UNT College of Education

Clinical Teaching Handbook
Spring 2025

"In every neighborhood, all across our country, there are good people insisting on a good start for the young and doing something about it."

— Fred Rogers

🏠 MATT 218　　📱 940-565-4226　　✉ COE-ClinicalPractice@unt.edu

The Clinical Practices Office

The Clinical Practices Office (CPO) provides clinical teachers opportunities to move beyond being students of organized knowledge to becoming teachers who put their acquired knowledge into practice in a classroom setting. The office is responsible for administering and organizing all field placements for initial teacher certification. Experience in the field is an important part of teacher preparation and is vital to help teacher candidates become effective teachers by connecting theory to practice. The College of Education partners with public school teachers and administrators to provide guided and gradual induction into classroom teaching by working collaboratively with partner schools to provide field-based programs for both undergraduate and post-baccalaureate students seeking initial certification in elementary and secondary levels. Our main goal in the CPO is the success of our teacher candidates in becoming effective educators.

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Glossary of Terms

Term	Definition (TAC Rule §228)
Cadre Coordinator	The UNT employee responsible for facilitating the EC-6 field experience and clinical teaching experiences. The Cadre Coordinator's responsibilities include facilitating open communication among the interns, supervisors, cooperating teachers, and UNT faculty, and mediating any concerns or problems during clinical practice.
Clinical Teaching	"A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student Teaching" (TAC §228.2.15).
Clinical Practice Office	UNT office is responsible for coordinating all clinical field experiences related to initial teacher certification.
Cooperating Teacher	"For a clinical teacher candidate, an educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience (TAC §228.2.19).
Co-teaching	"A practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs" (TAC §228.2.20).
Field Supervisor	"A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators" (TAC §228.2.27).
Professional Intervention Plan	A written form initiated by university or district personnel when a teacher candidate displays a lack of progress that documents expectations that must be demonstrated by a teacher candidate to succeed in clinical teaching and be recommended to TEA for certification.
Formal Observations	A field supervisor must conduct at least four 45-minute observations/evaluations. "Each formal in-person observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting. It must be followed by a post-observation conference within 72 hours of the educational activity" (TAC §228.105. (b)(c4)).
Post-baccalaureate program	"An EPP, delivered by an accredited IHE and approved by the SBEC to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree" (TAC §228.2.40).
Texas Education Agency (TEA)	State Agency external to UNT that issues teaching certificates to eligible completers of UNT's Educator Preparation Program.
TExES Success Office (TSO)	UNT office responsible for the following tasks: Disseminating information about TExES state certification exams, Administering TExES practice tests to candidates, and Documenting and reporting TExES results.
Watermark	An online learning management system 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.

Clinical Teaching Overview

What is Clinical Teaching?

- Clinical Teaching is a full-day, full-time, school-based, six-semester credit hour experience supervised by an experienced certified teacher and a UNT field supervisor.

- Clinical Teaching is the culminating experience of your professional development as a teacher and allows you the opportunity to acquire and demonstrate competence as a beginning professional educator.

- The practical experiences and reflection gained during this experience will help prepare you for your role as an effective educator.

- The goal of Clinical Teaching is to immerse teacher candidates in the classroom experience as they transition into the role of professional teacher by developing high levels of competence through a supervised teaching experience.

Clinical Teaching Objectives

- Observe the role and responsibilities of your cooperating teacher.

- [Co-teach](#) with your cooperating teacher.

- Learn how to create lessons for instruction and assessment of student learning.

- Create and use high quality instructional materials, technology, and other resources for teaching.

- Learn how to create a positive, welcoming, and affirming learning environment for all students.

- Reflect on all evaluations for professional growth.

- Learn how to use and analyze data for instructional purposes.

- Establish professional relationships with fellow teachers, administrators, students, and parents.

Professional Standards

UNT's Clinical Teaching program is aligned to state and national teaching preparation standards ensuring that clinical teachers are prepared to be effective teachers in the classroom.

- [Texas Teacher Standards - Texas Administrative Code §149.1001](#)

- [InTASC Model Core Teaching Standards](#)
- [International Society for Technology in Education (ISTE)](#)
- Texas Administrative Code §228.35 [Code of Ethics and Standard Practices for Texas Educators](#)

Watermark

Watermark is UNT's institutional assessment management system used to facilitate collection of academic assessments. All clinical teaching related assessments and documents should be submitted to Watermark by their due date. [Please visit this link to access Watermark student resources](#).

