Clinical Practice Handbook

Fall 2021

For Clinical Teachers, Practicum Students, Cooperating Teachers, and Field Supervisors

Educator Preparation Office, Matthews Hall Suite 119
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(940) 565-4226
https://www.coe.unt.edu/educator-preparation-office

“The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation. Education is the most powerful weapon which you can use to change the world.” - Nelson Mandela
# Table of Contents

Table of Contents .................................................................................................................. 2
Clinical Teacher Assignment Deadlines and Due Dates ...................................................... 3
Practicum Intern Assignment Deadlines and Due Dates .................................................... 4
Educator Preparation Office Contacts .................................................................................. 5
Frequently Used Terms .......................................................................................................... 6
UNT Syllabus for Clinical Teaching & Practicum Courses .................................................. 7

## Clinical Teachers

Roles, Responsibilities, and Expectations of the Clinical Teacher ....................................... 8
Evaluations and Assignments ................................................................................................. 10
EC-6 Clinical Teaching Pacing Guides ................................................................................ 11
Middle/High School/All Level Clinical Teaching Pacing Guide ....................................... 12

## Cooperating Teachers

Roles, Responsibilities, and Expectations of the Cooperating Teacher .............................. 13
Checklist to Prepare for and Work with your Clinical Teacher .......................................... 14

## University Field Supervisors

Roles, Responsibilities, and Expectations of the University Field Supervisor ....................... 16

## Policies and Rules

Clinical Teaching Policies and Rules ..................................................................................... 18
UNT EPP Stages of Intervention ......................................................................................... 21
Procedures for Suspension of or Termination from Clinical Teaching ................................ 23
Appeal Procedure .................................................................................................................. 24
UNT General Policies .......................................................................................................... 25
COVID-19 Exposure resource ............................................................................................. 28
UNT EPP COVID-19 Reporting Procedures ...................................................................... 29

## Appendices (Copies of Documents, Assessments and Evaluation Tools)

Appendix A: Feedback Acknowledgement Form ................................................................. 30
Appendix B: Collaborative Progress Log (CPL) ................................................................. 31
Appendix C: UNT T-TESS Formal Evaluations ................................................................. 32
Appendix D: First 15 Days of School ................................................................................... 35
Appendix E: UNT Common Lesson Plan & Rubric ............................................................ 36
Appendix F: Clinical Teaching Time Record ..................................................................... 47
Appendix G: T-TESS Evaluation Verification Forms ......................................................... 48
Appendix H: UNT Growth Plan ......................................................................................... 49
Appendix I: Cooperating Teacher/Mentor Teacher Evaluation of UNT Supervisor ........ 50
Appendix J: Acknowledgement of Clinical Practice Handbook ....................................... 51
Appendix K: UNT FERPA Release .................................................................................... 52
Appendix L: Clinical Teacher Agreement to Texas Educators Code of Ethics ................... 53
Appendix M: Disposition Inventory for Teachers – Candidate (DIFT-C) ......................... 56
Appendix N: Texas Teaching Standards .......................................................................... 60
Appendix O: UNT T-TESS Clinical Teaching Rubric ......................................................... 64
### Fall 2021 Tasks and Assessment Due Dates for Clinical Teachers

**This list includes ONLY clinical practice course tasks and assessments. You may have other assignments.**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uploaded into Foliotek each week by Friday at Midnight</td>
<td><strong>Collaborative Progress Logs</strong> (14 total)</td>
</tr>
<tr>
<td>Completed in Foliotek 3 days prior to Each Scheduled T-TESS Evaluation</td>
<td><strong>Pre-Observation Conference Form</strong> and <strong>UNT Common Lesson Plan</strong> (3 times) MUED and KINE submit 4.</td>
</tr>
<tr>
<td>August 20, 2021</td>
<td>First line of <strong>Feedback Acknowledgement Form</strong> completed in Foliotek</td>
</tr>
<tr>
<td>September 10, 2021</td>
<td>First <strong>T-TESS Evaluation</strong> completed in Foliotek by UNT Supervisor</td>
</tr>
<tr>
<td>September 17, 2021</td>
<td>First <strong>T-TESS Verification Form</strong> uploaded into Foliotek</td>
</tr>
<tr>
<td>September 17, 2021</td>
<td><strong>First 15 Days of School Assignment</strong> uploaded into Foliotek</td>
</tr>
<tr>
<td>October 22, 2021</td>
<td>Second <strong>T-TESS Evaluation</strong> completed in Foliotek by UNT Supervisor</td>
</tr>
<tr>
<td>October 29, 2021</td>
<td>Second <strong>T-TESS Verification Form</strong> uploaded in Foliotek</td>
</tr>
<tr>
<td>November 19, 2021</td>
<td>Third <strong>T-TESS Evaluation</strong> completed in Foliotek by UNT Supervisor</td>
</tr>
<tr>
<td>November 19, 2021</td>
<td><strong>UNT Common Lesson Plan Assignment</strong> uploaded into Foliotek (Choose one from the three lessons that were observed.)</td>
</tr>
<tr>
<td>December 3, 2021</td>
<td>Third <strong>T-TESS Verification Form</strong> uploaded into Foliotek</td>
</tr>
<tr>
<td>December 3, 2021</td>
<td><strong>Feedback Acknowledgement Form</strong> completed</td>
</tr>
<tr>
<td>December 3, 2021</td>
<td><strong>All Time Records</strong> uploaded in Foliotek</td>
</tr>
</tbody>
</table>
Fall 2021 Task and Assessment Due Dates for Practicum Students

**This list includes ONLY clinical practice course tasks and assessments. You may have other assignments.**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Completed in Foliotek 3 days prior to each scheduled T-TESS Evaluation</td>
<td><em>Pre-Observation Conference Form and Common Lesson Plan</em>&lt;br&gt;Practicum I (PI) and Practicum II (PII) students</td>
</tr>
<tr>
<td>August 20, 2021</td>
<td>First line of <em>Feedback Acknowledgement Form</em>&lt;br&gt;(Practicum I students only)</td>
</tr>
<tr>
<td>September 10, 2021</td>
<td>First (PI) or Third (PII)* T-TESS Evaluation* completed in Foliotek by UNT Supervisor</td>
</tr>
<tr>
<td>September 17, 2021</td>
<td>First (PI) or Third (PII)* T-TESS Verification Form* uploaded into Foliotek</td>
</tr>
<tr>
<td>September 17, 2021</td>
<td><em>First 15 Days of School</em> assignment uploaded into Foliotek&lt;br&gt;(Practicum I students only)</td>
</tr>
<tr>
<td>November 19, 2021</td>
<td>Second (PI) or Fourth (PII)* T-TESS Evaluation* completed in Foliotek by UNT Supervisor</td>
</tr>
<tr>
<td>November 19, 2021</td>
<td>UNT Common Lesson Plan Assignment uploaded into Foliotek&lt;br&gt;(Chose one of the two lessons that were observed)</td>
</tr>
<tr>
<td>December 3, 2021</td>
<td>Second (PI) or Fourth (PII)* T-TESS Verification Form* uploaded into Foliotek</td>
</tr>
<tr>
<td>December 3, 2021</td>
<td><em>Feedback Acknowledgement Form</em> completed in Foliotek</td>
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*Practicum I students will have their First and Second T-TESS Evaluations this semester, and Practicum II students will have their Third and Fourth T-TESS Evaluations this semester.*
University of North Texas College of Education
https://coe.unt.edu/educator-preparation-office

**Educator Preparation Office Staff Contact Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Pam Trocki-Ables</td>
<td>Director, Clinical Practice</td>
<td><a href="mailto:pamela.trocki-ables@unt.edu">pamela.trocki-ables@unt.edu</a></td>
</tr>
<tr>
<td>Ms. Elizabeth Dracobly</td>
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<td>Ms. Destinie Noles</td>
<td>Administrative Specialist, Clinical Practice</td>
<td><a href="mailto:destinie.noles@unt.edu">destinie.noles@unt.edu</a></td>
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<tr>
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<td><a href="mailto:alyssa.armstrong@unt.edu">alyssa.armstrong@unt.edu</a></td>
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<tr>
<td>Ms. Jessica Powell</td>
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<td><a href="mailto:jessica.powell@unt.edu">jessica.powell@unt.edu</a></td>
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<tr>
<td>Ms. Ann Miller</td>
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<td>Dr. Alexandra Leavell</td>
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<td>Ms. Maria Prada</td>
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<td>Ms. Carmen Yanes</td>
<td>Advisor Post Bacc Program (EC-6 Programs)</td>
<td><a href="mailto:carmen.yanes@unt.edu">carmen.yanes@unt.edu</a></td>
</tr>
</tbody>
</table>

**PDS* Site (EC-6/4-8) Cadre Coordinator Contact Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Cadre Coordinator</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>Ms. Robyn Tschantz</td>
<td><a href="mailto:Robyn.Tschantz@unt.edu">Robyn.Tschantz@unt.edu</a></td>
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<tr>
<td>Carrollton-Farmers Branch</td>
<td>Ms. Benita Gordon</td>
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<tr>
<td>Argyle/Sanger</td>
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<tr>
<td>Aubrey/Little Elm</td>
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<tr>
<td>Coppell</td>
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</tr>
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</tr>
<tr>
<td>Frisco</td>
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</tr>
<tr>
<td>Frisco-PALS</td>
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</tr>
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<td>Grapevine-Colleyville</td>
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</tr>
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<td>Irving (4-8)</td>
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<td><a href="mailto:Dianna.Hopper@unt.edu">Dianna.Hopper@unt.edu</a></td>
</tr>
<tr>
<td>Keller</td>
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<td><a href="mailto:Brian.Coker@unt.edu">Brian.Coker@unt.edu</a></td>
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<tr>
<td>Lewisville</td>
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<td>Lewisville</td>
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</tr>
<tr>
<td>Northwest</td>
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<td><a href="mailto:Anita.Chaney@unt.edu">Anita.Chaney@unt.edu</a></td>
</tr>
<tr>
<td>Plano</td>
<td>Ms. Linda Hunter</td>
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</tr>
<tr>
<td>Wylie (EC-6/4-8)</td>
<td>Ms. Alicia Ross</td>
<td><a href="mailto:Alicia.Ross@unt.edu">Alicia.Ross@unt.edu</a></td>
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<tr>
<td>Post Bac (Elementary)</td>
<td>Dr. Violet Dickson</td>
<td><a href="mailto:Violet.Dickson@unt.edu">Violet.Dickson@unt.edu</a></td>
</tr>
</tbody>
</table>

* Secondary and All-Level candidates do not participate in the Professional Development Sequence Model and do not have Cadre Coordinators.

**OTHER HELPFUL CONTACTS**

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE Undergraduate Student Advising Office</td>
<td>Matthews Hall 105</td>
<td><a href="mailto:Coe-sao@unt.edu">Coe-sao@unt.edu</a></td>
<td>940.565.2736</td>
</tr>
<tr>
<td>Post-Baccalaureate Advising Office</td>
<td>Matthews Hall 204</td>
<td><a href="mailto:Maria.Prada@unt.edu">Maria.Prada@unt.edu</a> <a href="mailto:Carmen.Yanes@unt.edu">Carmen.Yanes@unt.edu</a></td>
<td>940.565.3319</td>
</tr>
<tr>
<td>TExES Success Office</td>
<td>Matthews Hall 119</td>
<td><a href="mailto:Coe-tso@unt.edu">Coe-tso@unt.edu</a></td>
<td>940.369.8601</td>
</tr>
<tr>
<td>Certification Officer</td>
<td>Matthews Hall 119</td>
<td><a href="mailto:Ann.miller@unt.edu">Ann.miller@unt.edu</a></td>
<td>940.565.4226</td>
</tr>
<tr>
<td>UNT Career Center</td>
<td>Chestnut Hall, 103</td>
<td><a href="mailto:career.center@unt.edu">career.center@unt.edu</a></td>
<td>940.565.2105</td>
</tr>
<tr>
<td>Student Financial Aid and Scholarships <a href="https://financialaid.unt.edu/">https://financialaid.unt.edu/</a></td>
<td>Eagle Student Services Center</td>
<td><a href="mailto:financialaid@unt.edu">financialaid@unt.edu</a></td>
<td>940.565.2302</td>
</tr>
<tr>
<td>UNT Registrar Help Desk</td>
<td>Eagle Student Services Center</td>
<td><a href="mailto:registrar@unt.edu">registrar@unt.edu</a></td>
<td>940.565.2111</td>
</tr>
<tr>
<td>Student Financial Services, <a href="https://sfs.unt.edu/">https://sfs.unt.edu/</a></td>
<td>Eagle Student Services Center Room 105</td>
<td><a href="mailto:sfs@unt.edu">sfs@unt.edu</a></td>
<td>940.565.3225</td>
</tr>
<tr>
<td>UNT Student Health and Wellness Center <a href="https://studentaffairs.unt.edu/student-health-and-wellness-center">https://studentaffairs.unt.edu/student-health-and-wellness-center</a></td>
<td>Chestnut Hall, 2nd floor</td>
<td><a href="mailto:ASKSHWC@UNT.EDU">ASKSHWC@UNT.EDU</a></td>
<td>940.565.2333</td>
</tr>
<tr>
<td>UNT COVID Hotline (For updates and resources)</td>
<td><a href="https://healthalerts.unt.edu/return#resources">https://healthalerts.unt.edu/return#resources</a></td>
<td><a href="mailto:COVID@unt.edu">COVID@unt.edu</a></td>
<td>844-366-5892</td>
</tr>
</tbody>
</table>
FREQUENTLY USED TERMS

Cadre Coordinator (PDS): The UNT employee responsible for facilitating the EC-6 and 4-8 ELAR/Social Studies PDS clinical experience. The Cadre Coordinator’s responsibilities include:
1) facilitating open communication among the interns, supervisors, mentors, and UNT faculty, 
2) mediating any concerns or problems during clinical practice.

Clinical Practice Office: UNT office responsible for the coordination of all clinical field experiences related to initial teacher certification.

Clinical Teacher: A teacher candidate who is in their final semester completing clinical student teaching.

Cooperating Teacher: A certified teacher with at least three years of teaching experience in a partner district who is hosting a teacher candidate during Early field Experience/PFS1 or Clinical Student Teaching. CTs teach, support, and monitor a clinical teacher’s growth into the teaching profession.

Director of Clinical Practice (Dr. Pam Trocki-Ables, COE-ClinicalPractice@unt.edu): UNT employee responsible for coordinating UNT clinical experiences with partner districts.

DIFT-C (Disposition Inventory for Teachers-Candidates): An assessment tool used to evaluate the teacher candidate’s professional disposition throughout their program.

Field Supervisor: UNT employee assigned to each clinical teacher, responsible for on-site monitoring, mentoring, and evaluation during the clinical teaching semester.

Foliotek: An online data management system and is used to collect and store the assessments used to evaluate candidates’ knowledge, skills, and dispositions relevant to program standards and objectives, and to collect and store TEA-required documentation.

Growth Plan: A Growth Plan is a written form initiated by university or district personnel when a teacher candidate displays a lack of progress. Documents expectations that must be met by a teacher candidate to succeed in clinical teaching and be recommended for certification.

Intern: A Post-Bacc candidate on a TEA-issued Intern or Probationary Certificate. Serves as the Teacher of Record while completing Practicum. This option is not available to undergraduate students per TAC rule.

Partner Districts: Districts and campuses that host teacher candidates and collaborate with UNT’s Educator Preparation Program

“Post-bacc”: (Post-baccalaureate). The Post-bacc teacher education program is only available to candidates with an earned bachelor’s degree.

Practicum: Candidates who have a Texas Education Agency Intern or Probationary Certificate do not clinical teach, they complete a full-year practicum as the teacher of record in a school district.

Professional Development Sequence/School (PDS) Cadre (The PDS Model is for EC-6 and 4-8 ELAR and Social Studies teacher candidates.): Core group of preservice teachers assigned to a specific UNT partner school district for PDS 1/Block B (observation hours) and PDS 2/Block C. (clinical teaching). Cadre members are pre-service teacher candidates, cooperating teachers, a Cadre Coordinator, and UNT field supervisors.

PDS 1/Block B: First semester of intensive clinical practice (2 full days/14 weeks) for all undergraduate candidates in the EC-6/4-8 programs.

PDS 2/Block C: For undergraduate EC-6 and 4-8 ELAR SS candidates the second and last semester of clinical practice. which is a completely field-based placement in a partner school. Also called “Clinical Teaching”. PDS 2 lasts a minimum of 14 weeks, 5 days/week for 100% of the district’s designated school day.

Student Advising Office (SAO): UNT office responsible for advisement of undergraduate EC-6, 4-8 ELAR/SS, and All-level teacher education candidates (except music & art who are advised in their home college).

Texas Education Agency (TEA): State Agency external to UNT that issues teaching certificates to eligible graduates of UNT’s Educator Preparation Program.

TExES Success Office (TSO): UNT office responsible for the following tasks:
1) disseminating information about TExES state certification exams,
2) administering TExES practice tests to candidates
3) documenting and reporting TExES results.

