperating teacher should be in the classroom at appropriate times for evaluation, feedback, and assistance.

Week 6: Wrap-Up and transition back to cooperating teacher. Student teacher teaches half-time until mid-day Friday. The rest of Friday may be spent in observation of other teachers in the building as arranged by the cooperating teacher. ISL submitted to the West College of Education by the end of week 6.

Week 7: (Second Placement) Student teacher observes the cooperating teacher and daily routines; notes techniques and methods used to meet the needs of the pupils; learns names of students; and by the end of the week takes responsibilities for the routine classroom
procedures, gets acquainted with faculty and staff, and teaches at least one lesson beginning on Wednesday or Thursday.

**Week 8:** Teach two or three lessons/classes daily using thorough lesson plans; take responsibility for classroom routines; work with individuals and small groups; continue observing the cooperating teacher; team teach with the cooperating teacher. If the cooperating teacher and university supervisor are satisfied with student teacher’s performance on the recommended lesson plan, then the student teacher may begin using the teacher’s lesson plan.

**Week 9:** Plan and implement lessons for ½ or more of the day under the guidance of the cooperating teacher; continue to increase responsibilities for classroom routines, work with small groups and individuals; continue to observe the cooperating teacher (make notes/ask questions/share ideas).

**EC-6 Student Teachers:**

**Weeks 10 & 11:** Increase planning, teaching and classroom responsibility to the point that the classroom is being managed by the student teacher under the supervision of the cooperating teacher. The student teacher should be independent for some period of time during the day; however, the cooperating teacher should be in the classroom at appropriate times for evaluation, feedback, and assistance.

**Week 12:** Wrap-Up and transition back to cooperating teacher. Student teacher teaches half-time until mid-day Friday. The rest of Friday may be spent in observation of other teachers in the building as arranged by the cooperating teacher.

**Grades 4 – 8 and All Level Student Teachers:**

**Weeks 10 & 11:** Increase planning, teaching and classroom responsibility to the point that the classroom is being managed by the student teacher under the supervision of the cooperating teacher. The student teacher should be independent for some period of time during the day; however, the cooperating teacher should be in the classroom at appropriate times for evaluation, feedback, and assistance.

**Week 12:** Wrap-Up and transition back to cooperating teacher. Student teacher teaches half-time until mid-day Friday. The rest of Friday may be spent in observation of other teachers in the building as arranged by the cooperating teacher.
Schedule for Growth of Responsibilities in Clinical Teaching
12 Week Placement

Week 1: Student teacher observes the cooperating teacher and daily routines, note techniques and methods used to meet the needs of the pupils, learn names of students, and get acquainted with faculty and staff and begins planning to teach one class on Thursday of week 1.

Week 2: Teach one to two lessons/classes daily using thorough, detailed lesson plans (longer version); take responsibility for classroom routines; work with individuals and small groups; continue observing the cooperating teacher; team teach with the cooperating teacher. If the cooperating teacher and university supervisor are satisfied with student teacher’s performance on the long form lesson plan, then the student teacher may begin using the short version on page 33.

Week 3 & 4: Plan and implement lessons for ½ or more of the day under the guidance of the cooperating teacher; continue to increase responsibilities for classroom routines, work with small groups and individuals; continue to observe the cooperating teacher (make notes/ask questions/share ideas). By the end of week 4, parts 1-3 of ISL should be complete.

Week 5-11: Increase planning, teaching and classroom responsibility to the point that the classroom is being managed by the student teacher under the supervision of the cooperating teacher. The student teacher should be independent and teach all classes for at least two weeks; however, the cooperating teacher should be in the classroom at appropriate times for evaluation, feedback, and assistance. ISL is to be submitted to the West College of Education by the end of week 7.

Week 12: Wrap-Up and transition back to cooperating teacher. Student teacher teaches half-time until mid-day Friday. The rest of Friday may be spent in observation of other teachers in the building as arranged by the cooperating teacher.
Procedures and Guidelines
Evaluation Procedures

The cooperating teacher and university supervisor evaluate the performance of the student teacher throughout the semester. All students go through the following evaluation procedures:

1. **University Supervisor Observations.** Four evaluations will be made during the 12 weeks assignment and at least 2 evaluations for each 6 weeks assignment. After the evaluation is made, the university supervisor meets with the student teacher and cooperating teacher to discuss the lesson observed as well as the general progress of the student teacher.