Clinical Teaching Assignments & Evaluations

TExES Certification Practice Exam

EDEE 4890 (Block C): **TExES Exam Preparation – Study Guide & Practice Exam**

Due Date: April 13th

Objective:
Prepare for the Science of Teaching Reading (293) and PPR EC-12 (160) TExES exams by completing the official TExES Study Guide and Practice Exam. This will help you identify your strengths and areas for improvement before taking the actual exam. You should aim to complete all required TExES exams no later than April 27th so that you will be eligible to apply for certification beginning May 9th. Students who have not passed all required TExES Exams will not be eligible for certification until they have passed their exams.

Instructions:

1. **TExES Canvas Course Modules & TExES Study Guide**
    a. Log into Canvas and access the TExES course from your list of available courses on the Dashboard (https://unt.instructure.com/courses/4278). If you do not see the course listed on your Dashboard, email COE-TSO@unt.edu with your name and UNT ID number to request access.
    b. Review Module 1 (Getting Started) and Module 2 (Required Exams and Deadlines) in the TExES Canvas Course.
    c. Download the TExES Exam Study Guide from the homepage of the TExES Canvas course (https://unt.instructure.com/courses/4278).
    d. Complete Sections 1-4 of the guide to become familiar with the domains and competencies on your content exam, the TEKS for your subject and grade-levels, and to evaluate what content you need to review.
    e. Locate appropriate study materials and complete a minimum of six clock-hours of review. Document your study efforts in Section 5 of the guide.

      f.   Submit your completed TExES Study Guide to COE-TSO@unt.edu with your name and UNT ID number.

2. **Take an initial TExES Practice Exam by March 17th**
   a. Take the official practice exam for Science of Teaching Reading and PPR EC-12 within the TExES Canvas course by March 17th.
   b. A score of 70 or higher on the practice exams must be achieved by April 13th to complete the requirements for this assignment. In order to allow yourself time to study and retake the practice exams, if needed, you must take your initial practice exams by **March 17th**.
   c. If you score below 70 on your initial practice exams, you must retake the practice exam by April 13th. To be eligible to retake the practice exams, you have two options:
      i. Wait 14 calendar days from your initial attempt, then email COE-TSO@unt.edu to request a reset.
      ii. OR complete an updated study guide based on the red and yellow priority zones in your score report. Submit your completed updated guide to COE-TSO@unt.edu with your name and UNT ID number to bypass the 14-day waiting period.

3. **Take the real TExES Exam(s) by April 27th**
   a. After you have scored 70 or higher on the practice exams, you will gain approval to take your real exam.
   b. It is important that you schedule your exams on or before April 27th for you to receive your scores prior to graduation. You will not be eligible to apply for certification until you have passed all required exams.
   c. **If you have received a passing score on all your required exams, you may submit your application for certification through your TEAL Educator Account beginning May 9th. Do not apply early.**

TExES Exam Preparation – Study Guide & Practice Exam

Due Date: April 13th

Objective:
Prepare for the TExES PPR EC-12 exam by completing the official TExES Study Guide and Practice Exam. This will help you identify your strengths and areas for improvement before taking the actual exam. You should aim to complete all required TExES exams no later than April 30th so that you will be eligible to apply for certification beginning May 9th. Students who have not passed all required TExES Exams will not be eligible for certification until they have passed their exams.

Instructions:

1. **TExES Canvas Course Modules & TExES Study Guide**

a. Log into Canvas and access the TExES course from your list of available courses on the Dashboard (https://unt.instructure.com/courses/4278). If you do not see the course listed on your Dashboard, email COE-TSO@unt.edu with your name and UNT ID number to request access.
b. Review Module 1 (Getting Started) and Module 2 (Required Exams and Deadlines) in the TExES Canvas Course.
c. Download the TExES Exam Study Guide from the homepage of the TExES Canvas course (https://unt.instructure.com/courses/4278).
d. Complete Sections 1-4 of the guide to become familiar with the domains and competencies on your content exam, the TEKS for your subject and grade-levels, and to evaluate what content you need to review.
e. Locate appropriate study materials and complete a minimum of six clock-hours of review. Document your study efforts in Section 5 of the guide.
f. Submit your completed TExES Study Guide to COE-TSO@unt.edu with your name and UNT ID number.