Texas-Teacher Evaluation Support System (T-TESS): TEA-required formal evaluation of clinical teachers completed by UNT field supervisors at least three times during clinical teaching. Failure to achieve a score of Developing or higher on each domain on the final evaluation will result in a grade of NP for one or both clinical teaching courses.

UNT Common Lesson Plan: UNT requires that all lesson plans used for formal T-TESS evaluations be submitted using the using the UNT Common Lesson Plan format. Clinical Teachers and Practicum students will submit to UNT Field Supervisor at least 3 days prior to the scheduled evaluation date. Each CLP must be approved by the field supervisor before the less on conducted.
The successful teacher candidate will consistently meet the following objectives:

<table>
<thead>
<tr>
<th>I. Teacher Dispositions</th>
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<tbody>
<tr>
<td>1. Demonstrate the values, attitudes, and dispositions consistent with those expected of a professional educator.</td>
</tr>
<tr>
<td>2. Demonstrate a level of integrity and respect that honors the dignity of self, others, and the education profession.</td>
</tr>
<tr>
<td>3. Know, and at all times act, in accordance with professional, ethical, and legal standards as defined in all relevant guidelines, policies, and statutes, including FERPA, COPPA, and other applicable federal laws.</td>
</tr>
<tr>
<td>4. Speak and act in a manner that reflects genuine concern for the safety and well-being of self and of all members of the educational context in which he/she/they work.</td>
</tr>
<tr>
<td>5. Demonstrate an eagerness to acquire, understand, and consider the cultural backgrounds and contexts of individual learners, the classroom, the school, and the greater community, and use this information to adapt and differentiate instruction that meets the needs of all learners</td>
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<thead>
<tr>
<th>II. Planning &amp; Instruction</th>
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<tbody>
<tr>
<td>1. Develop, at minimum, entry-level competence in the full range of teaching skills and functions of a classroom teacher.</td>
</tr>
<tr>
<td>2. Demonstrate increasing degrees of competence in planning lessons and instruction aligned with appropriate standards and with learners’ developmental levels, skills, and strengths.</td>
</tr>
<tr>
<td>3. Demonstrate increasing degrees of competence in implementing engaging flexible lessons that encourage maximum learning</td>
</tr>
<tr>
<td>4. Present subject matter content accurately and in ways that demonstrate an understanding of the major concepts, discipline-specific vocabulary, conceptual structure, and processes of inquiry specific to the discipline.</td>
</tr>
<tr>
<td>5. Increase his/her/their understanding of common learner misconceptions in the subject being taught and demonstrate effective approaches to both assess and guide learners to accurate understanding.</td>
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<tr>
<td>6. Make informed and purposeful choices to integrate technology in significant and effective ways to improve communication and learning.</td>
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<thead>
<tr>
<th>III. Professionalism</th>
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<tbody>
<tr>
<td>1. Communicate, collaborate, and consult with teachers, students, administrators, parents, and other stakeholders within the clinical teaching context in ways that demonstrate respect, professionalism, and promote positive improvement for all.</td>
</tr>
<tr>
<td>2. Use the expected conventions of professional communication in all verbal, written and digital contexts.</td>
</tr>
<tr>
<td>3. Seek out, be receptive to, and respond to substantive feedback from all program faculty.</td>
</tr>
<tr>
<td>4. Display a commitment to and engage in ongoing reflection and self-assessment of his/her/their current teaching practice for the purpose of continuous improvement</td>
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<thead>
<tr>
<th>IV. Assessment &amp; Technology Use</th>
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<tbody>
<tr>
<td>1. Demonstrate an awareness of and an increasing ability over time to select and use instructional methods and strategies that respond to content demands and learners’ needs.</td>
</tr>
<tr>
<td>2. Select, create (as needed), and apply assessment strategies and tools in ways that indicate understanding of the role of both formative and summative assessment in informing the Learning Cycle.</td>
</tr>
<tr>
<td>3. Use information and data from assessments to inform and adapt instruction.</td>
</tr>
</tbody>
</table>
Role, Responsibilities, and Expectations of the Clinical Teacher

- You are still a student and a learner, but you will be expected to always act as a beginning professional educator.
- As a guest in your host school (either in virtual or actual learning spaces) act accordingly.
- Every clinical teaching experience is unique; stay curious and be open to all available learnings.

Responsibility to your students:
- Your first responsibility is to your students. Their safety, health, social and emotional well-being, and academic achievement should guide your decision-making every day.
- Learn students’ names, how to pronounce them, and pronounce them correctly. If uncertain, ask the student to help you.
- You are a model for your students. Everything you say and do conveys a message about who you are, what is important to you, and what you expect from them.
- Create and maintain a positive classroom culture and community geared toward student success.
- Establish relationships based on mutual respect; when a student acts in unexpected ways, respond, don’t react.
- Teach the whole student; recognize and be responsive to their social-emotional needs.
- Maintain a professional relationship with each student. The use of social media must be approved by your cooperating teacher and be for instructional purposes only.
- Schedule dedicated time with your cooperating teacher to ask questions, plan for instruction, and request feedback on your growth and progress.
- When you are scheduled to teach, you must have written lesson plans in the expected format that have been approved by your cooperating teacher in advance of teaching. You must use the UNT Common Lesson Plan format for each of your formal T-TESS evaluated observations.
- Be prepared. Know your content, have a plan, and teach to the best of your ability every day.
- Be proactive about addressing your concerns and goals.

Responsibility to Your Professional Colleagues and the School Community:
- Ask for copies, read, clarify, and act in accordance with all district and school policies and procedures.
- Follow the same daily schedule as your cooperating teacher/mentor. Report to school at the appointed time and remain on campus until you are excused by your cooperating teacher.
- Notify the school office, your cooperating teacher, and your field supervisor immediately when you know that you will be late or absent for any reason. Wear appropriate professional attire in compliance with school policy dress code.
- Establish professional relationships with school personnel (administrators, faculty, support staff), students and parents.
- Be discreet with any confidential information you are privileged to. Know all FERPA and COPPA laws.
- Along with meeting legal and policy guidelines for privacy, before you share any information, check your motivation for sharing. THINK about what you plan to say:
  - Is it True?
  - Is it Helpful?
  - Is it Important?
  - Is it Necessary?
  - Is it Kind?

  ! If your honest answer to any of these is “no”, the information shouldn’t be shared.

- Observe cell phone etiquette and use that is appropriate to the context (classroom, public areas, teacher workroom, etc.). Your cell phone should be off and out of sight during class unless it is being used for instruction-related purposes.
• Food and drinks (other than water) should not be consumed in the classroom unless part of a class activity.
• Establish professional relationships with school personnel (administrators, faculty, support staff), students and parents.
• Participate in school-wide professional and community events such as professional development sessions, faculty meetings, student development meetings (with your cooperating teacher’s approval), sports events, club meetings, etc.

Responsibility to your university field supervisor (and, if you are a PDS 2/Block C student, to your Cadre Coordinator)

• Your UNT field supervisor and/or PDS 2/Block C cadre coordinator are your first point/s of contact if you have concerns related to your placement.
• Submit your weekly teaching schedule by agreed-upon means, before or by each Friday at midnight. Your weekly schedule must show when and where you and your cooperating teacher have agreed you will be teaching the following week.
• Notify your university field supervisor (and cadre coordinator for PDS2/Block C) immediately when changes occur to this schedule.
• Notify your cooperating teacher, university field supervisor, and cadre coordinator (if PDS 2/Block C) if absence due to illness is necessary.
• Welcome constructive suggestions and feedback and show evidence of incorporating it into subsequent lessons and daily actions.

Assessment, Evaluation, and Grades.

• Clinical Teachers are enrolled in two clinical teaching courses. Each clinical teaching course is graded as Pass (P) or No Pass (NP). [Practicum students are enrolled in Practicum I during the current semester and Practicum II in the subsequent semester. Each practicum is graded P/NP.]
• Grades are assigned by the UNT field supervisor and based on successful achievement of all goals, objectives, expectations, and completion of all required assignments, assessments & tasks.
• Submit all assignments, assessments, and required forms before or by the due date to be eligible for full credit.

★ A grade of “NP” (No Pass) in one or both of your clinical teaching courses will result in having to repeat one or both clinical teaching courses during the subsequent long semester or in dismissal from the program.

• In accordance with the ruling of the State Board of Educator Preparation for clinical teaching or practicum, at the conclusion of your Clinical Teaching/Practicum, your UNT field supervisor and cooperating teacher/s is/are asked to respond “yes” or “no” to the statement, “I would recommend this clinical teacher for certification”.

Fall 2021
**Evaluations and Assignments**

**This table does NOT include non-clinical course-related assignments or seminar attendance (if required). The chart below lists the items that must be completed & submitted ON TIME by the due date. All assignments must be uploaded to Foliotek for credit. Some assignments are recurring assignments. Due dates and deadlines are listed for both Clinical Teachers and Practicum students on the Assignments Due Date pages in this handbook.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Frequency</th>
<th>Submitted by</th>
<th>Success Criteria: (ALL must be uploaded to FOLIOTEK)</th>
<th>Due By</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 15 Days of School</td>
<td>Once</td>
<td>Student</td>
<td>Answers prompts thoughtfully and completely Submit by due date</td>
<td>Week 4 of UNT sem.</td>
</tr>
<tr>
<td>Dispositions Inventory for Teachers- Candidate (DIFT-C) - Cooperating Teacher</td>
<td>Once per rotation</td>
<td>Cooperating Teacher #1 &amp; Cooperating Teacher #2 (if applicable)</td>
<td>Submitted complete by Cooperating Teacher/s “Meets Expectations” or above on all indicators.</td>
<td>Week 4 of rotation/s</td>
</tr>
<tr>
<td>Dispositions Inventory for Teachers- Candidate (DIFT-C) UNT Field Supervisor</td>
<td>Once per rotation</td>
<td>UNT Field Supervisor</td>
<td>Submitted complete by Field Supervisor “Meets Expectations” or above on all indicators.</td>
<td>Week 4 of rotation/s</td>
</tr>
<tr>
<td>UNT Final Clinical Teacher Evaluation – Field Supervisor</td>
<td>Once</td>
<td>UNT Field Supervisor</td>
<td>Summation indicates no cause for a negative recommendation. Field Supervisor checks “YES” to recommend certificate, and completes T-TESS Rubric</td>
<td>End of semester</td>
</tr>
<tr>
<td>UNT Final Clinical Teacher Evaluation - Cooperating Teacher</td>
<td>Once per rotation</td>
<td>1 by each Cooperating Teacher</td>
<td>Summation indicates no cause for a negative recommendation. Cooperating Teacher “YES” to recommend certificate, and completes T-TESS Rubric</td>
<td>End of rotation/s</td>
</tr>
<tr>
<td>Clinical Teaching Time Record</td>
<td>Once (individual pp can be submitted as completed)</td>
<td>Student</td>
<td>Form completed accurately with no missing dates. [Absences should be recorded.] Enter your time daily; keep a running total. Each page bears original signature of cooperating teacher Final Total meets TEA required days.</td>
<td>End of semester</td>
</tr>
<tr>
<td>Collaborative Progress Log (CPL)</td>
<td>14 total</td>
<td>Student</td>
<td>Each CPL completed collaboratively by student and cooperating teacher Goals and action plan are relevant and attainable. Signatures are complete and valid. UNT Field Supervisor will check each Monday to acknowledge timely submission</td>
<td>Weekly by Friday at midnight</td>
</tr>
<tr>
<td>Feedback Acknowledgement Form</td>
<td>5</td>
<td>#1 After initial contact by field supervisor (within first 3 weeks) #2-#5 After each T-TESS Evaluation</td>
<td>Each entry is complete and submitted by due date. (This is all one form in Foliotek with 5 separate entries.)</td>
<td>Within 48 hours of T-TESS eval</td>
</tr>
</tbody>
</table>

The assignments below are completed as part of each P.O.P Cycle used for formal T-TESS Evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Frequency</th>
<th>Submitted by</th>
<th>Success Criteria</th>
<th>Due By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Observation Conference Form</td>
<td>Clinical Teacher:3 MUED:4 Practicum:2</td>
<td>Student</td>
<td>Each form: Shows thoughtful consideration of lesson cycle Is uploaded to Foliotek along with Common Lesson Plan by deadline</td>
<td>3 days before each T-TESS Eval</td>
</tr>
<tr>
<td>UNT Common Lesson Plan</td>
<td>Clinical Teacher:3 MUED:4 Practicum:2</td>
<td>Student</td>
<td>Each Common Lesson Plan: All components were addressed. Final approved version reflects feedback from field supervisor/cooperating teacher. Indicates expected teacher candidate knowledge and skills. Uploaded to Foliotek along with Common Lesson Plan by deadline.</td>
<td>3 days before each T-TESS Eval</td>
</tr>
<tr>
<td>UNT T-TESS Formal Evaluation and UNT T-TESS Evaluation Summary Form</td>
<td>Clinical Teacher:3 MUED:4 Practicum:2</td>
<td>Field Supervisor</td>
<td>Three T-TESS Formal Evaluation rubrics and T-TESS Evaluation Summary Forms (four for MUED) has no scores below “Developing” to pass clinical teaching/practicum.</td>
<td>9/10/21 10/22/21 11/19/21</td>
</tr>
<tr>
<td>UNT T-TESS Verification Form</td>
<td>Clinical Teacher:3 MUED:4 Practicum:2</td>
<td>Student</td>
<td>Cooperating Teacher (for Clinical Teachers) or administrator (for Practicum) has signed to acknowledge receipt of each T-TESS Evaluation. Signed form/s uploaded to Foliotek.</td>
<td>Within one week of T-TESS Eval</td>
</tr>
</tbody>
</table>
**UNT EC-6 CLINICAL TEACHING SUGGESTED PACING GUIDE**

Note: This is a suggestion. It can be changed to meet individual needs.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEKS 1-7 are for the first rotation of PDS 2/Block C</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | **Actively Observe and Assist as needed.**  
Most of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible. |
| 2 | **Co-plan and teach 1-2 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 3 | **Co-plan and teach 2-3 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 4 | **Independently plan teach 2-3 subjects/periods per day**  
As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the clinical teacher should have taught all subjects/periods. |
| 5-7 | **Full Responsibility**  
Full instructional responsibility requires pre-planning and collegial preparation by both the clinical teacher and cooperating teacher. For a minimum of 10 consecutive days, the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she/they were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher. |
| **WEEKS 8-14 are for the second rotation of PDS 2/Block C** | |
| 8 | **Actively Observe and Assist as needed.**  
Most of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible. |
| 9 | **Co-plan and teach 1-2 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 10 | **Co-plan and teach 2-3 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 11 | **Independently plan and teach 2-3 subjects/periods per day**  
As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the student teacher should have taught all subjects/periods. |
| 12-14 | **Full Responsibility**  
Full instructional responsibility requires pre-planning and collegial preparation by both the clinical teacher and cooperating teacher. For a minimum of 10 consecutive days, the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she/they were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher. |
### RESPONSIBILITIES

**Note:** This is a suggestion. It can be changed to meet individual needs.

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<th>RESPONSIBILITIES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Actively Observe and Assist as needed.</strong> Most of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible.</td>
</tr>
</tbody>
</table>
| 2    | **Team Teaching** To initiate the teaching experience in the class, the clinical teacher may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways. Some examples:  
- Divide the class into two groups with the cooperating teacher and clinical teacher each taking a group for instruction.  
- Divide the instructional time – one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.  
- One person may present the lesson content while the other one supervises the cooperative group work |
| 3    | **Co-plan and teach 1-2 classes** This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. |
| 4    | **Co-plan and teach 1-2 classes** This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. |
| 5    | **Independently plan and teach 1-3 classes** |
| 6    | **Independently plan and teach 1-3 classes** |
| 7-9  | **Full Responsibility for the first set of classes** Full instructional responsibility demands total commitment on the part of both the clinical teacher and cooperating teacher. **For a minimum of 10 consecutive days,** the clinical teacher should have the full responsibility of planning and teaching the first set of courses as if he/she/they were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher. |
| 10-12| **Plan and teach 2-3 additional classes** Progressively add periods that build toward full responsibility for the Cooperating Teacher’s Schedule. |
| 13-14| **Full Responsibility for all classes** Full instructional responsibility demands total commitment on the part of both the clinical teacher and cooperating teacher. **For a minimum of 10 consecutive days,** the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she/they were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher. |
Role, Responsibilities, and Expectations of the Cooperating Teacher

As a Cooperating Teacher:

- Your service in hosting a clinical teacher is critical to their success and the future of the teaching profession; it is invaluable and greatly appreciated!
- You play a pivotal role in helping the clinical teacher navigate their dual roles of university student and clinical beginning teacher.
- Your primary role is to support your candidate to become independent at all aspects of a teacher’s role.

★ The clinical teacher is expected to ultimately assume all responsibility for planning, teaching, and classroom management for a minimum of 10 consecutive days.

RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR

- Communicate with the university field supervisor on a regular basis. Quick email, text, phone calls, etc. can keep communication timely.
- Barriers to successful teaching should be identified and discussed as early as possible.
- Unresolved performance problems may require a Growth Plan (Appendix H) to encourage timely and effective change.
- Contact the university supervisor/cadre coordinator at any time with questions or concerns.

RESPONSIBILITY FOR DOCUMENTATION, ASSESSMENT, AND EVALUATION:

- Please consult the Evaluations and Assignments Chart on p. 7 of this handbook for a list of assessments and documentation required for program compliance.

- All documents must be completed and submitted by the last week of the teacher candidate’s placement in your classroom unless otherwise noted.

- Submit the UNT Final Clinical Teacher Evaluation - Cooperating Teacher for your clinical teacher online through Foliotek. Contact Alyssa.Armstrong@unt.edu with Foliotek questions and concerns.

- The Clinical Teaching Time Record and weekly Collaborative Progress Logs will be provided by your clinical teacher.
**CHECKLIST TO PREPARE FOR and WORK WITH YOUR CLINICAL TEACHER**

**Before arrival: Preparing for your Clinical Teacher**

- Confirm his/her/their arrival date and time with principal and/or HR
- Make contact and exchange important phone numbers, email addresses, and preferred communication modes
- Prepare a dedicated workspace for your clinical teacher
- Prepare your students to receive the clinical teacher as a professional co-worker
- Duplicate/arrange for electronic access to class rosters, seating charts, course syllabi, and classroom management plan
- Prepare copies/arrange for electronic access to your daily schedule, calendar of special school/district events, professional days, conference dates, and dates for school closings/holidays, map of the building/s and facilities
- Add clinical teacher’s email address to the building email if appropriate

**Non-Instructional Responsibilities:**
- Make a list of your Non-Instructional Responsibilities:
  - Events such as family nights, parent-teacher conferences, open houses, faculty meetings, department meetings, committee meetings
  - Duties (bus, hallway supervision, lunch supervision)

**Week 1: Orientation/Active Observation. Modeling, Explaining, and Reviewing:**

**First Day:**

- Ensure clinical teacher has district/campus ID badge
- Review class and school emergency and drill procedures
- Specific health/participation restrictions of any students (allergies, diabetes, etc.)
- Share a copy of your district, school, and team guidelines and any faculty-specific regulations
- Introduce your clinical teacher to office staff, administrators, colleagues, the school counselor, SRO, etc.
- Outline expectations regarding:
  - FERPA, confidentiality of information and student records
  - Expected district-approved arrival and departure times
  - Procedures to follow in case of absence due to illness
  - Use of school and individual property

**Clarify Classroom Policies**

- Classroom rules and management plan
- Recording absent and tardy students
- Discipline referral procedures and when their use is warranted

**Provide Copies of or electronic access to School and District Policies and Procedures**

- Student Handbook & Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

**Show where to find Instructional Resources**

- Media center, computer labs, and technology coordinators
- Computer/technology use expectations
- District and school websites
- TEKS for course or grade level
- Appropriate instructional materials
- Lesson plan expectations
- Community resources to enhance instruction
- District Curriculum
Describe the Culture and Community of district, school, and your classroom
- General socioeconomic and cultural background of student population
- Responsibilities to students with special needs
- After school activities and opportunities for Clinical Teacher involvement
- Parent/family/community involvement opportunities in the school
- Expectations to communicate and work with parents and families

Provide an Overview of the process you use for Planning and Teaching
- How do you consider classroom culture and student characteristics in your planning and instructional approach and assessment?
- What specific techniques and procedures do you use to create classroom community, convey expectations, and hold students responsible for themselves to maintain student engagement, motivation to learn, and appropriate behavior?
- How do you include unique characteristics of individual students that are relevant to differentiating planning, the learning environment, instruction, and/or assessment?
- What technology and digital resources do you use regularly?
- Explain the “teacher-thinking” you use during instructional decision-making. How do you determine why a particular grouping structure, instructional strategy, etc. Is best?
- Explain your method of assessment, grading, record-keeping, and documentation
- Together, discuss and complete the weekly Collaborative Progress Log (CPL) on Friday.

Week 2: Shadow and Assist
- Review learning objectives and lesson plans for the day, week, and long-term.
- Provide a gradual induction to the teaching process by modeling both planning and teaching. After the cooperating teacher models the preparation for and teaching of the lesson plans, the clinical teacher will assume some of the responsibility for planning and teaching.
- Identify opportunities for the clinical teacher to assist with daily classroom procedures and supporting student learning.
  o Monitor student independent work and provide assistance as appropriate.
  o Prepare and distribute materials and resources
  o Check attendance and learn students’ names
  o Assist students with make-up work/tutorials
  o Grade papers
- Provide your clinical teacher with ongoing guidance and informal feedback; share suggestions to improve their understanding of effective communication, giving students directions, scaffolding students’ understanding
- Debrief with your clinical teacher; share your thought processes and “unpack” aspects of your decision-making that may not be apparent to them
- Discuss and complete together the weekly Collaborative Progress Log (CPL) on Friday.

Week 3 and beyond: From Co-Teaching to Full Responsibility
NOTE: Refer to the suggested Pacing Guide for ideas about gradual release of responsibility.
- Increase daily responsibilities with the goal of the clinical teacher assuming full responsibility as soon as feasible.
- Develop a weekly implementation plan to clarify what the clinical teacher will be responsible for.
- Mentor, guide, monitor, and provide necessary supports
- Provide continual and increase substantive and specific feedback on performance
- Complete together the Collaborative Progress Log every Friday to document progress and to establish goals for continuous improvement.
Roles, Responsibilities, and Expectations of the University Field Supervisor

- The University Field Supervisor (UNT FS) is a liaison between the placement site and the Clinical Practice Office.
- The UNT FS is responsible for ensuring clarity of expectations during clinical placement for both the Clinical Teacher and the Cooperating Teacher.
- The UNT FS is the instructor of record for the clinical teaching or practicum course/s, assigns the final grade of P/NP, and makes a recommendation for certification decision at the end of the semester.
- Helps to ensure timely submission of all required assessments and documentation before or on the due date.

Immediate and Ongoing Responsibilities:

1. Conduct a meeting with your clinical teachers immediately following the UNT Clinical Teacher Orientation:
   a. Explain, clarify, and review your expectations and university expectations for clinical teachers.
   b. Review the Clinical Teaching Handbook, assignment expectations, due dates, and establish informal and formal communication protocols.
   c. Review, discuss, and answer questions about the Code of Ethics and Standard Practices for Texas Educators which your students have agreed to and signed.
2. Schedule a face-to-face or virtual meeting during the first week of the candidate’s placement:
   a. Introduce yourself to the cooperating teacher/s and establish communication preferences.
   b. Review, explain, and answer any questions about the cooperating teacher’s role and responsibilities contained in the Clinical Teaching Handbook.
   c. Point out the Contact Information provided in the Clinical Teaching Handbook and the URL for the Educator Preparation website.
   d. Understand and be able to explain all policies, expectations, and administrative tasks of the clinical teaching experience.
   e. Request information about relevant campus and district policies, protocols, and guidelines for campus visitors, parking, and emergency situations.
   f. Schedule the first T-TESS Formal Evaluation (Deadline: 9/10/2021)
3. Formally observe, assess, and evaluate each clinical teacher according to UNT EPP Guidelines a minimum of 3 times using the T-TESS Formal Evaluation and the POP (Pre-observation, Observation, and Post-Observation Conference) Cycle structure.
4. Meet (virtually or in-person) with the cooperating teacher between each T-TESS observation and otherwise as needed. This meeting should not be held during the Post-observation conference which is for the UNT FS and candidate only.

Responsibility to the Cooperating Teacher/Host Campus

1. Learn and follow all school procedures and district guidelines regarding visitors on each campus. (Parking, entry to the building, exit from the building, sign-in, sign-out, identification requirements, etc.)
2. Communicate frequently with the cooperating teacher about the clinical teacher’s progress and address any concerns immediately.
3. Collaborate with the cooperating teacher to support, enhance, and evaluate all aspects of the clinical teaching experience.
4. Develop a collaborative approach with campus administrators to support the clinical teaching experience.

Responsibility to UNT/The Clinical Practice Office
1. Go to http://my.unt.edu to verify attendance, approve, and submit the UNT Audit Roll (usually the 12th class day).
2. Timely complete all required forms, assessments, and formal evaluations in Foliotek.
3. Communicate regularly with the Director of Clinical Practice about areas of concern and/or to make suggestions for programmatic changes.
4. Continue professional development through attendance and participation in supervisor meetings each semester.
5. Request support, additional information, and guidance when you need them.
6. Serve as a mentor to a new Clinical Teacher supervisor, if requested.
7. Go to http://my.UNT.edu to complete, approve, and submit final grades for your clinical teachers before or by the deadline. **Grades are due on 12/13/2021.**

Ways to Support your Candidate:
- Model professional standards of communication and interaction for and with your clinical teachers.
- Share your relevant expertise and experience about what a beginning teacher should know, understand, and be able to do.
- Provide guidance and support both verbally and in writing/informally and formally to enhance the growth and development of your clinical teachers as they transition from their role as student to that of a beginning teacher.
- Share helpful resources such as professional materials, professional organizations, teaching websites, etc. Some field supervisors choose to create a dedicated Facebook page for their clinical teachers.
- Conduct observations at a variety of times to include a range of classroom contexts/subjects which the clinical teacher is responsible for teaching.
- Guide the clinical teacher’s understanding of the importance of self-assessment and reflection on practice to his/her/their continuous improvement as an educator. Think-alouds, journals, and self-questioning are helpful vehicles for building this critical skill.
- Complete recommendation letters for clinical teachers who are applying for teaching positions.
Clinical Teaching Policies and Rules

PERSONAL LIABILITY INSURANCE REQUIREMENT
Candidates must provide proof of liability insurance for a minimum amount of $500,000 per incident to be allowed to report to their campus. Cost-free professional liability insurance is available with a free student teacher membership in the Association of Texas Professional Educators. Go here to register for your free ATPE membership and obtain proof of liability insurance. You may also use other vendors to purchase this insurance; however, you must show proof of insurance prior to being allowed to begin clinical student teaching or internship/practicum.

LENGTH OF THE CLINICAL TEACHING EXPERIENCE
Clinical Teachers: To be recommended to the Texas Education Agency for certification, a clinical teacher must successfully complete the full 70-day clinical teaching experience with a full day being 100% of the district-designated school day. This typically consists of one 14-week placement or two 7-week placements, depending on the requirements of the candidate’s certification plan.

Practicum Students: To be recommended to the Texas Education Agency for certification, a practicum student employed as teacher of record on an intern or probationary certificate must successfully complete two full semesters of their district school year (Fall-Spring/Spring-Fall only).

ATTENDANCE
Clinical teachers must arrive before or by the designated time every day of the clinical teaching experience and remain for 100% of the school day. You are expected to participate in any duties expected of the cooperating teacher (i.e., arrival, cafeteria, bus, dismissal, recess, etc.).

Leaving the school campus during the school day is not permitted without prior approval from your UNT field supervisor and cooperating teacher. If you are teaching in a virtual learning environment, you must be present any time the teacher is on duty.

★ Any missed days that cause a candidate to NOT meet the TEA-required number of days to be recommended MUST be made up after the scheduled end date of clinical teaching. The make-up dates will be determined by the cooperating teacher, UNT Field Supervisor, and the Director of Clinical Practice.

SEMINAR/MEETING ATTENDANCE
Depending on which certification program a candidate is enrolled in, they may have required ungraded seminars as part of the clinical teaching/practicum experience. Attendance at UNT seminars and meetings conducted by university supervisors and/or cadre coordinators is mandatory. Every effort will be made to notify you of scheduled meetings; however, the field supervisor/cadre coordinator is permitted to call ad hoc meetings as deemed necessary.

DISTRICT PROFESSIONAL DEVELOPMENT DAYS
Clinical teachers are expected to attend their district’s professional development days (if allowed under district policy) and to participate in any professional development programs unless prohibited from attendance by district or campus policies.
ABSENCES
If it is necessary for the candidate to be absent for one or more days during the clinical teaching experience, it is the responsibility of the candidate to do the following:

1. Contact your cooperating teacher, university supervisor/cadre coordinator, and the school office as soon as you know you will be absent, no later than the beginning of the school day which will be missed.
2. In emergency cases, the rule of prudent judgment should apply in terms of when you inform others of your absence, including emergencies that may occur during the school day.
3. Documentation from a medical professional is required for all health-related absences of 3 or more consecutive days.
   - Health-related absences are not considered excused absences. The Texas Education Agency establishes the required number of days for clinical teaching that MUST be completed for a candidate to be recommended for a teaching certificate.
   - Excessive absences may result in having to repeat clinical teaching/practicum, earning a failing grade for clinical teaching/practicum, and/or being dismissed from clinical teaching/the UNT Educator Preparation Program.

HOLIDAYS
Candidates follow their assigned district’s calendar for all holidays, regardless of the scheduled University of North Texas holidays. For example, during the spring semester, take your spring break when the district does, not when UNT does. In a fall semester, your winter break coincides with your district’s winter break, not UNT’s.

CAREER/PROFESSIONAL DAY EXCUSED ABSENCE
A one-day absence is excused for the purpose of professional interviews or the UNT/TWU Education Career Fair. This year’s Career Fair is scheduled for November 5, 2021. If you plan to take advantage of the Professional Day, you must notify your university supervisor and your cooperating teacher in advance. Keep a written or electronic record of both your request for permission to be absent and the approval to do so. You must pre-register for the Career Fair. Consult the UNT Career Center website, https://careercenter.unt.edu for specific details.

CONDUCT REGARDING SOCIAL INTERACTIONS WITH STUDENTS
Clinical teachers and Practicum candidates must recognize their position as a responsible adult and role model for all students. Clinical Teachers are held to the same standards of behavior regarding social interactions as a certified teacher.

- It is not appropriate to be present in non-school related contexts with students.
- It is not appropriate to be present in school-related, non-classroom or school-based activities (field trips, etc.) without the presence of the cooperating teacher or other appropriate certified personnel.

Read the following excerpt from the Texas Administrative Code provides for further guidance. The Texas Education Agency has established legal criteria for appropriate educator-student relationships which include, but are not limited to the use of social media and electronic communications:

- The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. [(H) Standard 3.8]
• 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. 

[3.9.]

**CLINICAL TEACHER COMPENSATION**

**Under the Texas Administrative Code**, clinical teachers are not permitted to receive compensation from the school district to which they are assigned. Compensation is not permitted for jobs which include, but are not limited to, substitute teacher, tutor, coach, athletic trainer, and/or club sponsor.

**CLINICAL TEACHERS ACTING AS SUBSTITUTES**

Clinical Teachers are not permitted to act as paid or unpaid substitute teachers.

**EMPLOYMENT DURING CLINICAL TEACHING**

A clinical teacher may **NOT** be employed during the official school hours adopted by their placement district.

**TAKING OF ADDITIONAL COURSES**

Clinical teaching is considered a full academic load. Additional coursework beyond what is required during clinical teaching is not allowed without prior approval from the Department of Teacher Education & Administration Admission, Retention & Review (ARR) Committee.

**CORPORAL PUNISHMENT**

If the board of trustees of an independent school district adopts a policy under Section 37.001(a)(8) of the Texas Administrative Code under which corporal punishment is permitted as a method of student discipline, a district-employed educator may use corporal punishment to discipline a student, unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. **UNT clinical teachers may not under any circumstances, administer corporal punishment.**

**FOLIOTEK**

Foliotek is a cost-free software data management system (DMS) used in the assessment of students’ knowledge, skills, and dispositions relevant to program standards and objectives. Foliotek is also used for record retention and documents storage. All assignments, documents, and forms will be uploaded to Foliotek unless otherwise indicate. The College of Education will track candidate progress in your program through this data to verify that you have successfully met the competencies required.
UNT EPP Stages of Intervention

The clinical teacher, cooperating teacher and field supervisor should work collaboratively and be involved in the stages of intervention. Part of learning is being given an opportunity to work out the solution to correct one’s own mistakes without overreacting. However, concerns and problems begin to persist or form a pattern, respond sooner rather than later. Documentation, even before determining the most appropriate response is important. Record specific observed behaviors that indicate a cause for concern, especially about a candidate’s potential for program completion and/or success as a teacher. It may be difficult to recall the specifics later. Infractions of school, district, university, or Texas Education Agency policies/guidelines or applicable laws may warrant the skipping of certain Stages of Intervention.

Stage One Intervention: Informal

- The first step should be to meet privately with the candidate to address the issue honestly.
- Be specific about naming the observed behavior/s and explaining your concerns about how the behavior may/does impact the clinical teacher’s potential to be successful.
- Listen to understand the clinical teacher’s perspective.
- Suggest solutions and specific steps, strategies, behaviors he/she/they can take to improve.
- Follow up to discuss progress.
- Document the concerns, suggestions made, and observed progress.