2. **Cooperating Teacher Assessment of Progress.** The cooperating teacher meets at least weekly with the student teacher to evaluate progress in the attainment of the program objectives. The cooperating teacher may also use the Student Teacher Observation Form to provide feedback to the student teacher.

3. **Mid-Point Checkup.** The university supervisor, student teacher, and cooperating teacher should use a three-step evaluation process mid-way through the student teaching experience to outline areas of strength as well as areas where improvement is needed. This conference should be used to set goals for the rest of the student teaching experience. If difficulties have arisen in the student teaching performance that are severe enough to warrant concern about successful completion of student teaching, they must be addressed and documented at this time.

4. **Final Evaluation.** This evaluation constitutes the final report on the performance of the student teacher. This three-step evaluation process for every Final Evaluation enhances communications:
   
   (a) Each participant completes a Final Evaluation form and makes two copies. The student teacher completes a Final Evaluation form which reflects his or her own estimate of strengths and as well as areas for improvement. The university supervisor and the cooperating teacher complete forms, too.

   (b) At the three-way conference each person’s Final Evaluation form is shared with the other two participants. If there are differences in perceptions, the item(s) should be thoroughly discussed.

   (c) The university supervisor, taking into consideration the perceptions of the cooperating teacher and the student teacher, will complete the official Final Evaluation form. The university supervisor will make copies of the official Final Evaluation form for all participants. The university supervisor will file the signed originals in the West College of Education office. The student teacher may choose to submit copies to the placement office. The student teacher may also request placement office recommendation forms from the university supervisor, the cooperating teacher, and the principal.
5. **Grading**

Grading of clinical teaching is a cumulative process based on many factors. Although classroom performance is the primary factor, other issues such as attitude, professionalism, perceived strengths, and areas of weakness are also important. Successful completion (at least 20 points) of Midwestern Impact on Student Learning (ISL) is required before final grade for clinical teaching is submitted.

Although the cooperating teacher recommends a grade on the final evaluation, the university supervisor is responsible for assigning the final grade.

The grade of A indicates excellent work in clinical teaching. The student teacher:

- Consistently demonstrates exemplary skills in planning and implementation.
- Demonstrates creativity and resourcefulness of a high quality when planning and implementing lessons.
- Demonstrates many professional capacities, including the ability to self evaluate and correct.
- Maintains excellent attendance.
- When compared to other teachers, compares favorably with teachers who have several years of experience.

The grade of B indicates good work in all areas of student teaching. The student teacher:

- Has demonstrated solid planning and implementation with good use of resources.
- Accepts constructive criticism and works to improve in areas of need.
- When compared to other teachers, gives evidence of being a solid beginning teacher with the ability to grow professionally with guidance.

The grade of C indicates that the student teacher performance was weak in one or more areas.

- Areas for improvement were observed and communicated to the student, and although the student teacher worked toward resolution of the problems, the student teacher’s problems were not completely resolved.
- Compared to other teachers, this student teacher may need additional help before being a competent classroom teacher.

Grades of D or F mean that problems in student teaching were severe enough that the student will not be recommended for certification.

Students should be informed at midpoint, if their performance to that point has the potential of being graded a C or lower. The Director of Certification and Compliance should also be informed at that time of any student teachers that may earn a C or
lower. Students who earn a C in student teaching are recommended for certification. Please note: the final grade will be lowered for repeated absences.

6. **Summary of Evaluation Cycle**

- **Pre-conference** – Introductions, review process, reason and purpose of observations, communicate with student teacher and cooperating teacher;
- **Observations** – university supervisor completes formal observations using observation forms and provides feedback throughout clinical teaching period; cooperating teacher conducts observations and provides feedback throughout clinical teaching;
- **Analysis and planning** – university supervisor, cooperating teacher, and student teacher analyze observation data providing evidence supporting student teacher’s strengths and weaknesses; complete evaluation forms to frame post conference;
- **Post-conference** – university supervisor, cooperating teacher, and student teacher collaborate to discuss strengths, weaknesses, and future goals for success; collect clinical teaching evaluation forms;
- **Evaluation** – university supervisor evaluates all data/evidence and makes final decision on clinical teaching grade; completes all on-line evaluation information (TK20 and Banner); returns all appropriate paperwork to West College of Education; communicate final grade to student teacher now or during post-conference.