2. **Take an initial TExES Practice Exam by March 17th**
   a. Complete the official PPR EC-12 practice exam within the TExES Canvas course (https://unt.instructure.com/courses/4278).
   b. A score of 70 or higher on the practice exam must be achieved by April 13th to complete the requirements for this assignment. In order to allow yourself time to study and retake the practice exam, if needed, you must take your initial practice exam by **March 17th**.
   c. If you score below 70 on your initial practice exam, you must retake the practice exam by April 13th. To be eligible to retake the practice exam, you have two options:
      i. Wait 14 calendar days from your initial attempt, then email COE-TSO@unt.edu to request a reset.
      ii. OR complete an updated study guide based on the red and yellow priority zones in your score report. Submit your completed updated guide to COE-TSO@unt.edu with your name and UNT ID number to bypass the 14-day waiting period.

3. **Take the real TExES PPR EC-12 (160) by April 30th**
   a. After you have scored 70 or higher on the practice exams, you will gain approval to take your real exam.
   b. It is important that you schedule your exam on or before April 30th in order for you to receive your scores prior to graduation. You will not be eligible to apply for certification until you have passed all required exams.

c. If you have received a passing score on all your required exams, you may submit your application for certification through your TEAL Educator Account beginning May 9th. **Do not apply early.**

Clinical Teaching Time Log

Students will document their time in the field each day they are on campus using the UNT clinical teaching time log in Watermark. It will be reviewed and approved by their cooperating teacher (who will sign off on each entry) and monitored by the field supervisor. *Please visit this link to view a resource on how to complete your time log in Watermark.*

Time logs must be completed daily with a brief description of your duties. Please review the examples and non-examples below. Failure to follow the time log description expectation may result in your time log being rejected.

EXAMPLES	NON-EXAMPLES
My cooperating teacher and I used the One Teach - One Observe co-teaching strategy, where I observed my cooperating teacher teaching about the Alamo in Texas history.	I observed Texas history in social studies today.
I co-taught a math lesson on decimals to the tenths and a science lesson on matter with my cooperating teacher. I was responsible for the problem of the day in math and for introducing the science topic.	Co-taught math and science
Today in reading class, I started with a "spooky warm-up" and briefly discussed it with the class. After the warm-up, I modeled how to complete the day's assignment, which focused on different text structures. I utilized the "I do, we do, you do" strategy to guide the students. Then, they worked independently on a worksheet that explored various text structures. During this time, I walked around the classroom, monitored their progress, and provided assistance as needed.	Today in reading I read to the class and helped with a reading assignment.

What should be included on your timesheet?

- A detailed description of your duties for the day, see the time log description expectations above for examples and non-examples above
- Every day you are required to be on campus, even if students are not present (this includes professional development days)
- Any absences you have on the days you are required to be on campus.*

    **You DO NOT gain hours for absences or days you are required to be on campus when students are not present (for example, professional development days that occur <u>after </u>the first day of school). You will record this on your time log, but with zero hours for the entry.

- On your time log, your start time is the start of the instructional school day (when school starts), and your end time is when the school day ends (when students leave for the day). While you must participate in before school or after school duties with your cooperating teacher, we cannot count that time on your time log.
- Conference periods, Professional Learning Communities (PLCs), advisory, and specials can count towards your total time each day.
- Lunch cannot count towards your total time for the day. So, each day you need to subtract 30 minutes from your daily total to account for lunch.
- If there is an Early Release Day, you may count it as a full day **only if students were present for four hours earlier that day. You are required to attend the professional development/instructional activity (i.e., IEP meetings, parent/teacher conferences, band practice, etc.)** once students are released in order to count the hours.
- Full day professional development days when students are not present DO NOT count, but you must attend them.

Collaborative Progress Log (4 total)

The progress log is a collaborative log for the clinical and cooperating teacher designed to help clinical teachers develop the habit of ongoing reflection and solution by gathering feedback from the cooperating teacher and field supervisor on ways to support the progress of the clinical teacher. The collaborative progress log will help guide the discussion during the triad/quad meeting to discuss candidate progress and how we can collaborate to better support the teacher candidate.