Stage Two Intervention: Growth Plan

- If problems persist, a written Growth Plan should be completed. If a Growth Plan is warranted, contact the UNT Director of Clinical Practice to initiate and implement the Growth Plan.
- Prior to the Growth Plan being initiated, the cooperating teacher and field supervisor should have completed and submitted at least one DIFT-C.
- Once the Growth Plan is complete, the Director of Clinical Practice will schedule a meeting with the candidate to review the Growth Plan and obtain necessary signatures.
- Copies should be provided for the clinical teacher, the cooperating teacher, the field supervisor.
- Meet again on the designated date/s to review progress.

Stage Three Intervention: Probation Contract

- In situations where no resolution to issues is reached, and/or the clinical teacher fails to respond to the Growth Plan, a Probation Contract may be required.
- A Probation Contract cannot be initiated or implemented without the involvement of the Director of Clinical Practice.
- Contact the Director of Clinical Practice and provide all written documentation. The Director of Clinical Practice will then initiate the Probation Contract process.
Stage Four Intervention: Suspension of or Termination from Clinical Practice

CAUSES FOR SUSPENSION FROM AND/OR TERMINATION OF CLINICAL TEACHING PLACEMENT

★ If a student is removed for reasons other than self-initiated termination of participation in clinical practice, he/she/they will automatically receive a grade of “NP” (No Pass) for one or both clinical teaching courses. A candidate may or may not be permitted to repeat a failed course.

- In addition to all UNT policies and codes governing students, UNT teacher candidates are held to all policies and rules in the Clinical Teaching Handbook and to the Code of Ethics and Standard Practices for Texas Educators as printed in the Texas Administrative Code.
- Clinical Teachers/Teacher Candidate shall also comply with state regulations, written local school board policies, and other applicable state and federal laws. The College of Education will remove students from their field placement assignments if the university determines that the student has violated such policies and procedures.
- A clinical teacher may also be removed at the request of the school district. A School District representative will notify UNT of any teacher candidate conduct that violates the policies of the School District or the Code of Ethics and Standard Practices for Texas Educators. In the event a teacher candidate is to be suspended or dismissed from any placement, the School District will follow the Procedures for Suspension and termination in this Handbook and consult with UNT before finalizing such action, unless immediate removal is required by law.
- The candidate may also request termination of the Clinical Practice experience for medical or personal reasons. In these instances, the Change in Status Agreement Form is not considered a disciplinary measure.
- Other than the clinical teacher, only the Director of Clinical Practice or the Associate Dean for Educator Preparation can initiate a Suspension or Change in Status Agreement.
PROCEDURES FOR SUSPENSION OF or TERMINATION FROM CLINICAL TEACHING

The Clinical Teaching program is a cooperative relationship between the University of North Texas, cooperating school districts, cooperating teachers, and the clinical teacher. The expected outcome of clinical teaching is that the clinical teacher demonstrates the expected knowledge, skills, and dispositions required to be recommended for certification. Occasionally, there are circumstances that warrant the termination of the clinical teaching experience.

Termination may be initiated by the clinical teacher, the school district, or the University of North Texas. When such action is deemed necessary, reasons may include, but are not limited to any of the following:

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the clinical teacher, cooperating teacher, and/or university supervisor for reasons of illness, injury, or other unforeseen factors.
2. Failure by the clinical teacher to demonstrate/provide required evidence of potential for success as a teacher.
3. Failure by the clinical teacher to abide by the policies of: The Code of Ethics and Standard Practices for Texas Educators, the Texas Education Agency, the State Board for Educator Certification, the University of North Texas, the cooperating school, and/or the cooperating school district, rules governing educator preparation, UNT, policies the cooperating school, or cooperating school district.
4. Unprofessional conduct towards the host school faculty/administration and/or students/parents.

PROCEDURES FOR TERMINATION (for Reasons 2–4 above)

The following procedures are required for termination of the clinical teaching assignment:

1. The clinical teacher shall be timely informed by the cooperating teacher and/or university supervisor/cadre coordinator of any unsatisfactory performance. (See Stage One Intervention.) This shall be done through a written evaluation from the university supervisor, a joint conference between all three, and/or written documentation of any infractions of performance, school policy or professionalism. Verbal suggestions should be documented in writing.
2. When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Plan shall be initiated by the Director of Clinical Practice in coordination with the university supervisor/cadre coordinator and/or cooperating teacher and discussed in a conference with the candidate. The Growth Plan must be signed by the candidate, the university supervisor/cadre coordinator and/or the Director of Clinical Practice or the Associate Dean for Educator preparation.
3. Within one-week following the Growth Plan conference, the clinical teacher, cooperating teacher, university supervisor/cadre coordinator, and/or Director of Clinical Practice will confer regarding candidate progress. Scheduled follow-up meetings with the candidate will be conducted.
4. If expected progress has not been demonstrated, a formal Probation Contract may then be executed, with a clear time limit for compliance. A copy will be submitted to the candidate, the school principal, and to the Admission, Review, and Retention (ARR) Committee by the Director of Clinical Practice.

5. The university supervisor/cadre coordinator, ARR Chair, or student may request that the Director of Clinical Practice conduct an observation and evaluation. A conference of all parties will follow.

6. When the clinical teacher is placed on a probation contract and re-evaluation indicates unfavorable progress, the clinical teacher will meet with the Director of Clinical Practice and/or the ARR Chair and/or the Associate Dean for Educator Preparation to discuss possible options. Options are considered on a case-by-case basis. Some options that may be considered include the following:
   a. Withdrawal from clinical teaching, with the option to reapply for clinical teaching.
   b. Withdrawal from clinical teaching, with the decision to transfer to another college within the University to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
   c. Termination of clinical teaching with a failing grade. The final termination decision is made by the appropriate ARR Committee following official ARR procedures/policies.

7. If the clinical teacher is to be terminated from the Clinical Teaching assignment, he/she/they will be given a letter stating the decision, the reasons for the termination, and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted. This letter is generated by the Director of Clinical Practice and approved by the Associate Dean for Educator Preparation before dissemination.

8. The final decision to terminate a clinical teacher is the responsibility of the ARR Committee and/or Associate Dean for Educator Preparation. This decision will be based upon documentation from the school principal, cooperating teacher, university supervisor/cadre coordinator, and/or the clinical teacher.

**APPEAL PROCEDURE**

If a candidate wishes to contest the decision to terminate his/her/their participation in the placement and/or the UNT Educator Preparation Program, the following procedures are required:

1. The clinical teacher must submit a written appeal to the College of Education Admission, Review, and Retention (ARR) committee.
2. The ARR chairperson will convene the committee to process the appeal.
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of clinical teacher infractions, the procedures followed by the university supervisor/cadre coordinator and cooperating teacher, and the appeal letter from the clinical teacher.
4. The committee will vote to accept or reject the appeal. The Director of Clinical Practice will meet with the clinical teacher to inform him/her of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher and the Associate Dean for Educator Preparation.
5. The decision may be appealed to the Associate Dean for Educator Preparation.
UNT General Policies

RELIGIOUS HOLY DAYS
In accordance with UNT Policy, a student may be excused from attending classes or other activities, including examinations, for observance of a religious holy day, including travel for that purpose. The clinical teacher should make every effort to notify his/her /their university supervisor of anticipated absence to observe religious holy days as early in the semester as possible. An excused student may not be penalized for the absence and must be allowed to complete any examination or assignment missed during the absence within a reasonable period after the absence.

ACCOMMODATION AND ACCESS
ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. The Office of Disability Access is located in Sage Hall, 1167 Union Circle Suite 167, Ph. 940.565.4323. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 117. Dr. Misty Sailors, Department Chair, Teacher Education and Administration (TE&A), is the contact person in TE&A.

PROHIBITION OF SEXUAL MISCONDUCT, INCLUDING SEXUAL HARASSMENT, SEXUAL ASSAULT, SEXUAL COERCION, SEXUAL EXPLOITATION, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING, FAILURE TO REPORT, AND RETALIATION
It is the policy of the University of North Texas to maintain a safe and respectful work and educational environment that is free from sex discrimination, sexual harassment, sexual assault, sexual coercion, sexual exploitation, dating violence, domestic violence, and stalking and allows all individuals to fully participate in the benefits and privileges the University has to offer. Therefore, in accordance with federal and state law, the University prohibits discrimination on the basis of sex and prohibits sexual misconduct (including sexual harassment, sexual assault, sexual coercion, sexual exploitation, dating violence, domestic violence, and stalking) at any of its locations, programs, or other associated activities.
See full policy (PDF):

Prohibition of Sexual Misconduct, Including Sexual Harassment, Sexual Assault, Sexual Coercion, Sexual Exploitation, Dating Viol

SEXUAL ASSAULT PREVENTION RESOURCES
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

UNT CODE OF STUDENT CONDUCT
Policy Statement. The University of North Texas is deeply committed to advancing educational excellence and preparing students to become thoughtful, engaged citizens of a diverse, global community. The University has established the Code of Student Conduct to promote the well-being, honor and dignity of all who live, learn, and work in our educational community.
Application of Policy. The Code of Student Conduct (“the Code”) applies to all students and to conduct that occurs on–campus, at University activities and off-campus when the conduct could adversely affect the University community, the pursuit of the University’s educational mission, or could create a hostile environment for a student on campus. The Dean of Students (DOS) will decide whether the Code will apply to student off-campus conduct on a case-by-case basis.

Students are responsible for their conduct from the time of application for admission to the University through the award of a degree. The Code continues to apply even if a student withdraws from the University during the conduct process or is not otherwise enrolled. Applicants also are responsible for their conduct prior to admission or re-enrollment. Sanctions for violation of the UNT Code of Student Conduct include, but are not limited to a warning, suspension, and expulsion from the university.

See full policy (PDF):

Code of Student Conduct

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “Plagiarism” means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The following academic penalties and sanctions for misconduct may be assessed upon determination that academic dishonesty has occurred: A. Admonition. B. Assignment of Educational Coursework. C. Partial or No Credit for an Assignment or Assessment. D. Course Failure. E. Probation Extending for Up to Two (2) Long Semesters. F. Suspension for Up to One Year. G. Expulsion from the University. H. Revocation of Degree. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. Procedures delineated in the UNT Policy on Academic Integrity will be followed in response to any violations.

SPOT

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This brief survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SPOT is an important part of your participation in the clinical teaching class.

UNT CARE TEAM: CARE Team

The mission of the CARE Team is to:
- Assist in protecting the health, safety, and welfare of the students and members of the UNT community.
- Support student success.
- Provide a comprehensive response to students whose behavior could be harmful to themselves or others.

The CARE Team is one of several resources available to the campus community to address these concerns. To refer a student to the CARE Team, please go to report.unt.edu. After submitting a report, a UNT staff member will reach out to the student within the next business day. A crisis or emergency involving a UNT student should be reported to the UNT Police Department by calling 911 or (940) 565-
3000. If you ever have any questions or concerns, don’t hesitate to contact us at CAREteam@unt.edu or (940) 565-4373.

**STUDENT SUPPORT AND RESOURCES**

https://deanofstudents.unt.edu/resources

Food Pantry

Sexual Assault Prevention for Undergraduates (SAPU)

Military Activation of Enrolled Students

Pregnant & Parenting Students

Early Alert Response System

Seeking Options and Solutions

Student Complaints

Student Death

Temporary Disabilities

Temporary Illness

Withdrawal Due to Medical Reasons

Community Resources

Mean Green Gowns for Grads
Been exposed to COVID-19?

Know what to do next.

Go to this page on the UNT website for more information: https://healthalerts.unt.edu

Learn your next steps. (Click on this link for the Testing Decision Tree infographic)

COVID Hotline

UNT established a COVID Hotline to help community members report and understand COVID-19 symptoms, testing information and/or results, as well as receive guidance on actions they may need to take following potential exposure. Community members may call or email with questions related to COVID-19's impact on UNT Individuals also can get help with questions related to COVID-19’s impact on our university operations.

- 844-366-5892
- COVID@unt.edu
- The hotline is not intended to be used for a medical emergency. In case of emergency, please dial 911.

Learn about COVID-19
Prevent the spread of COVID-19

Keeping Each Other Safe

To help keep our community healthy and safe, it is especially important for you to monitor your health prior to coming to campus so we can work to prevent the spread of COVID-19.

Use this Self-Monitoring Form

About Reporting:
COVID Reporting Scenarios for Faculty/Staff
COVID Reporting Scenarios for Students

Masks Requirements

UNT recommends that unvaccinated students, faculty, staff, and any visitors wear face coverings at all our campus locations.

Learn more about UNT’s guidelines and resources for face coverings.

Visit the CDC for mask tips.
UNT Educator Preparation Office COVID Reporting Procedures

The student is responsible for completing the following action steps on the same date he/she/they become aware of any qualifying condition.

What needs to be reported:
- COVID-19 symptoms
- Possible exposure to COVID-19
- Confirmed exposure to COVID-19
- Positive diagnosis of COVID-19
- Date for each of the above

Who do I report to?
- **FIRST:** Report COVID-19 information to your DISTRICT and the Clinical Practice Office in that order:
  - Send an email to report your status to your cooperating teacher, campus principal, UNT field supervisor, and cadre coordinator (if applicable).
  - In your email, CC: Destinie.noles@unt.edu.

  ★ Along with sending the email in Step 1, you must follow all additional DISTRICT guidelines for reporting and responding to a COVID-19 exposure/diagnosis. Your cooperating teacher and/or campus principal will know what these guidelines are if you are unsure.

- **SECOND:** Self-report your exposure/diagnosis to UNT.
  - Contact the UNT COVID Team by calling or emailing the UNT COVID Hotline:
    - Ph. 844-366-5892
    - COVID@unt.edu

When can I return to my placement?*
1. **Approved return to your clinical teaching placement campus.**
   You will receive a notification from your district clearing you to return to your placement campus that will include an approved date of return.

2. **Approved return to the UNT campus.**
   You will also receive a notification from the UNT COVID Team clearing you to return to the UNT campus that will include an approved date of return.

Follow-up documentation/communication.
Forward any notification email to your cooperating teacher, your campus principal, UNT field supervisor, and cadre coordinator (if applicable). In your email, CC destinie.noles@unt.edu

*UNT guidelines may differ from district guidelines! If you have been physically present on a school district campus, you must observe your district’s recommendations regarding an approved date to return to their school campus. Any return date provided by UNT is specific to your return to the UNT campus, not the district in which you are placed.
Appendix A
Feedback Acknowledgement Form

- Instructions:
  - Complete your Feedback Acknowledgement Form.
  - Please check "Yes" or "No" that your supervisor made initial contact with you.
  - Type your name and enter the date after receiving feedback for each of your classroom observations.
  - After your last observation feedback is entered, click to submit your work.

![Feedback Acknowledgement Form](image-url)
Appendix B

**Collaborative Progress Log (CPL)**

**Purpose:** This assignment is designed to help developing teachers develop the habit of ongoing reflection and solution-finding related to their growth as educators.

**Directions:**
1. Candidate completes Items #1 and #2 independently.
2. Candidate meets with cooperating teacher to discuss #1 and #2 and define a reasonable goal (#3) to support the candidate’s growth and progress. Share ideas and suggestions, teaching techniques and strategies for success at achieving the desired outcome.
3. Complete and sign form.

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Cooperating Teacher Name:</th>
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<tbody>
<tr>
<td>District</td>
<td>Grade Level</td>
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1. **Self-Evaluation:** “Right now, I feel that I am doing really well at... (accomplishments, what you feel is working well).”

2. **Progress toward last week’s goal.** What was your previous goal? How are you doing meeting your previously established goal? Reflect briefly on what has worked (or not) and why.

3. **Goal Setting.** “I want to work on ___________ (Identify an area, task, skill, technique that you feel is most critical to this stage in your development as a teacher) because...”. Briefly explain why this would make you a better teacher.

This is the _____ Same goal as before _____ New Goal

4. Candidate’s next Action Steps: 

5. Cooperating Teacher’s next Action Steps:

**Candidate Signature:**  
Cooperating Teacher Signature: 

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<tr>
<th>WEEK (Circle)</th>
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Appendix C:

**UNT T-TESS Formal Evaluations**

- Clinical teachers must be formally observed and evaluated during by the university field supervisor a minimum of three times during clinical teaching.
- MUED and KINE are observed four times.
- Practicum students’ required observations differ depending on whether a candidate is in Practicum I or II. (See p. 4)
- Observations are conducted during the first, second, and third 4-week periods during the semester.
- All formal evaluations must use the *UNT T-TESS Formal Evaluation* approved by the UNT Educator Preparation Office. See Appendix O to review the T-Tess Clinical Teaching Rubric which describes levels of accomplishment.
- Formal evaluations use the “POP” Cycle structure.

★ Lesson plans for T-TESS formal observations must be written using the *UNT Common Lesson Plan*. All other lesson plans can use the district-approved format.

The steps to the POP Cycle are as follows:

1. **Pre-Observation Conference.** To receive feedback before you teach the lesson that will be observed, fill in the *Pre-Observation Conference Form*. Then, complete the *UNT Common Lesson Plan* (Appendix E) for your lesson. Upload BOTH to Foliotek at least 3 days before you are scheduled to teach. Your field supervisor will review your submission and provide feedback and suggestions before you teach. If substantial revisions are needed, your observation will be rescheduled.