Conferencing with Student Teachers

Guidelines for Cooperating Teachers and University Supervisors

1. Try using these expressions: “I think you would feel more comfortable if you… You might have more success if you would…”

2. Focus feedback on actual performance of the teacher rather than his or her personality.

3. Focus feedback on observations rather than assumptions, inferences or explanations.

4. Focus feedback on description (what the cooperating teacher saw or heard) rather than explanation (what the cooperating teacher thinks about the situation).

5. Focus on the specific and concrete rather than the general and abstract.

6. Focus feedback on the present rather than the past.

7. Focus on sharing of information rather than on giving advice.

8. Focus feedback on alternatives rather than the “best path.”

9. Focus feedback on information and ideas phrased in terms of “more-or-less” rather than “either-or.”

10. Focus feedback on what the teacher needs rather than what the appraiser needs to get off the chest.

11. Focus feedback on what the teacher can use and manage rather than all the information the cooperating teacher has gathered.

12. Focus feedback on modifiable items rather than what the teacher cannot control.

13. Focus feedback on what the teacher requests from the cooperating teacher rather than what the cooperating teacher could impose on the student teacher.

14. Remember to check the feedback the cooperating teacher gives by asking the teacher to summarize the points for both the cooperating teacher and student teacher.

15. A good rule of thumb is to find three positive aspects for each one that needs improvement.
Additional Requirements and Suggestions
Student Teacher Requirements

1. Realize that clinical teaching will be more time-consuming than the 6 or 8 hours of time in school. Arrange life to allow student teaching to be of major importance during this semester.

2. Be on time and prepared for each day. If late or absent, you must notify, as soon as possible, both the cooperating teacher and the university supervisor. All absences will be made up at the end of clinical teaching. Please make plans to ensure that you are consistently on time.

3. Become knowledgeable about building, schedules, policies, and established procedures. Learn from every experience and contact with other teachers, administrators, paraprofessionals, students and parents.

4. Be aware of cooperating teacher’s plans for seating, routine activities, changing classes and groups, grading, managing, teaching, and assessing student learning.

5. Submit lesson plans on time. Reflect after teaching each lesson; discuss ideas with the cooperating teacher and the university supervisor via face-to-face interaction, e-mail, journal, or D2L.

6. Perform any clerical, tutorial, supportive and instructional activities that are requested by the cooperating teacher or that are appropriate to do in the absence of the teacher.

7. Plan and implement lessons that follow the researched best practices whether for a small or a large group. This includes reflection to determine that objectives are met or that will dictate the next steps in instruction.

8. Use conferences with cooperating teacher and university supervisor to share, plan, reflect, etc. Be open to suggestions and input.

9. Recognize and modify personal behavior and attitude when planning work with individual students, teachers, parents, and others.

10. Successful completion and submission of Impact on Student Learning (ISL).
11. Use student records to facilitate growth and development while respecting confidentiality. It is imperative to request confidentiality.

12. Participate in university seminars and professional meetings.

13. Register for the appropriate TExES exams. Upon passing the TExES tests, application for certification is made on-line through the State Board for Educator Certification website (http://www.tea.state.tx.us).
Tips and Suggestions for Student Teachers

1. Be prepared to take on increasing responsibilities in the classroom.

2. Be flexible and eager. Ask appropriate questions; jot down things the student teacher wants to ask at conference time.


4. Involve all students including those not volunteering.

5. Accent the group idea – “we” not “I.” Read that part aloud “for us” not “for me.”

6. Move about the room while talking or while students are working.

7. Dress and act professionally. Follow effective practices of health and hygiene.

8. Ensure that all students learn Standard English.

9. Avoid being involved in gossip.

10. Communicate high expectations and personal interest to each student regarding academic progress.

11. Plan so that pupils are active. Have them discuss, answer and ask questions, perform the demonstrations and make decisions. Don’t do it all! Engage all students in active learning.

12. Learn from mistakes; mistakes give the student teacher feedback on what the student teacher needs to improve. Use the mistakes as a foundation for growth.

13. Be aware of rules, regulations, policies, curriculum and facilities of the school. Follow rules, policies, and procedures of the school. Get a copy of and study district curriculum maps. Become familiar with the facilities of the school.