Triad/Quad meeting (2 meetings)

The triad/Quad meeting is an opportunity for clinical teachers to sit down and reflect on their progress with their field supervisor, cooperating teacher, and cadre coordinator (if applicable). The cadre coordinator will organize and facilitate the meeting (if no cadre coordinator, the field supervisor will do this) using data from candidate informal and formal observations. The cadre coordinator will then fill out a recap of the meeting in Watermark (if no cadre coordinator, the field supervisor will do this).

Informal Evaluations (3 total per semester)

Field supervisors will conduct three (3) informal observations (15 minutes or more) per semester during clinical teaching. The informal observations include written feedback on targeted skills from the field supervisor. The feedback will be shared with the candidate during the post-observation conference.

UNT Lesson plan (4 total per semester, one per POP cycle observation)

You will begin each POP cycle in Watermark by uploading your lesson plan. You must submit your lesson plan using either the *UNT Common Lesson Plan* or the template for your specific program/certification area (please see chart below) at least 3 days before your scheduled pre-conference with your field supervisor. Your lesson plan will be reviewed by your field supervisor and if it does not meet standard, you will need to make changes to your lesson plan before your scheduled T-TESS observation.

Art Education
You can visit this link to access the **CVAD Art Education lesson planning template** (*you will be prompted to make a copy of the lesson plan template*).

Teach North Texas
5E lesson plan   You can visit this link to access the **5E lesson plan template** (*you will be prompted to make a copy of the lesson plan template*).
The **5E approach** to lesson planning is a constructivist instructional model widely used in education. It is designed to promote active learning, engage students in problem solving, and foster deeper understanding of the subject matter. The 5E model consists of five stages that guide educators in structuring their lessons: Engage, Explore, Explain, Elaborate, and Evaluate. You can find brief descriptions of each of these stages embedded in the template.   The 5E approach encourages student-centered learning and recognizes that meaningful learning occurs when students actively construct their knowledge rather than passively receiving information. By incorporating hands-on experiences, critical thinking tasks, and opportunities for collaboration, the 5E model aims to create engaging and effective learning experiences for students across various subjects and grade levels.

EC-6, Secondary, & All level certification areas
UNT Common Lesson Plan You can visit this link to access the [UNT Common Lesson Plan template](#) (*you will be prompted to make a copy of the lesson plan template*).

Understanding by Design is a book that was written by Grant Wiggins and Jay McTighe that outlined a framework for designing lessons called "Backward Design." The backward design approach has teachers consider the learning goals of the lesson first because the learning goals represent the knowledge, and skills teachers want their students to learn at the end of the lesson. Once the learning goals have been established, the second stage in the Backward Design process involves consideration of the assessment. Wiggins and McTighe believe that teachers should consider the overarching learning goals and how students will be assessed before you think about how you will teach the content of the lesson.

R*esources to learn more about Backward Design:*
   • Visit this [Edutopia resource](#) to read more about Backward Design.
   • Watch this [video](#) of Grant Wiggins discussing Understanding by Design.
   • Listen to an [episode from the Cult of Pedagogy podcast](#) called "Backwards Design: The Basics".
 	
Bowen, R. S. (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/understanding-by-design/ .

POP CYCLE Formal Observations & Evaluations (4 total)

Pre-Conference

- Submit your lesson plan using one of the above templates for your program area (see above) to your field supervisor at least 3 days before your scheduled pre-conference.
- Be prepared to discuss with your field supervisor:
  - The scope and sequence– what was taught before, what will be taught after, expected outcomes?
  - Explain the instruction, different instructional and grouping strategies you will use throughout the lesson.
  - Explain the assessment and how it is aligned with the standard/objective
  - Explain how the assessment will be used to check for understanding
  - Differentiation based on student needs/abilities
- Identify what domain of the T-TESS rubric you would like to receive feedback on.
- After the pre-conference, make any necessary edits to your lesson plan (if needed).

Observation

- Select a spot in the classroom for your field supervisor to sit during the observation.
- During the observation, your field supervisor will script what they see and hear during your lesson to use as data during the post-conference.
- After the observation, your field supervisor will score the candidate using the [Texas Teacher Evaluation and Support System (T-TESS) rubric](#).