2. **Observation.** At a pre-scheduled date and time, the field supervisor will observe you teaching the lesson. Observations will occur face-to-face in the actual physical classroom.

3. **Post-Observation Conference.** As immediately as possible (no longer than 24 hours) after you teach, you will meet either face-to-face or in a virtual meeting space (Teams, Zoom, Face Time, etc.) with your field supervisor to review the *UNT T-TESS Formal Evaluation*. The candidate will receive verbal and written feedback. This is a time for feedback and questions to help candidates improve their teaching craft and to receive specific strategies to do so.

★ Email can supplement the Post-Observation Conference, but it cannot replace it.

4. After your post-observation conference, go into Foliotek and electronically sign the *Feedback Acknowledgement Form* to verify that your post-observation conference with your supervisor has occurred.

5. Clinical Teachers must provide a copy of each *UNT T-TESS Formal Evaluation* to their cooperating teacher. Practicum Interns must provide a copy of each *UNT T-TESS Formal Evaluation* to the campus principal.
Pre-Observation Conference Form

Prior to the Pre-Observation Conference, complete this form in Foliotek. Attach your detailed UNT Common Lesson Plan, assessments, and other applicable documents.

**Pre-Observation Conference**

Students will complete this form and attach the lesson plan in Foliotek a minimum of three days prior to the lesson to be observed. The evaluator will comment and return feedback in the assessment tab a minimum of one day prior to the lesson to be observed.

Prior to the Pre-Observation Conference, complete this form in Foliotek. You will attach your detailed lesson plan, assessments, and other applicable documents to the area of Foliotek in which this form lives.

1. What should your students know and be able to do by the end of the lesson?

2. What learning experiences will you and your students engage in to achieve the objectives?

3. What challenges do you anticipate and how will you address them?

4. In what ways will you verify whether your students have mastered the objective?
UNT T-TESS Evaluation Summary Form

UNT Final Clinical Teacher Evaluation - Cooperating Teacher
Based on the Texas Teacher Evaluation System (T-TESS)

Clinical Teacher: [Blank]
Clinic Teacher TEA ID: [Blank]

Semester & Year: [Blank]
District: [Blank]

Campus: [Blank]
Cooperating Teacher: [Blank]

Evaluator (First and Last Name): [Blank]
Indicate Evaluator’s Title: [Blank]

Grade Level: [Blank]
Beginning Date of Internship: [Blank]

Would you recommend this candidate for certification?
[ ] Yes
[ ] No (If no, additional documentation will be required.)

Reflection

Clinical teacher’s greatest strength:

Clinical Teacher’s greatest challenge:

Recommendations/Next Steps/Goals:
Appendix D:

**First 15 Days of School**

**Instructions:**

**Option 1.** Following the first 15 days of instruction that are not professional development, use the questions below to interact thoughtfully with what you have observed.

**Option 2.** (Choose option 2 if you are a Spring clinical teacher or an intern.) Watch the video “The First 15 Days of School Interview” (link to video can be found in Foliotek). Interview your cooperating teacher, using similar questions asked in the video. Based on the video, teacher interview, and any relevant field experience, complete the **First 15 Days of School Documentation** form.
Appendix E:

**UNT COMMON LESSON PLAN** *

1. Must be completed and submitted for review by the candidate before every formal T-TESS Evaluation to the university field supervisor.
2. The Clinical Teacher will submit a completed copy of the Common Lesson Plan (CLP) for review and approval three (3) days prior to the scheduled observation to both your university field supervisor (upload to Foliotek) and your cooperating teacher.
3. Lesson plans for formal T-TESS Evaluation observations must use this format.

**INTRODUCTION TO THE ASSIGNMENT**

*Purpose:*

Why do teachers write lesson plans? The truth is that not all experienced teachers still do, at least not with the extensive detail you will be required to provide as you complete this lesson plan. Expert teachers definitely still plan the learning experiences for their learners, but as they progress along the continuum from “novice” to “expert”, the years of practicing their craft, of learning what worked well and what needed improvement, their teacher-thinking skills and instructional-decision making abilities become more natural and internal. As a novice, you will write a detailed plan to help you process what you intend to do and to allow for feedback from others prior to teaching.

An analogous experience would be learning to drive. At first, you studied the Driver’s Manual, learned the signs and the terms, passed the written test, and got your permit. Then, you hit the road. As with any new experience, it may have felt awkward, unnatural. And your brain was in high gear-noticing (even narrating!) every action: “There’s a stop sign ahead; I need to start braking... don’t press too hard...ease up...it’s a 4-way...who got here first? Do I go...? Does he go...? and so on. When you compare those first hesitant drives with driving today, there’s a noticeable difference. You pull into your driveway, and unless something novel happened on the way, you didn’t consciously think about your driving at all. That’s because you have had the practice and experience to develop your “Driver Thinking Skills”.

Writing lesson plans is an important way of showing and developing your “Teacher Thinking Skills.” The final lesson plan is a product, but more importantly, it is evidence of where you are now with your instructional decision-making skills on the continuum from novice to expert, and where you need to go next. Lesson planning may feel awkward at first. Just like driving, there are many things to consider at the same time.

But also, like driving, you had “an experienced driver over the age of 18” sitting in the passenger seat giving you feedback and input. The goal of good planning is to get your learners to the desired destination. By writing out your thinking in this formal way, we can see where you are now, and help you along the way.

*The clinical teacher/practicum candidate is permitted to use a lesson plan format provided by the cooperating teacher, campus, or district for daily planning. However, the clinical teacher/practicum candidate will complete a lesson using the UNT Common Lesson Plan for each formal T-TESS Evaluation the UNT supervisor observes.*
## Teacher Candidate:
Grade Level and or Subject:
Date:
Unit Topic (if applicable):

### PART I. DEFINE THE GOALS/S FOR THE LESSON

<table>
<thead>
<tr>
<th>What is the focus of this lesson?</th>
<th>In your own words, explain in general terms the topic, skills, or process this lesson is about.</th>
</tr>
</thead>
<tbody>
<tr>
<td>National / State Learning Standard/s:</td>
<td>Identify the relevant grade-level and/or subject-specific standard(s) that will be addressed in this lesson. Write them here, including the strand, cluster, and standard(s) by number and its text.</td>
</tr>
<tr>
<td></td>
<td>Find the TEKS, ELPS, and CCRS standards at this link: <a href="http://www.teksresourcesystem.net/module/standards/Tools/Search">http://www.teksresourcesystem.net/module/standards/Tools/Search</a></td>
</tr>
<tr>
<td>Broad goal/s of the lesson</td>
<td>In your own words, write the answer to the question: What do I want my students to know, understand, and/or be able to do at the end of this lesson?</td>
</tr>
</tbody>
</table>

### PART II: WRITE THE OBJECTIVE/S FOR THE LESSON

**Specific learning target(s) / objectives:**

*** Objectives have a formal structure and differ in that way from the Goals you stated above.

**For example:**

“After viewing the video Bill Nye: Doin’ Science with the whole class, the learner will independently list in writing the 6 steps of the Scientific Inquiry Method accurately and in the correct order”

Using the format prescribed by your instructor, write the objectives for this lesson.

- Your objective/s must include 4 elements; use the ABCD acronym to ensure you have addressed them:
  - **A** = Audience Who is to exhibit the learning? “The learner will...”
  - **B** = Behavior What observable outcomes is the learner to exhibit if the lesson succeeds? Choosing your verbs thoughtfully helps you establish clearly what the actual outcomes of the lesson should be. “...independently list in writing the 6 steps of the Scientific Inquiry Method...”
  - **C** = Conditions/Context: What conditions/context are provided for the learner’s success? “...After viewing the video Bill Nye: Doin’ Science with the whole class...”
  - **D** = Degree: What is an acceptable indicator of success for the learner? “...accurately and in the correct order”

**As an added check, are your objectives also “SMART”?**

- **Specific.** Is the verb precise? Does it reflect what you have in mind for the learning outcome?
- **Measurable.** Can the performance of the objective/s be measured?
- **Achievable.** In light of the content and the learners you actually have, is the objective achievable?
- ** Relevant.** Is the objective relevant to the curriculum, to your learners? Is it important and worthwhile?
- **Time-sensitive.** Does the scope of the objective match reasonably well the time you can commit to achieving it?
**PART III TEACHING THE LESSON**

This is the body of the lesson plan. Explain in detail the instructional and learning activities/actions that will best ensure all learners will achieve appropriate proficiency for each of your lesson objective/s.

<table>
<thead>
<tr>
<th>You must address components A-F:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Opening/Introduction</strong></td>
</tr>
<tr>
<td><em>Prior knowledge</em> Explain how you will assess, activate, and/or add to the Prior Knowledge necessary for learners to be successful in the lesson.</td>
</tr>
<tr>
<td><em>Anticipatory Set</em> Identify how you will gain the students’ attention and engage them with the lesson content. How will you make this lesson meaningful to students in terms of personal or academic connections?</td>
</tr>
<tr>
<td><strong>B. Procedures</strong> <strong>Include enough detail so that someone else could replicate your lesson. Unless your instructor directs you otherwise, this section should read almost like a script.</strong></td>
</tr>
<tr>
<td>1. List in sequence the steps of the lesson.</td>
</tr>
<tr>
<td>2. Include any modeling, guided practice, or independent practice necessary to scaffold students’ progress toward the objective/s.</td>
</tr>
<tr>
<td>- What will the teacher do and say?</td>
</tr>
<tr>
<td>- What will the students do?</td>
</tr>
<tr>
<td>- If a step includes a specific resource, name it “Students will annotate their copy of <em>The Giver</em> (not just “a book”)”</td>
</tr>
<tr>
<td><strong>C. Formative assessment methods/tools:</strong></td>
</tr>
<tr>
<td>Tell specifically how you will measure the learners’ progress toward achieving the lesson objective/s. What tools and/or techniques will you use at critical points in the lesson to determine whether or not students are ready to continue with the lesson?</td>
</tr>
<tr>
<td><strong>D. Grouping structure/s:</strong></td>
</tr>
<tr>
<td>Tell how the students will be organized throughout the lesson: independent work, pairs, small groups, who class. Use purposeful grouping based on the needs of the learners.</td>
</tr>
<tr>
<td><strong>E. Accommodations/ Modifications</strong></td>
</tr>
<tr>
<td>Describe any accommodations or modifications you will make for students with 504 plans, students with disabilities and IEP’s and/or BIP’s, ELL’s, gifted, or other exceptional learners.</td>
</tr>
<tr>
<td><em>Accommodations</em> change HOW the content is taught; not the content itself, the standard/s, or the objective/s</td>
</tr>
<tr>
<td><em>Modifications</em> change HOW, but also WHAT a learner is expected to master. A smaller amount of the content; a select standard instead of all of them, one objective vs. two, etc.</td>
</tr>
<tr>
<td><strong>F. Instructional Materials, Equipment and Technology:</strong></td>
</tr>
<tr>
<td>List ALL materials, equipment, and technology the teacher and students will use during the lesson. Add or attach copies of ALL printed and online materials at the end of this template.</td>
</tr>
</tbody>
</table>

**IV. SUMMATIVE (FINAL) ASSESSMENT**

**THINK: HOW WILL I ENSURE THE LEARNERS HAVE MET THE OBJECTIVE/S FOR THE LESSON?**

<table>
<thead>
<tr>
<th>Summative (final) Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include details of any summative assessment as applicable and attach a copy of what you use. Include an answer key, if applicable. Explain how the summative assessment measures the learning target(s)/objectives. If you do not include a summative assessment, identify how you will measure students’ proficiency in the learning target(s)/objectives.</td>
</tr>
</tbody>
</table>
### Accommodations & Modifications to Assessments

Describe how you will adapt your assessment/s to align with any accommodations or modifications made in the lesson for students with 504 plans, students with disabilities and IEPs and/or BIPs, ELLs, and students with exceptionalities.

### V. REFLECTION ON THE EXPERIENCE

**Reflection**

Write a brief reflection on what worked in the lesson and what you could improve upon for the next lesson. Reflect on your planning experience. What challenged you? What do you still need to know? How could you find out?

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**TEKS:** Texas Essential Knowledge and Skills  
**ELPS:** English Language Proficiency Standards  
**CCRS:** College Career and Readiness Standards  
**IEP:** Individualized Education Plan  
**BIP:** Behavior Intervention Plan  
**ELL:** English Language Learner
# UNT Common Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unsatisfactory 0 points</th>
<th>Developing 1 point</th>
<th>Proficient 2 points</th>
<th>Distinguished 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I: DEFINE THE GOALS FOR THE LESSON</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus of this lesson? Explain in general terms the topic, skills, or process that will be focused on in the lesson</td>
<td>No topic, skill or process is evident in the explanation.</td>
<td>A topic, skill, or process is stated with no explanation.</td>
<td>A topic, skill, or process is stated and explained.</td>
<td>A topic skill, or process is stated, explained, and reflects clarity of focus.</td>
</tr>
<tr>
<td>National / State Learning Standard/s: Standards from required categories are included, relevant to the learning focus., and written out in full. (i.e., TEKS, ELPS, CCRS and/or discipline-specific standards (NCTM, NCSS, NSTA, NCTE, etc.) written out in full. CAEP 1.1; InTASC 7(g) The teacher understands content and content standards and how these are organized in the curriculum</td>
<td>Standards from some required categories are missing or not written out in the correct format.</td>
<td>Standards from all required categories are included and listed in the correct format.</td>
<td>Standards chosen are relevant to the learning focus.</td>
<td>Standards from all required categories are included. Standards chosen are relevant to the learning focus. Standards selected are developmentally appropriate to the target audience.</td>
</tr>
<tr>
<td>Goals of the lesson Candidate answers in own words what Students will know, understand, be able to do at the end of the lesson. INTASC 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning</td>
<td>Goal statement indicates a limited ability to clarify a desired learning outcome for target audience.</td>
<td>Goal statement clarifies the knowledge, skills and /or abilities to be attained as a result of the lesson.</td>
<td>Goal statement clarifies the knowledge, skills and /or abilities to be attained as a result of the lesson. Outcomes are linked to standards. Outcomes are developmentally appropriate for the target audience.</td>
<td>Goal statement clarifies the knowledge, skills and /or abilities to be attained as a result of the lesson. Outcomes are linked to standards. Outcomes are developmentally appropriate for the target audience. Outcomes reflects attention to cultural considerations relevant to target audience.</td>
</tr>
<tr>
<td><strong>PART II: WRITE THE OBJECTIVE/s FOR THE LESSON</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective/s. Using the format prescribed by your instructor, write the objective/s for this lesson. CAEP 1.1; InTASC 7a; 7g. The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. InTASC 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</td>
<td>Objective/s are missing one or more required elements (Audience, Behavior, Conditions/Context, or Degree).</td>
<td>Objective/s include all four required elements (Audience, Behavior, Conditions/Context, or Degree). Objective/s correlate with chosen standards. Objective/s is/are specific, measurable and achievable for the target audience.</td>
<td>Objective/s include all four required elements (Audience, Behavior, Conditions/Context, or Degree). Objectives correlate with chosen standards. Objective/s is/are specific, measurable, and achievable for the target audience.</td>
<td>Objective/s include all four required elements (Audience, Behavior, Conditions/Context, or Degree). Objectives correlate with chosen standards. Objective/s is/are specific, measurable, and achievable for the target audience. Objective/s reflect awareness of aspects of discipline- specific ways of knowing relevant to the topic and desired learning outcomes.</td>
</tr>
<tr>
<td><strong>PART III TEACHING THE LESSON</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior knowledge Explain how you will assess, activate, and/or add to the Prior Knowledge necessary for learners to be successful in the lesson. CAEP 1.1 InTASC: 2a; 2b; 2c; 2h; 2l; 2m; 2n The teacher uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by</td>
<td>No attention is given to learners’ prior knowledge, skills, or experiences relevant to objective/s and learning goals.</td>
<td>Teacher assesses any prerequisite knowledge needed for learners to meet lesson objective/s and learning goals. Teacher ensures prior knowledge relevant to the topic is activated and/or added to as needed.</td>
<td>Teacher assesses any prerequisite knowledge needed for learners to meet lesson objective/s and learning goals. Teacher ensures prior knowledge relevant to the topic and skills needed for learner success are built.</td>
<td>Teacher assesses any prerequisite knowledge needed for learners to meet lesson objective/s and learning goals. Teacher ensures prior knowledge relevant to the topic and skills needed for learner success are built. Teacher is aware of and responsive.</td>
</tr>
</tbody>
</table>