14. Cooperate with school personnel, particularly with the cooperating teacher and principal.

15. Plan short and long-term (daily, weekly, or unit) lesson plans, implement and reflect on the success in planning, teaching, and assessing student learning.

Forms and Templates
TEKS-Based Instructional Plan

TEKS (List only the TEKS that apply to this particular lesson.)

Objective/Outcomes (number each objective/outcome and word them to indicate how each is measurable)

Assessment Strategies
How do you plan to assess how well the students have achieved the learning/objectives in this lesson?

<table>
<thead>
<tr>
<th>Learning Objective/Outcome</th>
<th>Assessment (indicate pre, formative summative, or post)</th>
<th>Format of Assessment (test, observational checklist, project, journal entry, etc.)</th>
<th>Rationale for Assessments</th>
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What instructional materials, resources, and technology did you use in the lesson or to extend the lesson?

Instructional Delivery
Describe the procedure fully giving a step-by-step sequence of how you will deliver the lesson. Be sure to keep in mind and address the following:
1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes (“Today we will be…I want you to…because you will…”)
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
7. Grouping: when and how
8. Instruction that addresses learners’ needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

Learning Reflection
Directions for Lesson Plan Write Up

Before turning in the lesson plan make sure your plan addresses the following:

- Is there an alignment between the selected TEKS and the lesson objectives?
- Are my objectives stated in measurable terms (compare and contrast, dictate, write, etc.)
- Does my procedure show a clear progression of the lesson including evidence of:
  - Method(s) for engaging students in the lesson
  - Setting purposes (“Today we will be…I want you to…because you will…”)
  - Higher order thinking reflected in questions
  - Instructional Strategies: Modeling, Discussion, “Hands-on”, Inquiry, etc.
  - Grouping: when and how
  - Instruction that addresses learners’ needs (ELLs, Special Education, 504, Gifted, Struggling Learner)

- Closure

Learning Reflection
MIDWESTERN STATE UNIVERSITY
WEST COLLEGE OF EDUCATION
LESSON PLAN LEARNING REFLECTION

Date: ____________________

Mentor/Cooperating Teacher: ________________________________

Complete the Learning Reflection shortly after the teaching of your lesson.

GENERAL REFLECTION

Overall, how effective was this lesson? What is the basis for your judgment? (Objective attainment, effectiveness of lesson engagement, procedure, and assessment; use evidence to support your conclusions.)

FUTURE PLANNING

What adjustments would you make the next time you teach this lesson? Why? (Use evidence to support your conclusions.)

COLLABORATION

How did you collaborate with your Mentor/Cooperating Teacher while preparing for this lesson? Include any recommendations for content, instructional strategies, assessment, and any other information important to the development of your lesson.
Impact on Student Learning Portfolio

Part 1: Before Instruction
A. Environmental Factors
Describe the following planning elements using the template provided:

Briefly describe your students and instructionally significant environmental factors and explain how these things influenced how you planned instruction and assessed student learning. (This section is associated with the WCOE Learning Goals: Learning Environment, Individual Development, Diversity and Collaboration)*

1. Students:
   Limit your entry to 100 words or less

2. Other Environmental Factors (school, community, classroom, etc):
   Limit your entry to 50 words or less

3. How did these things influence your planning or assessment decisions?
   Limit your entry to 100 words or less

4. How did you collaborate with your Mentor Teacher while preparing for this lesson?
   Limit your entry to 50 words or less

B. Unit Learning Objectives
Describe the learning objectives your unit develops. Explain how these objectives are aligned with TEKS and identify the level of learning using Bloom’s Taxonomy.*

<table>
<thead>
<tr>
<th>Learning Objectives (from your complete unit)</th>
<th>TEKS</th>
<th>Blooms* Use codes listed below this table</th>
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*Codes for Blooms: Kno = knowledge, Cmp = comprehension, App = application, Ana = analysis, Syn = synthesis, and Evl = evaluation.
C. Unit Assessments
List your unit assessments, identify mode of assessment, how each assessment is used, how assessments are aligned with unit objectives, and describe any special education accommodations and/or differentiated instruction.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Use**</th>
<th>Mode**</th>
<th>Unit Learning Objectives</th>
<th>Differentiated Instruction and/or Accommodations</th>
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**Codes for Use: Pre = pre-assessment, Post = post assessment, Form = formative assessment, or Sum = summative assessment.