Post-Conference

- Be prepared to discuss with your field supervisor your reflection on the lesson
- Field supervisor will use T-TESS results to:
  - Use questioning strategies to lead the teacher candidate to reflect on the lesson
  - Explicitly name the area of reinforcement and refinement.
  - Identify and share examples of evidence/data to justify their area of refinement and reinforcement.
  - Guide the teacher candidate in naming actionable next steps to sustain the area of reinforcement and refinement.
  - Offer the teacher candidate the chance to pose final questions or requests for additional support or coaching.
- Field supervisor will share their evaluation scores with the candidate and the cooperating teacher.

After the Conference

- Complete next steps provided by your field supervisor in the post-conference

Program Benchmark Requirements

Student progress is monitored throughout the program to ensure that students possess the requisite knowledge, skills, and dispositions necessary to be successful as a teacher. Students not progressing in academic or other professional requirements will consult their field supervisor, cadre coordinator (if applicable), and the Director of Clinical Experiences to identify a plan for success in the program.

PERFORMANCE ASSESSMENTS				
Program Benchmark	**Performance Expectation**	**Proactive Supports**	**Impact of not completing/ passing performance gate**	**Impact of not meeting additional supports/ guidance or coaching**
T-TESS #2	Clinical teachers must average at least a 2 ("developing") on all 4 domains	Additional coaching	Failure to achieve this standard will result in a Professional Intervention Plan.	Failure to respond to coaching support may result in moving to tier II on the Professional Intervention

				Plan.
T-TESS #3	Clinical teachers must average at least a 2.5 ("developing" and "proficient") on all 4 domains	Additional POP cycle and coaching	Failure to achieve this standard will result in a Professional Intervention Plan and the completion of an additional POP Cycle.	Failure to respond to coaching support by averaging at least "developing" and "proficient" on all 4 domains on the third pop cycle may result in moving to tier III on the Professional Intervention Plan.
T-TESS #4	Clinical teachers must average at least a 2.5/3 ("developing" and "proficient") on all 4 domains	Additional POP cycle and coaching	Failure to achieve this standard will result in a Professional Intervention Plan and the completion of an additional POP Cycle.	Failure to respond to coaching support by averaging at least "developing" and "proficient" on all 4 domains on the fourth pop cycle may result in a clinical teacher not being recommended for certification.
Final T-TESS	Clinical teachers must average a 3 ("proficient") on all 4 domains	Student will complete an additional semester of clinical teaching.	Student will fail clinical teaching and will need to repeat clinical teaching again the next semester.	Failure to average "proficient" on all 4 domains will result in a clinical teacher not being recommended for certification.

Expectations of Clinical Teachers

To have a successful Clinical Teaching experience, remember that you are a representative of the university and that you must maintain a positive and professional working relationships with students, your university supervisor, cooperating teacher, campus administrators, colleagues, other school personnel, as well as families and communities. You are still a student and a learner, but you will be expected to always act as a beginning professional educator. Remember that every clinical teaching experience is unique, so stay curious and be open to all available learnings. You will have ongoing support and guidance from your cooperating teacher and UNT field supervisor. The following responsibilities and actions are essential:

Qualifications
- Enrolled in a teacher preparation program.
- Be on track with the certification exam schedule.
- Must ATTEMPT their content and supplemental (if applicable) certification exams by December 15, 2024.
- Be on track with your degree plan.

- Strong work ethic, reliable, reflective, open to accept and incorporate feedback, and strong belief that all students can succeed.

Responsibilities

- Co-planning and co-teaching with your cooperating teacher.
- Attend the district's professional development training throughout the semester.
- Participate in all scheduled professional learning communities (PLCs), campus and district meetings, and university classes and seminars.
- Attending all open houses, faculty meetings, and all assigned school duty.
- Managing procedures and supervising students during both instructional and non-instructional times.
- Become familiar with school policies and procedures; adhere to all district and campus policies.
- Be punctual; follow the same daily schedule as your cooperating teacher. Report to school at the appointed time and remain on campus until you are excused by your cooperating teacher.
- Maintain your time log (in Watermark)
- Notify the school office, your cooperating teacher, field supervisor, and cadre coordinator (if applicable) immediately when you know that you will be late or absent for any reason. If you are absent, you must fill out the Absence form and submit proper documentation to Watermark.
- Wear appropriate professional attire in compliance with school policy dress code.
- Establish professional relationships with school personnel (administrators, faculty, support staff), students, parents/caregivers, and the community.
- Review and follow the Code of Ethics for Texas Educators.
- Be discreet with any confidential information you are privileged to. Know all FERPA and COPPA laws.
- Observe computer and cell phone etiquette and use that is appropriate to the context (classroom, public areas, teacher workroom, etc.) and aligned with district policies. Your cell phone should be off and out of sight during class unless it is being used for instruction-related purposes and approved by your Cooperating Teacher.
- Maintain a professional relationship with each student (in schools and online). Using social media in your placement or posting content relating to your placement is prohibited.
- Be prepared. Know your content, have a plan, and teach to the best of your ability every day.