**Fall 2021**
<table>
<thead>
<tr>
<th>Anticipatory Set</th>
<th>Identify how you will gain the students’ attention and engage them with the lesson content. How this lesson is meaningful to the students and connects to their lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 7(a)</td>
<td>The teacher selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</td>
</tr>
<tr>
<td>InTASC 4(d); 4r</td>
<td>The teacher links new concepts to familiar concepts and helps learners see them in connection to their prior experiences.</td>
</tr>
<tr>
<td>InTASC 4(m)</td>
<td>The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</th>
<th>The lesson is introduced by stating the instructional objective/s and/or goals.</th>
<th>The lesson introduction is specifically described.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>The lesson introduces a connection to prior learning, or a connection to objectives/standards.</td>
<td>The lesson includes a motivational device.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>The lesson introduces a connection to prior learning, or a connection to objectives/standards.</td>
<td>An engaging process for introducing the lesson is specifically described.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>The lesson includes a motivational device.</td>
<td>The lesson includes a motivational device; and</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>The lesson includes a motivational device.</td>
<td>The lesson reflects sensitivity to diversity of target audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</th>
<th>All required elements are present.</th>
<th>Elements proceed in a logical progression to achieve objective/s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>Elements proceed in a logical progression to achieve objective/s.</td>
<td>Most Instructional activities are linked to learning objective/s and standards.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>Instructional activities are linked to learning objective/s and standards.</td>
<td>Instructional activities are varied in ways that make objective/s explicit and understandable to learners.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>Instructional activities are varied in ways that make objective/s explicit and understandable to learners.</td>
<td>Instructional activities are developmentally, culturally, and linguistically appropriate for target audience.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>Instructional activities are developmentally, culturally, and linguistically appropriate for target audience.</td>
<td>The teacher poses questions that elicit learner thinking about information and concepts.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>The teacher poses questions that elicit learner thinking about information and concepts.</td>
<td>The teacher accurately and effectively communicates concepts, processes and knowledge in the discipline.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>The teacher accurately and effectively communicates concepts, processes and knowledge in the discipline.</td>
<td>All required elements are present.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>All required elements are present.</td>
<td>Elements proceed in a logical progression to achieve objective/s.</td>
</tr>
<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>Instructional activities are linked to learning objective/s and standards.</td>
<td>Instructional activities are varied in ways that make objective/s explicit and understandable to learners.</td>
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<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>Instructional activities are varied in ways that make objective/s explicit and understandable to learners.</td>
<td>The teacher poses questions that elicit learner thinking about information and concepts.</td>
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<tr>
<td>Procedural elements are missing or incomplete, and/or learning activities do not support the objective/s and/or a logical progression.</td>
<td>The teacher poses questions that elicit learner thinking about information and concepts.</td>
<td>The teacher models questioning skills related to content discipline (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills.</td>
</tr>
</tbody>
</table>
The teacher directs students' learning experiences through instructional strategies linked to learning objectives and content standards. **InTASC 7k.**

The teacher makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. **InTASC 8a; 8e; 8m.**

The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. **InTASC 8k.**

The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. **InTASC 4l.**

The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. **InTASC 6j; 6b; 6j; 6k; 6r; 6t.**

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| Formative assessment methods/tools: Tell specifically how you will measure the learners’ progress toward achieving the lesson objective/s. What tools and/or techniques will you use at critical points in the lesson to determine whether or not students are ready to continue with the lesson? **InTASC 6j.** | No formative assessment is included in the lesson. | The teacher uses formative to assess individual or group progress toward objective/s. Use of formative assessment tools match learning objectives with assessment methods | The teacher uses formative to assess individual or group progress toward objective/s. Use of formative assessment tools match learning objectives with assessment methods |
| The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. **InTASC 6b.** The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. **InTASC 6a; 6b; 6j; 6k; 6r; 6t.** | The teacher uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. **InTASC 4e; 7p.** The teacher anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction. **InTASC 4k.** The teacher understands common misconceptions in learning the discipline. | The teacher uses formative assessment during instruction. Use of formative assessment tools match type of learning objectives with assessment methods. Use of formative assessment indicates teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. Use of formative assessment indicates teacher understands where common misconceptions in the learning of content may occur. | The teacher accurately and effectively communicates concepts, processes and knowledge in the discipline, and demonstrates how to guide learners to accurate conceptual understanding. |

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Fall 2021
### Grouping structures:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grouping structures do not effectively engage learners with meeting objective/s and desired learning outcomes.</th>
<th>The teacher varies learning activities to involve whole group, small group and individual work.</th>
<th>The teacher varies learning activities to involve whole group, small group and individual work.</th>
<th>The teacher varies learning activities to involve whole group, small group and individual work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASC 3(d)</strong></td>
<td>The teacher manages the learning environment to actively and equitably engage learners.</td>
<td><strong>TASC 8(a)</strong> The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</td>
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</tr>
<tr>
<td><strong>TASC 3(p)</strong> The teacher varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills.</td>
<td><strong>TASC 3(j)</strong> The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
<td><strong>TASC 3(j)</strong> The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
<td><strong>TASC 3(j)</strong> The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
<td></td>
</tr>
</tbody>
</table>

### Accommodations/Differentiation of Instruction

<table>
<thead>
<tr>
<th>Description</th>
<th>No or ineffective accommodations and/or differentiation of instruction strategies is used.</th>
<th>Accommodations and differentiation of instruction are addressed.</th>
<th>Accommodations and differentiation of instruction are addressed.</th>
<th>Accommodations and differentiation of instruction are addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASC 7(b)</strong></td>
<td>Change HOW the content is taught; not the content itself, the standard/s, or the objective/s</td>
<td>Choice of strategies, accommodations, resources, and/or materials indicate awareness of the need to differentiate instruction to achieve objectives.</td>
<td>Choice of strategies, accommodations, resources, and/or materials indicate general understanding of techniques and approaches used to differentiate instruction to achieve objectives.</td>
<td>Choice of strategies, accommodations, resources, and/or materials indicate general understanding of techniques and approaches used to differentiate instruction to achieve objectives.</td>
</tr>
<tr>
<td><strong>TASC 1(g); 2(b); 2(e); 2(g); 2(i); 2(j); 2(l); 2(m); 2(o)</strong>*</td>
<td>Using information on learners’ language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners.</td>
<td><em>The teacher uses varied modes of communication to achieve objective/s and learning outcomes.</em></td>
<td><em>The teacher uses varied modes of communication to achieve objective/s and learning outcomes.</em></td>
<td><em>The teacher uses varied modes of communication to achieve objective/s and learning outcomes.</em></td>
</tr>
</tbody>
</table>

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*Fall 2021*
differentiate instruction and engage all learners in complex thinking and meaningful tasks.

**InTASC 8(m)** The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas

**InTASC 5(n)** The teacher understands communication modes and skills as vehicles for learning.

<table>
<thead>
<tr>
<th>Modifications</th>
<th>Necessary modifications are not included, or included modifications are not appropriate to target audience.</th>
<th>Modifications are included.</th>
<th>Modifications are included.</th>
<th>Modifications are included.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Modifications made reflect a general understanding of the need for and purpose of modifications to address exceptional learner needs.</td>
<td>Modifications made reflect an understanding of students with exceptional needs.</td>
<td>Modifications to objective/s or content indicate knowledge of relative importance of knowledge, content, and/or skills included in the lesson.</td>
<td>Modifications made indicate a more developed understanding of when, where and how to increase learner access for individual learners with particular learning differences or needs.</td>
</tr>
</tbody>
</table>

**InTASC 2a; 2d; 2g; 2h; 2m; 2n; 3r** The teacher responds to student learning cues by pacing and adjusting instruction, enhancing access to challenging learning experiences, and making timely provisions (e.g., task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs.

**InTASC 2a; 2b; 2f; 2l; 4f; 8n; 8r; 9d** The teacher adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness.

**InTASC 2(h)** The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

**Instructional Materials, Equipment and/or Technology: List ALL materials, equipment and technology the teacher and students will use during the lesson.**

Add or attach copies of ALL printed and online materials at the end of this template.

**InTASC 7(k); 7m; 8o; 8r** The teacher integrates technology resources into instructional plans. **InTASC 8(g)** The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

**InTASC 8(n)** The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

<table>
<thead>
<tr>
<th>Instructional Materials, Equipment and/or Technology</th>
<th>No instructional materials, equipment and/or technology are used, or are used in superficial or ineffective ways. Choice of instructional materials, equipment, and/or technology aligns with objective/s and learning outcomes. Use of equipment and/or technology is appropriate and safe.</th>
<th>Choice of instructional materials, equipment, and/or technology aligns with objective/s and learning outcomes and is engaging for learners. Use of equipment and/or technology is appropriate, safe and effective.</th>
<th>Choice of instructional materials, equipment, and/or technology aligns with objective/s and learning outcomes and is engaging for learners. Use of equipment and/or technology is appropriate, safe and effective.</th>
<th>Choice of instructional materials, equipment, and/or technology aligns with objective/s and learning outcomes and is engaging for learners. Use of equipment and/or technology is appropriate, safe and effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Choice of instructional materials, equipment, and/or technology indicates understanding of how to use these resources to support student learning and achievement of objective/s and learning outcomes. Choice of instructional materials, equipment, and/or technology increases safety and engagement.</td>
<td>Choice of instructional materials, equipment, and/or technology indicates understanding of how to use these resources to support student learning and achievement of objective/s and learning outcomes. Choice of instructional materials, equipment, and/or technology increases safety and engagement.</td>
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</tr>
</tbody>
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Fall 2021
<table>
<thead>
<tr>
<th>InTASC 8(o)</th>
<th>The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 3(m)</td>
<td>The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</td>
</tr>
<tr>
<td>InTASC 7(b, 7h, 7k, 8o, 8r)</td>
<td>The teacher plans how s/he will use technology to engage learners in meeting learning objectives.</td>
</tr>
<tr>
<td>InTASC 8(o, 8r)</td>
<td>The teacher incorporates technology in a variety of innovative ways in planning.</td>
</tr>
</tbody>
</table>

### IV. SUMMATIVE ASSESSMENT

**THINK: HOW WILL I ENSURE THE LEARNERS HAVE MET THE OBJECTIVE(S) FOR THE LESSON?**

<table>
<thead>
<tr>
<th>Summative Assessment: Include details of any summative assessment as applicable and attach a copy of what you use. Include an answer key, if applicable. Explain how the summative assessment measures the learning target(s)/objectives.</th>
<th>No summative assessment is included; or assessment is not completely aligned with lesson objective(s) and/or learning goals.</th>
<th>Assessment is aligned with lesson objective(s) and learning goals.</th>
<th>Assessment is aligned with lesson objective(s) and learning goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 6(r)</td>
<td>The teacher takes responsibility for aligning instruction and assessment with learning goals.</td>
<td>Choice and method of assessment indicate an awareness of the need to select from a range of types of assessments to address objective(s) and learning goals.</td>
<td>Choice and method of assessment indicate an understanding of the range of types and multiple purposes of assessment and how to design and/or select appropriate assessments to address objective(s) and learning goals.</td>
</tr>
<tr>
<td>InTASC 6(k)</td>
<td>The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Accommodations & Modifications:** Describe how you will provide accommodations or modifications for students with 504 plans, students with disabilities and IEP's and/or BIP's, ELL's, and students with exceptionalities.

<table>
<thead>
<tr>
<th>InTASC 6(a, 6b, 6c, 6d, 8g, 8j, 8o, 8r)</th>
<th>The teacher provides learners with multiple ways to demonstrate performance using contemporary tools and resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 6(u)</td>
<td>The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</td>
</tr>
<tr>
<td>InTASC 2(a)</td>
<td>The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</td>
</tr>
<tr>
<td>Teacher attempts to make accommodations and/or modifications to assessments and/or testing conditions for especially for learners with disabilities and language learning needs.</td>
<td>Accommodations and/or modifications in assessments and testing conditions indicate a basic understanding of how to adapt assessment for learners with disabilities and language learning needs.</td>
</tr>
<tr>
<td>Accommodations and/or modifications in assessments and testing conditions indicate an informed understanding of how to adapt assessment for learners with disabilities and language learning needs. And, how to create assessments that respond to learner strengths.</td>
<td>Assessment is aligned with lesson objective(s) and learning goals.</td>
</tr>
</tbody>
</table>
Write a brief reflection on what worked in the lesson and what you could improve upon for the next lesson. (**If you did not actually get to teach it, reflect on your planning experience. What challenged you? What do you still need to know? How could you find out?)

InTASC 7a The Teacher examines his or her practice to see how well it addresses individual learner needs

InTASC 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

<table>
<thead>
<tr>
<th>Reflection on planning experience and/or teaching experience is included.</th>
<th>Reflection on planning experience and/or teaching experience is included.</th>
<th>Reflection on planning experience and/or teaching experience is included.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection is superficial and/or is mostly a summary of the experience.</td>
<td>Reflection includes teacher’s opinions of and feelings about the effectiveness of the experience.</td>
<td>Reflection includes teacher’s opinions of and feelings about the effectiveness of the experience.</td>
</tr>
</tbody>
</table>

Reflection is analytical and suggests changes or suggestions for improvement.

SCORE:
# UNT Clinical Teaching Time Record

(To be completed by Student, verified by Cooperating Teacher. Submit each signed page when complete.)

<table>
<thead>
<tr>
<th>Date (MM/DD/YYYY)</th>
<th>Start Time</th>
<th>End Time</th>
<th>Description of Activity</th>
<th>Daily Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/09/2021</td>
<td>7:30am</td>
<td>3:30pm</td>
<td>Met students and went over classroom rules and expectations.</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>8/10/2021</td>
<td>7:30am</td>
<td>3:30pm</td>
<td>Familiarized myself with classroom schedule and worked on learning students’ names.</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

Total for this page: 

Semester total to date: 

Cooperating Teacher Sign to verify time: ________________________________

---

University of North Texas • College of Education • Clinical Practice Office
Appendix G:

Clinical Teaching UNT T-TESS Verification Form

UNT T-TESS Verification

My signature confirms that I have received a copy of the UNT T-TESS Evaluation Form.

__________________________
Student Name

__________________________
Cooperating Teacher Name

__________________________
Cooperating Teacher Signature

___________
Date

Practicum UNT T-TESS Verification Form

UNT T-TESS Verification

My signature confirms that I have received a copy of the UNT T-TESS Evaluation Form.

__________________________
Student Name

__________________________
Administrator Name

__________________________
Administrator Signature

___________
Date
Appendix H

Student Teaching Growth Plan/Probation Contract

1. Prior to initiating a Growth Plan, contact the Director of Clinical Practice to determine who should be involved in creating and explaining the Growth Plan to the clinical teacher.
2. A signed copy of the growth plan must be provided to the clinical teacher, the cooperating teacher, and the Director of Clinical Practice.

Student Teacher Name: ___________________________ Student ID: ___________________________

University of North Texas

Student Teaching Growth Plan/Probation Contract

☐ Growth Plan Contract
☐ Probation Contract

Identified areas of concern:

Recommended Intervention Strategies:

Timeline for Meeting Goals:

Additional Concerns, Needs, Comments:

Date to Reconvene: __________

Signatures: ______________________________________ Date: __________
(Student teacher)

________________________________________ Date: __________
(Mentor Teacher)

________________________________________ Date: __________
(University Supervisor)

________________________________________ Date: __________
(Director of Clinical Practice)
Appendix I

COOPERATING TEACHER/MENTOR TEACHER EVALUATION OF UNT SUPERVISOR

☐ Completed by the Cooperating/Mentor Teacher at the conclusion of the Clinical Practice semester.
☐ This evaluation will be emailed to the Cooperating Teacher/Mentor.

Cooperating/Mentor Teacher Name: ______________  UNT Supervisor Name: ____________ Date: ____________

Directions: Please use the following scale to answer questions about the quality of the supervision provided:

<table>
<thead>
<tr>
<th>To what extent did the UNT Field Supervisor...</th>
<th>Rarely (1)</th>
<th>Occasionally (2)</th>
<th>Frequently (3)</th>
<th>Always/Almost Always (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain UNT expectations for the performance of the intern in the classroom</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provide information on the student’s performance in the classroom after the observation</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provide specific feedback/strategies to the clinical teacher to enhance performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for ways to support you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide multiple means of communication with him/her (email, telephone, text, face-to-face, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain ongoing communication with you throughout the clinical experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J

ACKNOWLEDGEMENT OF CLINICAL TEACHING HANDBOOK
LIABILITY INSURANCE AND WAIVER OF LIABILITY FOR CLINICAL TEACHERS

Note: Clinical Teacher must sign and submit this form before Clinical Teacher Orientation

Legal Name: ________________________________ UNT 8-Digit Student ID# __________________

By my actual or electronic signature below, I acknowledge that:

1. I have read, understood, and agree to abide by the standards, policies and procedures set forth or referenced in the University of North Texas Clinical Teaching Handbook.
2. I have read, understood, and agree to abide by The UNT Code of Student Conduct during the entirety of my clinical teaching semester/s; and that my failure to do so may result in any or all sanctions allowed by that policy, including but not limited to, loss of Student Good Conduct Standing.
3. I have read, understood, and agree to abide by the Texas Educators’ Code of Ethics as set forth in Texas Administrative Title 19; Part 7; Chapter 247; and that my failure to do so may result in disciplinary action, including but not limited to, dismissal from my placement and/or non-recommendation for certification.
4. I understand that I am obliged to inform my university field supervisor of any changes in my information, such as name, phone number, email address, etc. I also accept responsibility for contacting my supervisor if I have questions, concerns, or need further explanation.