**Codes for Mode: P&P = paper and pencil, Perf = performance assessment with rubric, OBV = observation (with rubric), and ALT = all other forms of assessment.
Part 2: Instructional Design (Complete a Lesson Template for each Lesson in your Unit – minimum of 3)

Lesson Template (This section is associated with WCOE Learning Goals: Strategies and Methods)

I. Describe the learning objectives your lesson addresses. Explain how these objectives are aligned with TEKS and identify the level of learning using Bloom’s Taxonomy. (This section is associated with the WCOE Learning Goals: Planning Process and Content)*

<table>
<thead>
<tr>
<th>Learning Objective(s) (from your unit; aligned to this lesson)</th>
<th>TEKS</th>
<th>Blooms* Use codes listed below this table</th>
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</table>

*Codes for Blooms: Kno = knowledge, Cmp = comprehension, App = application, Ana = analysis, Syn = synthesis, and Evl = evaluation.

II. List your lesson assessments, identify mode of assessment, how each assessment is used, how assessments are aligned with lesson objectives, and describe any special education accommodations and/or differentiated instruction. (This section is associated with the WCOE Learning Goals: Assessment)

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Use** Use codes listed below this table</th>
<th>Mode** Use codes listed below this table</th>
<th>Learning Objectives (from your unit)</th>
<th>Differentiated Instruction and/or Accommodations</th>
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**Codes for Use: Pre = pre-assessment, Post = post assessment, Form = formative assessment, or Sum = summative assessment.

**Codes for Mode: P&P = paper and pencil, Perf = performance assessment with rubric, OBV = observation (with rubric), and ALT = all other forms of assessment.
III. What instructional materials, resources, and technology did you use in the lesson or to extend the lesson?

<table>
<thead>
<tr>
<th>Name of Resource</th>
<th>Use (25 words or less)</th>
<th>Learning Objective Supported (from your unit)</th>
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*Attach copies of any tests or rubrics you used. (This assessment plan must include both formative and summative elements and produce the quantitative data that will be analyzed to determine your impact on your students’ learning.)*

IV. Instructional Delivery: Describe the procedure giving a step-by-step sequence of how you will deliver the lesson. Examples of activities include the following:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description (50 words or less)</th>
<th>Learning Objective Supported (from your unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Engage (Hook, Purpose, Build background, Direct Instruction, Examples, Modeling, etc.)</td>
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<tr>
<td><strong>Middle</strong></td>
<td>(Explore, Guided practice, Independent practice, Explain, Discussion, Elaborate, Check for Understanding, etc.)</td>
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<tr>
<td><strong>End</strong></td>
<td>Closure (Connect back to purpose, Wrap up) Individual or group accommodations and/or differentiated instruction</td>
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</table>
Part 3: Impact on Student Learning: Analysis

Complete the spreadsheet template by entering your students’ scores in the first column for pre-assessment and their post assessment scores in the second column. This must be completed for overall scores as well as each objective. A comparison chart will automatically be created. Save this template adding your name to the file name. **Explain what your results mean:** What did students master? What have they yet to master? Are they showing progress? Did they meet your expectations? Are any students or group of students performing exceptionally well or unusually poorly?

Limit your entry to 100 words or less

**Part 4: Reflection** (each response 100 words or less)
(This section is associated with the WCOE Learning Goals: Reflection)*

1. Which lesson was the most effective? Least effective? Why?

Limit your entry to 100 words or less

2. How will this experience influence your instructional decisions in the future?

Limit your entry to 100 words or less

3. Describe something you found you need to learn as a result of teaching this unit (professional development)? How do you plan to learn this?

Limit your entry to 100 words or less
Improvements to this Clinical Teaching Handbook

Were you looking for some help that was not included?

This edition of the handbook benefited from the suggestions of student teachers, professors, cooperating teachers, university supervisors and principals. Here is your opportunity to help us continue to improve it. Write your recommendations below and send them to the Director of Certification and Compliance. Anonymous suggestions are welcome; you may add your name if you wish to do so. You can also submit items via email to sherrie.johnson@mwsu.edu.

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