Building relationships with students is one of a teacher's most important responsibilities. While we encourage you to engage in relationship-building activities with students, please limit conversations to school hours. Do not add as friends, follow, or contact students or parents through any social media platforms. Refrain from participating in physical competitions with students that could result in injury, such as arm wrestling.

If you sustain an injury during your placement, ensure that your cooperating teacher, field supervisor, cadre coordinator, and an administrator (either the principal or assistant principal) are informed. Additionally, please contact the UNT Educator Preparation Office (EPO) at 940-565-4226.

- Field trips can only be attended with permission from a school administrator (principal or assistant principal) and only for the grade level to which you are assigned. UNT students are not permitted to attend overnight or extended day field trips. All school field trips must take place within the school day, from 7:00 AM to 4:00 PM.
- If you are a UNT student and require any accommodations or accessibility support during your placement, please ensure that the Educator Preparation Office (EPO) has access to your documentation from the UNT Office of Disability Access (ODA). This documentation is necessary to provide the appropriate accommodations and supports you need.

Teacher Work Sample Portfolio – Post Bacc Students Only

A Teacher Work Sample is a demonstration of excellent teaching performance that provides direct evidence of a teacher's ability to apply the 10 INTASC Standards and related components during student teaching or internship.

You will plan and teach an instructional unit and assess student outcomes. Use of the seven components will help you identify your students, develop learning goals, decide how you will assess your instruction, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students' learning outcomes. Please see the appendix for the teacher work sample template.

Responsibility to your University Field Supervisor
- Your UNT field supervisor is your first point of contact if you have concerns related to your placement.
- When you are scheduled to teach, you must have written lesson plans in the expected format approved by your cooperating teacher before teaching. You must use one of the above lesson plan templates for each of your formal T-TESS evaluated observations.
- Notify your university field supervisor (and cadre coordinator, if applicable) immediately when changes occur to your teaching schedule.
- Always be reflective and gracious of constructive suggestions and feedback and show evidence of incorporating it into subsequent lessons and daily actions.

Assessment, Evaluation, and Grades.
- Clinical Teachers must enroll in two course sections of Clinical Teaching (6 SCH). Each clinical teaching course is graded as Pass (P) or No Pass (NP). You must pass both sections to be recommended to the TEA for a teaching certificate.
- Submit all assignments, assessments, and required forms before or by the due date to be eligible for credit.
- 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 and tasks.

- In accordance with the ruling of the State Board of Educator Preparation for clinical teaching, at the conclusion of your Clinical Teaching, 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" and they will provide evidence to support their recommendation.
- 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.

Clinical Teacher Evaluations and Activities

Evaluations are in Watermark and due throughout the semester.

Clinical Experiences Assessments	Due Date
● Informal Observation #1 (post-conference meeting)	1/24
• Collaborative Progress Log #1	1/19
• Seminar #1	2/5
● POP cycle T-TESS evaluation #1 (lesson plan, pre-conference, and post-conference)	2/7
● Participate in a triad/quad meeting	Between T-TESS 1 & 2 (2/7 - 3/7)
• Collaborative Progress Log #2	2/16
● Informal Observation #2 (post-conference meeting)	2/21
● POP cycle T-TESS evaluation #2 (lesson plan, pre-conference, and post-conference)	3/7
● Participate in a triad meeting	Between T-TESS 3 & 4 (4/4 - 5/2)
• Collaborative Progress Log #3	3/23
∉ Seminar #2	3/26
● POP cycle T-TESS evaluation #3 (lesson plan, pre-conference, and post-conference)	4/4
● Participate in a triad/quad meeting	Between T-TESS 3 & 4