PROFESSIONAL LIABILITY INSURANCE

Clinical Teaching at the University of North Texas is not covered by professional liability insurance through UNT or the public school district. Liability insurance is available through membership in the student branches of the Texas Classroom Teachers Association at 888-879-8292, or the Association of Texas Professional Educators https://www.atpe.org/en/My-Account/Join. Membership is mandatory and offered to clinical teachers at no charge.

WAIVER OF LIABILITY

By my signature below, I understand and accept the condition that the College of Education at the University of North Texas and the assigned public school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during clinical teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

NOTE: Your signature on this document is required for admission to clinical teaching. This document is located at:
https://unt.az1.qualtrics.com/jfe/form/SV_0IlmKtNMOW9Vbet
Appendix K

**UNT FERPA Consent to Release Educational Records and Information for Clinical Teachers**

*Note: Clinical Teacher must sign and submit this form through Qualtrics before Clinical Teacher Orientation*

This release represents your written consent to permit the University of North Texas Educator Preparation Program 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, ________________________________ [print full legal name as it appears on your driver’s license] am a teacher candidate at the University of North Texas and 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
   - TExES Exam Results

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 and administrators

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, or internship.

**NOTE:** Your signature on this document is required for admission to clinical teaching. This document is located at: [https://unt.az1.qualtrics.com/jfe/form/SV_4URsdirJLHI859](https://unt.az1.qualtrics.com/jfe/form/SV_4URsdirJLHI859)
Appendix L

CLINICAL TEACHER AGREEMENT TO ABIDE BY THE CODE OF ETHICS AND
STANDARD PRACTICES FOR TEXAS EDUCATORS

Note: Clinical Teacher must sign and submit this form through Qualtrics before Clinical Teacher Orientation

TEXAS ADMINISTRATIVE CODE - TITLE 19 EDUCATION PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION


STATEMENT OF PURPOSE

• 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.
• The SBEC is solely responsible for enforcing the Educators’ Code of Ethics for purposes related to certification disciplinary proceedings. The Educators’ Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

• to protect the safety and welfare of Texas school children and school personnel; to ensure that educators are morally fit and worthy to instruct and supervise the youth of the state; to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

Enforceable Standards:

(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 intentionally, knowingly, or recklessly 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 that are used 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, knowingly, or recklessly 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, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(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.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(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.

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; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

NOTE: Your signature indicating your agreement to abide by these standards during your clinical teaching is required for admission to clinical teaching. This document is located at: https://unt.az1.qualtrics.com/jfe/form/SV_er370uUU98qqs97
Appendix M
1. Must be completed once by the Cooperating Teacher.
2. Must be completed once by the UNT Field Supervisor or other specified program faculty
3. Can be completed multiple times, if necessary or desirable.

<table>
<thead>
<tr>
<th>Disposition Inventory for Teachers - Candidate (DIFT-C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions: Please rate the degree to which this UNT teacher candidate possesses or displays dispositions on a scale of 0 to 3 (0=Not observed, 1=Does not meet expectations, 2=Meets expectation, 3=Exceeds expectations). The “Exceeds Expectations” rating is used only for truly outstanding dispositions, and the “Not observed” rating is used if there were no opportunities for the instructor to observe a particular disposition. Ratings of zero (0) are not included in the calculation of the overall rating.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiencies</th>
<th>Not Observed (0)</th>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher candidate is prepared and punctual. INTASC: 9O TTS: 6A</td>
<td>Not Observed</td>
<td>The teacher candidate does not adequately manage resources (time, knowledge, materials, etc.) to achieve desired outcomes for self and others (e.g., students, peers, etc.) and does not adequately plan and prepare to fulfill responsibilities.</td>
<td>The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals.</td>
<td>The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately &amp; effectively in the pursuit of professional &amp; academic goals, anticipates needs &amp; assists others in obtaining or managing resources, &amp; effectively seeks &amp; obtains additional resources beyond those readily available.</td>
</tr>
<tr>
<td>2. The teacher candidate develops appropriate relationships with peers, colleagues, and students. INTASC: 3O, 7O, 9B, 9C, 10G, 10I, 10R TTS: 6B(1), 6C(1), 6D(2)</td>
<td>Not Observed</td>
<td>The teacher candidates’ relationships with colleagues and/or students lack respect, sensitivity, and caring.</td>
<td>The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students. The teacher candidate demonstrates supportive &amp; cooperative relationships with colleagues and students and intentionally models these behaviors for others.</td>
<td>The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students and intentionally models these behaviors for others.</td>
</tr>
<tr>
<td>3. The teacher candidate communicates in a manner appropriate to the learning environment. NTASC: 3F, 8M, 8Q TTS: 6C(1), 6D(2), 6D(4)</td>
<td>Not Observed</td>
<td>The teacher candidate uses oral communication that has incorrect grammar and written communication that has inaccurate spelling, grammar, punctuation, or structure.</td>
<td>The teacher candidate uses professional oral and written communication that is clear and correct. The teacher candidate also establishes classroom practices that provide opportunities for students to communicate</td>
<td>The teacher candidate uses professional oral and written communication that is clear and correct and provides explanations that are clear and coherent. The teacher candidate also establishes classroom</td>
</tr>
<tr>
<td>4. The teacher candidate makes appropriate adaptations and accommodations for those with diverse needs.</td>
<td>Not Observed</td>
<td>The teacher candidate displays behaviors that are discriminatory or intolerant of diversity (race, gender, culture, exceptionalities). The teacher candidate also selects materials, designs activities, or interacts in ways that promote stereotypes or demeans others.</td>
<td>The teacher candidate consistently seeks a variety of perspectives in exploring issues. The teacher candidate selects materials, designs activities, and interacts in ways that demonstrate an appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints).</td>
<td>The teacher consistently models respect for all people, prepares written work &amp; other expressions to reflect an understanding of diversity (race, gender, culture, exceptionalities), seeks a variety of perspectives on exploring issues, and selects materials, designs activities, and interacts in ways that demonstrate an appreciation of diversity. The teacher candidate also seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.</td>
</tr>
</tbody>
</table>

<p>| 5. The teacher candidate is flexible and comfortable with change, adapting, adjusting, and modifying practices to meet the needs of students and peers. | Not Observed | The teacher candidate does not take the appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students and peers. The teacher candidate fails to provide extra assistance or alternative learning experiences when needed, excludes some students from learning experiences, and gives preferential treatment to some students or peers. | The teacher candidate performs in ways that reflect concern and equitable effort on behalf of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students or peers. | The teacher candidate performs in ways that reflect concern and equitable effort on behalf of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students and peers. The teacher candidate also works to influence others’ provision of services for those beyond those in his/her immediate setting. |</p>
<table>
<thead>
<tr>
<th></th>
<th>The teacher candidate demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines. INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R TTS: 2A(3), 5C(1), 5D(2)</th>
<th>Not Observed</th>
<th>The teacher candidate frequently misses or is late to meetings, makes errors in records, and/or misses paperwork deadlines, lacks initiative, and shows little interest in learning or improving skills.</th>
<th>The teacher candidate fulfills all responsibilities, is reliable with paperwork, duties, and assignments, and demonstrates initiative suitable to the context.</th>
<th>The teacher candidate consistently fulfills all responsibilities to the highest standards, can model this behavior for others, and demonstrates a high level of initiative suitable to the context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The teacher candidate accepts and acts upon constructive criticism. INTASC: 10T TTS: 6A (1), 6A (2)</td>
<td>Not Observed</td>
<td>The teacher candidate wants exceptions to be made for him/her, or tries to get around established rules of behavior and thinks rules are for others and/or blames others for mistakes or errors. The teacher candidate does not provide any substantive suggestions for positive self-improvement, fails to see the need for positive change, and rejects suggestions from others directly or by failing to act.</td>
<td>The teacher candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. The teacher candidate is open-minded and positive when receiving feedback from others and demonstrates the ability to act on suggestions.</td>
<td>The teacher candidate consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. The candidate also actively seeks further information &amp; perspectives from others to evaluate own performance &amp; demonstrates in-depth analysis and synthesis of viewpoints.</td>
</tr>
<tr>
<td>8.</td>
<td>The teacher candidate actively seeks out professional growth opportunities. INTASC: 9A, 9B, 9K TTS: 6A (3), 6B (1), 6B (2)</td>
<td>Not Observed</td>
<td>The teacher candidate does not use feedback from others to inform professional growth and does not actively participate in professional learning opportunities.</td>
<td>The teacher candidate accesses a variety of current research-based resources, feedback from others, and professional learning opportunities and applies the newfound knowledge and skills gained from professional learning to his or her practice.</td>
<td>The teacher candidate seeks out and accesses relevant current research-based resources, feedback from others, and designs and implements professional learning opportunities to support his or her professional growth. The candidate consistently applies knowledge and skills gained from professional learning to his or her practice.</td>
</tr>
<tr>
<td>9.</td>
<td>The teacher candidate seeks out, develops, and continually refines his/her expertise in teaching. INTASC: TTS: TTS:</td>
<td>Not Observed</td>
<td>The teacher candidate participates in few, if any, activities to improve knowledge, practice, and/or applies little new learning to practice.</td>
<td>The teacher candidate participates in few, if any, activities to improve knowledge, practice, and/or applies little new learning to practice.</td>
<td>The teacher candidate consistently seeks new learning opportunities that improve technological practice and is up-to-date on emerging technology and ways to incorporate technology into lessons plans and instructional strategies.</td>
</tr>
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<td>10. The teacher candidate maintains high expectations for self and all others.</td>
<td>Not Observed</td>
<td>The teacher candidate demonstrates little or no responsibility by indicating low expectations of learning for some students or peers, and/or does little to adjust instruction or teaching practices in ways that would benefit students’ learning or their own. The teacher candidate demonstrates responsibility by setting high expectations for their learning and student learning, uses data to adjust instruction or teaching practices to meet students’ needs and their own needs. The teacher candidate demonstrates responsibility by setting high expectations for student learning and their own learning and by following through using continuous cycles of data analysis to tailor instruction and teaching practices.</td>
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<tr>
<td>INTASC: 10O TTS: 1E (1), 2B (1), 4C (2), 4D (1)</td>
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<tr>
<td>11. The teacher candidate complies with educational laws and policies.</td>
<td>Not Observed</td>
<td>The teacher candidate demonstrates a lack of knowledge of ethical, legal, and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The candidate displays a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, or imposition of personal religious or political views upon others. The teacher candidate frequently demonstrates knowledge of ethical, legal, and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The teacher candidate displays a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, and appropriate separation of personal and professional domains. The teacher candidate consistently demonstrates knowledge of ethical, legal, and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator and models these behaviors to others. The teacher candidate also seeks or leads opportunities to select or create appropriate new forums to advocate for students or the teaching profession.</td>
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<tr>
<td>12. The teacher candidate demonstrates ethical and scholastic integrity.</td>
<td>Not Observed</td>
<td>The teacher candidate lacks the understanding of the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate also exhibits an insufficient commitment to academic integrity by lacking documentation of original sources and not fulfilling assignment guidelines. The teacher candidate understands the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate demonstrates sufficient commitment to academic integrity by attempting to use appropriately documented original sources and illustrating an acceptable level of fulfillment of assignment guidelines as specified by the instructor. The teacher candidate consistently demonstrates an understanding of the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics and models these behaviors for others. The teacher candidate is committed to academic integrity as evidenced by appropriately documenting original sources and illustrating complete fulfillment of assignment guidelines.</td>
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<tr>
<td>INTASC: 5K, 6V, 9F, 9O TTS:6D (1)</td>
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Appendix N

TEXAS TEACHING STANDARDS

The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12. The Texas Teaching Standards are performance standards to be used to inform the training, appraisal, and professional development of teachers. UNT has implemented the Texas Teaching Standards through the implementation of T-TESS as its evaluation tool.

<table>
<thead>
<tr>
<th>Standard 1—Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</th>
</tr>
</thead>
</table>
| Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.  
   (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.  
   (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.  
   (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities. |
| Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.  
   (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.  
   (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.  
   (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals. |
| Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.  
   (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.  
   (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.  
   (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts. |
| Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.  
   (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.  
   (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.  
   (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals. |
| Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.  
   (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.  
   (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.  
   (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach proficiency. |
Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible, and instruction is fully accessible.

Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

Standard 3 – Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences.

**Standard 4—Learning Environment:** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.

(i) Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students’ needs, strengths, and personal experiences.

Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.
(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.

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

Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student proficiency in content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.
(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
## University of North Texas  
**College of Education**  
### T-TESS Clinical Teaching Rubric

<table>
<thead>
<tr>
<th>Dimension 1.1</th>
<th>Accomplished (4pts)</th>
<th>Proficient (3pts)</th>
<th>Developing (2pts)</th>
<th>Improvement Needed (1pt)</th>
<th>Unsatisfactory (0)</th>
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</thead>
</table>
| **Standards and Alignment** | Instructional Planning Includes  
• All measurable goals aligned to state content standards.  
• Integration of technology to enhance mastery of goal(s).  
• All activities, materials, and assessments that:  
  o are sequenced  
  o are relevant to students’ prior understanding  
  o integrate other disciplines  
  o provide appropriate time for student work, lesson, and lesson closure  
  o reinforce broader unit and course objectives  
  o are vertically aligned to state standards  
  o are appropriate for diverse learners  
• All objectives that are aligned and logically sequenced to the lesson’s goal. | Instructional Planning Includes  
• All goals aligned to state content standards.  
• Integration of technology when applicable.  
• All activities, materials, and assessments that:  
  o are sequenced  
  o are relevant to students  
  o provide appropriate time for lesson and lesson closure  
  o fit into the broader unit and course objectives  
  o are appropriate for diverse learners  
• All objectives are aligned to the lesson’s goal. | Instructional Planning Includes  
• Most goals aligned to state content standards.  
• Most activities, materials, and assessments that:  
  o are sequenced  
  o sometimes provide appropriate time for lesson and lesson closure  
• Lessons where few objectives are aligned and sequenced to the lesson’s goal. | Instructional Planning Includes  
• Few goals aligned to state content standards.  
• Few activities, materials, and assessments that:  
  o are sequenced  
  o rarely provide time for lesson and lesson closure  
• Lessons where few objectives are aligned and sequenced to the lesson’s goal. | Instructional Planning Includes  
• Goals are not aligned to state content standards.  
• Activities, materials, and assessments:  
  o are not sequenced  
  o do not provide time for lesson and lesson closure  
• Lessons where no objectives are aligned and sequenced to the lesson’s goal. |

| Dimension 1.2 | Data and Assessment | Instructional Planning Includes  
• Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative, and summative assessments data into lesson plans.  
• Consistent feedback to students, families, and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. | Instructional Planning Includes  
• Formal and informal assessments to monitor progress of all students.  
• Substantive, specific, and timely feedback to students, families and other school personnel while maintaining confidentiality.  
• Analysis of student data connected to specific instructional strategies. | Instructional Planning Includes  
• Formal and informal assessments to monitor progress of most students.  
• Timely feedback to students and families.  
• Utilization of multiple sources of student data. | Instructional Planning Includes  
• Few formal and informal assessments to monitor student progress.  
• Few opportunities for timely feedback to students or families.  
• Utilization of few sources of student data. | Instructional Planning Includes  
• No formal or informal assessments to monitor student progress.  
• No opportunities for timely feedback to students or families.  
• No utilization of sources of student data. |

**Texas Teacher Standards:**  
1.1, 1.2, 3.1, 3.2, 3.3  
InTASC:  
4(1), 4(n), 6(b), 7(a), 7(b)  
**Sources of Evidence:**  
Pre-Conference, Formal Observation, Classroom  