	(4/4 - 5/2)
● Informal Observation #3 (post-conference meeting)	4/11
• Science of Teaching Reading Exam (EC-6 only)	Practice Exam: 4/1 Real Exam: 4/13
• PPR EC-12 (all candidates)	Practice Exam: 4/15 Real Exam: 4/30
• Collaborative Progress Log #4	4/20
• Seminar #3	4/30
● POP cycle T-TESS evaluation #4 (lesson plan, pre-conference, and post-conference)	5/2
• Submit Teacher Work Sample to Cadre Coordinator (post-bacc EC-6 students only)	Cadre Coordinator will share due date

Cooperating Teacher Roles and Responsibilities

The cooperating teacher plays an important role in preparing the clinical teacher by providing the best experience possible. The cooperating teacher's role is to provide opportunities for the clinical teacher to learn through practice and reflection. To qualify as a cooperating teacher, the cooperating teacher must be an "accomplished educator as shown by student learning" (19TAC Chapter **§**228.93), hold a valid Texas Teaching Certificate in the same area/level as the clinical teacher, and have at least three years of teaching experience.

Cooperating teachers must also be trained by the UNT educator preparation program (EPP) and therefore, will be asked to complete coaching, mentoring, and co-teaching training provided by the EPP. Once the cooperating teacher's information has been sent to the UNT, the Clinical Practices Office will reach out to you informing you of the details for the training.

The following are suggestions that will help create a meaningful experience for clinical teachers:

- ● Prepare the students in the classroom to receive the clinical teacher as a professional co-teacher.

- ● Prepare a workspace for the clinical teacher with a desk, chair, curriculum guides, and teaching materials (if possible).

- Provide a school calendar and daily schedule.

- Review policies (reporting student tardiness absences, etc.), community building, classroom expectations, routines, and the curriculum with the clinical teacher.

- Adopt a co-teaching model with the clinical teacher.

- Introduce the clinical teacher to colleagues and school personnel.

- Provide gradual induction to teaching by modeling appropriate planning and teaching and explaining the purpose and explain the philosophy behind classroom management and building classroom communities.

- Informally assess clinical teacher progress and offer constructive feedback continuously.

- Document and inform the field supervisor or cadre coordinator of any lack of professionalism, or unsatisfactory progress in classroom instruction and management.

- Review and approve the candidate's time log in Watermark.

- Collaborative Progress Log (CPL) - The CPL is completed collaboratively by the student and cooperating teacher. Goals and action plans should be relevant and attainable. Field Supervisor will check each Monday to acknowledge timely submission.

Cooperating Teacher Evaluation and Activities

Evaluations are in Watermark and due throughout the semester.

Clinical Experiences Assessments	Due Date
• Complete the UNT Cooperating teacher mentor/coaching/co-teaching training in Watermark and sign the acknowledgement form.	January 24, 2025
• Participate in a triad/quad meeting	Between T-TESS 1 & 2 (2/7 - 3/7)
• UNT Teacher Candidate Evaluation Form #1	2/21
• Collaborative Progress Log - CPL (4 Total)	1/19, 2/16, 3/23, & 4/20
• Participate in a triad/quad meeting	Between T-TESS 3 & 4 (4/4 - 5/2)

• UNT Teacher Candidate Evaluation Form #2	4/18
• Summative evaluation (final T-TESS, no observation) with recommendation – <mark>Clinical Teacher must average Proficient in each Domain</mark>	5/9
• Approve teacher candidate time log entries	Throughout the semester

Field Supervisor Roles and Responsibilities

The university field supervisor acts as a liaison between the school district and the UNT clinical practice office. Their main role is to provide guidance and support for the clinical teacher and cooperating teacher. Moreover, they are responsible for ensuring clarity of expectations during clinical teaching for both the clinical teacher and cooperating teacher. They serve as the instructor of record for the clinical teaching courses and assign the final grade of P/NP and make a final recommendation for certification at the end of the semester. The field supervisor has the following responsibilities.

● Communicates regularly with clinical teachers.

● Explain clinical teaching requirements to cooperating teachers.

● Observes, assess, and evaluate clinical teachers at least four times (full POP cycle) with 3 additional informal evaluations (both announced and unannounced).