**Texas Teacher Standards:**  
1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4  
InTASC:  
7(c), 7(e), 8(g), 8(n)  
**Sources of Evidence:**  
Analysis of Student Data, Pre-
<table>
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<tr>
<th><strong>Dimension 1.3</strong> Knowledge of Students</th>
<th>Instructional Planning Includes</th>
<th>Instructional Planning Includes</th>
<th>Instructional Planning Includes</th>
<th>Instructional Planning Includes</th>
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<tbody>
<tr>
<td>Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.</td>
<td>• All lessons that connect to students’ prior knowledge, life experiences and future learning expectations.</td>
<td>• All lessons that connect to students’ prior knowledge and experiences.</td>
<td>• Most lessons that connect to students’ prior knowledge and experiences.</td>
<td>• Few lessons that connect to students’ prior knowledge and experiences.</td>
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<tr>
<td><strong>Texas Teacher Standards:</strong></td>
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<tr>
<td>1.1, 1.2, 1.3, 2.1, 2.2, 2.3</td>
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<td><strong>InTASC:</strong></td>
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<td>1(a), 1(b), 2(a), 2(f), 6(g), 7(b)</td>
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<td><strong>Sources of Evidence:</strong></td>
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<tr>
<td>Analysis of Student Data, Pre-Conference, Formal Observation</td>
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<th><strong>Dimension 1.4</strong> Activities</th>
<th>Instructional Planning Includes</th>
<th>Instructional Planning Includes</th>
<th>Instructional Planning Includes</th>
<th>Instructional Planning Includes</th>
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<tr>
<td>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.</td>
<td>• Questions that encourage all students to engage in complex, higher-order thinking and problem solving.</td>
<td>• Questions that encourage all students to engage in complex, higher-order thinking.</td>
<td>• Questions that promote limited, predictable, or rote responses and encourage some complex, higher-order thinking.</td>
<td>• Encourages little to no complex, higher-order thinking.</td>
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<td><strong>Texas Teacher Standards:</strong></td>
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<td>1.2, 1.3, 1.4, 1.5</td>
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<td><strong>InTASC:</strong></td>
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<td>6(b), 6(h), 6(i), 6(k), 6(p), 8(g), 9(f)</td>
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<td><strong>Sources of Evidence:</strong></td>
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<tr>
<td>Pre-Conference, Formal Observation</td>
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- Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.
- Instructional Planning Includes
  - Questions that encourage all students to engage in complex, higher-order thinking and problem solving.
  - Instructional groups based on the needs of all students and maintains both group and individual accountability.
  - All students understanding their individual roles within instructional groups.
  - Activities, resources, technology, and instructional materials that are all aligned to instructional purposes.
- Instructional Planning Includes
  - Questions that encourage all students to engage in complex, higher-order thinking.
  - Instructional groups based on the needs of all students.
  - All students understanding their individual roles within instructional groups.
  - Activities, resources, technology, and instructional materials that are all aligned to instructional purposes.
- Instructional Planning Includes
  - Questions that promote limited, predictable, or rote responses and encourage some complex, higher-order thinking.
  - Instructional groups based on the needs of most students.
  - Most students understanding their individual roles within instructional groups.
  - Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.
- Instructional Planning Includes
  - Encourages little to no complex, higher-order thinking.
  - Instructional groups based on the needs of a few students.
  - Lack of student understanding of their individual roles within instructional groups.
  - Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
- Instructional Planning Includes
  - No encouragement of complex or higher-order thinking.
  - Instructional groups are not based on the needs of students.
  - No evidence of student understanding of their individual roles within instructional groups.
  - Activities, resources, technology and/or instructional materials missing.
<table>
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<tr>
<th>Dimension 2.1 Achieving Expectations</th>
<th>Accomplished (4pts)</th>
<th>Proficient (3pts)</th>
<th>Developing (2pts)</th>
<th>Improvement Needed (1pt)</th>
<th>Unsatisfactory (0)</th>
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<tr>
<td>The Teacher:</td>
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<tr>
<td>• Provides opportunities for students to establish high academic expectations for themselves.</td>
<td>• Sets academic expectations that challenge all students.</td>
<td>• Sets academic expectations that challenge most students.</td>
<td>• Sets expectations that challenge few students.</td>
<td>• Does not set expectations.</td>
<td>• Does not set expectations.</td>
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<tr>
<td>• There is evidence that most students demonstrate mastery of the objective.</td>
<td>• There is evidence that most students demonstrate mastery of the objective.</td>
<td>• There is evidence that some students demonstrate mastery of the objective.</td>
<td>• There is evidence that few students demonstrate mastery of the objective.</td>
<td>• Students do not demonstrate mastery of the objective.</td>
<td>• Students do not demonstrate mastery of the objective.</td>
</tr>
<tr>
<td>• Anticipates student mistakes and encourages students to avoid common learning pitfalls.</td>
<td>• Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</td>
<td>• Sometimes anticipates possible student misunderstandings.</td>
<td>• Anticipates possible student misunderstandings.</td>
<td>• Does not anticipate possible student misunderstandings.</td>
<td>• Does not anticipate possible student misunderstandings.</td>
</tr>
<tr>
<td>• Establishes systems where students take initiative of their own learning and self-monitor.</td>
<td>• Conveys accurate content knowledge in multiple ways.</td>
<td>• Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</td>
<td>• Conveys inaccurate content knowledge that leads to student confusion.</td>
<td>• Is unaware of conveying inaccurate content knowledge.</td>
<td>• Does not understand how the lesson fits within the structure of the discipline.</td>
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<tr>
<td>Sources of Evidence: Pre-Conference, Formal Observation</td>
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<thead>
<tr>
<th>Dimension 2.2 Content Knowledge and Expertise</th>
<th>Accomplished (4pts)</th>
<th>Proficient (3pts)</th>
<th>Developing (2pts)</th>
<th>Improvement Needed (1pt)</th>
<th>Unsatisfactory (0)</th>
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<tr>
<td>The Teacher:</td>
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<tr>
<td>• Displays content knowledge of all the subjects she or he teaches and closely related subjects.</td>
<td>• Conveys accurate content knowledge.</td>
<td>• Conveys accurate content knowledge.</td>
<td>• Conveys inaccurate content knowledge.</td>
<td>• Is unaware of conveying inaccurate content knowledge.</td>
<td>• Does not integrate content knowledge.</td>
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<tr>
<td>• Integrates learning objectives with other disciplines and real-world experiences.</td>
<td>• Integrates learning objectives with other disciplines.</td>
<td>• Integrates learning objectives with other disciplines.</td>
<td>• Rarely integrates learning objectives with other disciplines.</td>
<td>• Does not integrate learning objectives with other disciplines.</td>
<td>• Does not integrate learning objectives with other disciplines.</td>
</tr>
<tr>
<td>• Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</td>
<td>• Anticipates possible student misunderstandings.</td>
<td>• Sometimes anticipates possible student misunderstandings.</td>
<td>• Does not anticipate possible student misunderstandings.</td>
<td>• Does not anticipate possible student misunderstandings.</td>
<td>• Does not anticipate possible student misunderstandings.</td>
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<tr>
<td>• Conveys accurate content knowledge in multiple ways.</td>
<td>• Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</td>
<td>• Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</td>
<td>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
<td>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
<td>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
</tr>
<tr>
<td>• Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</td>
<td>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
<td>• Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
<td>• Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
<td>• Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
<td>• Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
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<tr>
<td>• Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).</td>
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</tr>
<tr>
<td>Sources of Evidence: Pre-Conference, Formal Observation</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 2.3 Communication</th>
<th>Accomplished (4pts)</th>
<th>Proficient (3pts)</th>
<th>Developing (2pts)</th>
<th>Improvement Needed (1pt)</th>
<th>Unsatisfactory (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher:</td>
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</tr>
<tr>
<td>• Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.</td>
<td>• Uses probing questions to clarify, elaborate learning.</td>
<td>• Leads lessons with some opportunity for dialogue, clarification, or elaboration.</td>
<td>• Directs lessons with little opportunity for dialogue, clarification, or elaboration.</td>
<td>• Directs lessons with no opportunity for dialogue, clarification, or elaboration.</td>
<td>• Directs lessons with no opportunity for dialogue, clarification, or elaboration.</td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td></td>
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</tbody>
</table>

Fall 2021
<table>
<thead>
<tr>
<th>Dimension 2.4</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.</td>
<td>• Adapts lessons to address individual needs of all students.</td>
</tr>
<tr>
<td>• Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.</td>
<td>• Regularly monitors the quality of student participation and performance.</td>
</tr>
<tr>
<td>• Provides wait time when questioning students.</td>
<td>• Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
</tr>
<tr>
<td>• Provides explanations that are clear and coherent.</td>
<td>• Uses strategies to teach and assess students.</td>
</tr>
<tr>
<td>• Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers. and responds with an array of teaching techniques to clarify concepts.</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Recognizes student misunderstandings but has a limited ability to respond.</td>
<td>• Adapts lessons to address some student needs.</td>
</tr>
<tr>
<td>• Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation, or structure.</td>
<td>• Sometimes monitors the quality of student participation and performance.</td>
</tr>
<tr>
<td>• Sometimes recognizes when students become confused or disengaged and responds to student learning or social-emotional needs.</td>
<td>• Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
</tr>
<tr>
<td>• Sometimes provides differentiated instructional methods and content.</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Regularly monitors the quality of student participation and performance.</td>
<td>• Provides one-size-fits-all lessons without meaningful differentiation.</td>
</tr>
<tr>
<td>• Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs.</td>
<td>• Rarely monitors the quality of student participation and performance.</td>
</tr>
<tr>
<td>• Sometimes provides differentiated instructional methods and content.</td>
<td>• Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 2.5</th>
<th>Monitor and Adjust</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</td>
<td>• Utilizes input from students in order to monitor and adjust instruction and activities.</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</td>
<td>• Rarely utilizes input from students in order to monitor and adjust Instruction and activities.</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Generally does not link student behavior and responses for</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>• Does not utilize input from students in order to monitor and adjust Instruction and activities.</td>
</tr>
</tbody>
</table>

**Texas Teacher Standards:**
1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

**InTASC:**
2(l), 3(f), 8(m)

**Sources of Evidence:**
Pre-Conference, Formal Observation

**Texas Teacher Standards:**
1.4, 1.5, 2.1, 3.1, 4.4

**InTASC:**
2(l), 3(f), 8(m)

**Sources of Evidence:**
Pre-Conference, Formal Observation
<table>
<thead>
<tr>
<th>Dimension 3.1</th>
<th>Classroom Environment, Routines and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher organizes a safe, accessible, and efficient classroom.</td>
<td>The Teacher: • Establishes and uses effective routines, transitions, and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</td>
</tr>
<tr>
<td>Texas Teacher Standards:</td>
<td></td>
</tr>
<tr>
<td>1.4, 4.1, 4.2, 4.3, 4.4</td>
<td>InTASC:</td>
</tr>
<tr>
<td>3(d), 7(c)</td>
<td></td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td>Formal Observation, Pre-Classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 3.2</th>
<th>Managing Student Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher establishes, communicates, and maintains clear expectations for student behavior.</td>
<td>The Teacher: • Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.</td>
</tr>
<tr>
<td>Texas Teacher Standards:</td>
<td></td>
</tr>
<tr>
<td>4.1, 4.2, 4.3, 4.4</td>
<td>InTASC:</td>
</tr>
<tr>
<td>3(c), 3(k), 5(l)</td>
<td></td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td>Formal Observation, Classroom, Pre-Conference</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>T-TESS Domain III: Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished (4pts)</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>The Teacher: • Establishes and uses effective routines, transitions, and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</td>
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</table>

Texas Teacher Standards: 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4
InTASC: 3(d), 3(r), 6(g), 8(b), 8(c), 8(i)
Sources of Evidence: Pre-Conference, Formal Observation
### Dimension 3.3
**Classroom Culture**
The teacher leads a mutually respectful and collaborative class of actively engaged learners.

**Texas Teacher Standards:**
1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4

**InTASC:**
3(a), 3(p), 1(h), 2(l)

**Sources of Evidence:**
Formal Observation, Classroom

<table>
<thead>
<tr>
<th>The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.</td>
</tr>
<tr>
<td>• Students collaborate positively with each other and teacher.</td>
</tr>
</tbody>
</table>

**Texas Teacher Standards:**
1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4

**InTASC:**
3(a), 3(p), 1(h), 2(l)

**Sources of Evidence:**
Formal Observation, Classroom

<table>
<thead>
<tr>
<th>The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes a class where most students are engaged in the curriculum.</td>
</tr>
<tr>
<td>• Students are sometimes disrespectful of each other and of the teacher.</td>
</tr>
</tbody>
</table>

**Texas Teacher Standards:**
1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4

**InTASC:**
3(a), 3(p), 1(h), 2(l)

**Sources of Evidence:**
Formal Observation, Classroom

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### T-TESS Domain IV: Professional Practices and Responsibilities

<table>
<thead>
<tr>
<th>Dimension 4.1</th>
<th>Professional Demeanor and Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.</td>
<td></td>
</tr>
</tbody>
</table>

**Texas Teacher Standards:**
6.2, 6.3, 6.4

**InTASC:**
9(f), 9(o)

**Sources of Evidence:**
Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

<table>
<thead>
<tr>
<th>The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Consistently meets all professional standards (e.g., attendance, professional appearance, and behaviors).</td>
</tr>
<tr>
<td>• Advocates successfully for the needs of all students on the campus.</td>
</tr>
</tbody>
</table>

**Texas Teacher Standards:**
6.2, 6.3, 6.4

**InTASC:**
9(f), 9(o)

**Sources of Evidence:**
Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

<table>
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<th>The Teacher:</th>
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<tr>
<td>• Establishes a class where most students are engaged in the curriculum.</td>
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<tr>
<td>• Students are sometimes disrespectful of each other and of the teacher.</td>
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</table>

**Texas Teacher Standards:**
1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4

**InTASC:**
3(a), 3(p), 1(h), 2(l)

**Sources of Evidence:**
Formal Observation, Classroom

<table>
<thead>
<tr>
<th>The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes a class where few students are engaged in the curriculum.</td>
</tr>
<tr>
<td>• Students are disrespectful of each other and of the teacher.</td>
</tr>
</tbody>
</table>

**Texas Teacher Standards:**
1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4

**InTASC:**
3(a), 3(p), 1(h), 2(l)

**Sources of Evidence:**
Formal Observation, Classroom

### Dimension 4.2
**Goal Setting**
The teacher reflects on his/her practice.

**Texas Teacher Standards:**
5.4, 6.1, 6.2

**InTASC:**
9(b), 9(d)

**Sources of Evidence:**

<table>
<thead>
<tr>
<th>The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sets some short- and long- term professional goals based on self-assessment, reflection, peer, and supervisor feedback, contemporary research, and analysis of student learning.</td>
</tr>
</tbody>
</table>

**The Teacher:**

<table>
<thead>
<tr>
<th>accomplishing (4pts)</th>
<th>Proficient (3pts)</th>
<th>Developing (2pts)</th>
<th>Improvement Needed (1pt)</th>
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<tbody>
<tr>
<td>The Teacher:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Sets short- and long- term professional goals based on self-assessment, reflection, and supervisor feedback.</td>
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</tr>
<tr>
<td>• Meets all professional goals resulting in improvement in practice and student performance.</td>
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</tbody>
</table>

**The Teacher:**

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<tbody>
<tr>
<td>The Teacher:</td>
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<td></td>
</tr>
<tr>
<td>• Sets short-term goals based on self-assessment.</td>
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</tr>
<tr>
<td>• Meets most professional goals resulting in some visible changes in practice.</td>
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**The Teacher:**

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<th>Improvement Needed (1pt)</th>
<th>Unsatisfactory (0)</th>
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</thead>
<tbody>
<tr>
<td>The Teacher:</td>
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<td></td>
</tr>
<tr>
<td>• Sets low or ambiguous goals unrelated to student needs or self-assessment.</td>
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</tr>
<tr>
<td>• Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</td>
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**The Teacher:**

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<th>Improvement Needed (1pt)</th>
<th>Unsatisfactory (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sets no goals unrelated to student needs or self-assessment.</td>
<td></td>
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</tr>
<tr>
<td>• Meets goals related to self-assessment.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</td>
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</tr>
<tr>
<td>Dimension 4.3 Professional Development</td>
<td>The teacher enhances the professional community.</td>
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</tr>
<tr>
<td><strong>Texas Teacher Standards:</strong></td>
<td>3.1, 6.1, 6.2, 6.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>InTASC:</strong></td>
<td>9(c), 9(d), 10(b), 10(d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sources of Evidence:</strong></td>
<td>Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.</td>
<td>• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.</td>
<td>The Teacher:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Teacher:</td>
<td>• Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities.</td>
<td>The Teacher:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Teacher:</td>
<td>• Engages in few professional development activities, professional learning communities or committees to improve professional practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does not engage in professional development activities, professional learning communities or committees to improve professional practice.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 4.4 School Community Involvement</th>
<th>The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas Teacher Standards:</strong></td>
<td>2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4</td>
</tr>
<tr>
<td><strong>InTASC:</strong></td>
<td>9(b), 9(k), 10(f)</td>
</tr>
<tr>
<td><strong>Sources of Evidence:</strong></td>
<td>Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Clearly communicates the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.</td>
<td>• Communicates the mission, vision, and goals of the school to students, colleagues, parents, and families.</td>
</tr>
<tr>
<td>• Systematically contacts parents/guardians regarding students’ academic and social/emotional growth through various media.</td>
<td>• Contacts parents/guardians regarding students’ academic and social/emotional growth.</td>
</tr>
<tr>
<td>• Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community.</td>
<td>• Actively participates in all school outreach activities.</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>• Communicates school goals to students, parents, and families.</td>
<td>• Contacts parents/guardians in accordance with campus policy.</td>
</tr>
<tr>
<td>• Contacts parents/guardians regularly regarding students’ academic and social/emotional growth.</td>
<td>• Attends most required school outreach activities.</td>
</tr>
<tr>
<td>• Actively participates in all school outreach activities.</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>• Contacts parents generally about disciplinary matters.</td>
</tr>
<tr>
<td>• Attends few required school outreach activities.</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>• Does not contact parents about disciplinary matters.</td>
</tr>
<tr>
<td>The Teacher:</td>
<td>• Does not attend required school outreach activities.</td>
</tr>
</tbody>
</table>