● Communicate regularly with cooperating teachers to provide information, answer questions, and discuss the progress of the clinical teacher.

● Provides clinical teacher constructive written feedback on observations.

● Provides clinical teachers with a "Professional Intervention Plan" if they see areas where additional support is needed.

● Document any program and/or school infractions; document lack of professionalism, cooperation and unsatisfactory progress in classroom instruction and management.

● Guide clinical teacher in the completion of all required assessments and surveys.

● Review Collaborative Progressive Logs (CPLs) and provide feedback to the clinical teacher.

● Assign final grade for clinical teacher.

Responsibilities to the UNT Clinical Practice Office

- Visit http://my.unt.edu to verify attendance, approve, and submit the **UNT Audit Roll (usually the 12th class day)**.

- Timely complete all required forms, assessments, and formal and informal evaluations.

- If there is no progress between the first and second Formal Evaluations, discuss with the Director of Clinical Experiences about placing the student on a Professional Intervention Plan.

- Continue professional development through attendance and participation in supervisor meetings each semester.

- Visit http://my.UNT.edu to complete, approve, and submit final grades for your clinical teachers before or by the deadline.

Evaluations are in Watermark and due throughout the semester.

Clinical Experiences Assessments	Due Date
● Informal Observation #1 (15-minute walk through & post-conference meeting)	1/24
● POP cycle T-TESS evaluation #1 (lesson plan, pre-conference, and post-conference)	2/7
● Informal Observation #2 (15-minute walk through & post-conference meeting)	2/21
● POP cycle T-TESS evaluation #2 (lesson plan, pre-conference, and post-conference)	3/7
● Participate in a triad/quad meeting	Between T-TESS 1 & 2 (2/7 - 3/7)
● POP cycle T-TESS evaluation #3 (lesson plan, pre-conference, and post-conference)	4/4
● Participate in a triad/quad meeting	Between T-TESS 3 & 4 (4/4 - 5/2)
● Monitor clinical teachers progress on TExES practice and real exams	Throughout the semester
● Informal Observation #3 (15-minute walk through & post-conference meeting)	4/11

● [POP cycle T-TESS evaluation](#) #4 (lesson plan, pre-conference, and post-conference)	5/2
● Summative evaluation (final T-TESS, no observation) with recommendation – <mark>Clinical Teacher must average Proficient in each Domain</mark>	5/9
● Check and monitor teacher candidate [time record](#)	Weekly

*Cadre Coordinator Roles and Responsibilities

These responsibilities may vary based on your students' enrollment (Block B EC-6 or Sec., Block C/Clinical Teaching, or Post Bacc).

Like the university field supervisor, the cadre coordinator acts as a liaison between the cooperating teacher, the clinical teacher, and the UNT clinical practice office. Their main role is to provide guidance and support for the clinical teacher and cooperating teacher. This support is in the form of hosting seminars throughout the semester tailored to the needs of the cohort as well as hosting triad/quad meetings to discuss candidate progress. The cadre coordinator has the following responsibilities.

- Communicates regularly with clinical teachers and cooperating teachers.

- Conducts **two triad/quad meetings** between the cadre coordinator, clinical teacher, and cooperating teacher to discuss student progress. They will review all clinical teacher evaluations to facilitate a meeting to review and reflect on the clinical teacher's progress and how the team can best support the candidate.

- Is responsible for reviewing data from the cooperating teacher and field supervisor to discuss candidate proficiency on T-TESS domains to guide the triad meeting.

- Communicate regularly with cooperating teachers to provide information, answer questions, and discuss the progress of the clinical teacher.

- Works with the field supervisor to provide clinical teachers with a "Professional Intervention Plan" if they see areas where additional support is needed.

- Document any program and/or school infractions; document lack of professionalism and cooperation.

- **Review Collaborative Progressive Logs (CPLs) and provide feedback to the clinical teacher**

- Host **three seminars** for the clinical teachers throughout the semester

- Monitor clinical teachers progress on TExES practice/real exams

Evaluations are in Watermark and due throughout the semester.

Clinical Experiences Assessments	Due Date
• Collaborative Progress Log #1	1/19
• Collaborative Progress Log #2	2/16
• Schedule and facilitate triad/quad meetings *(for each clinical teacher)*	Between T-TESS 1 & 2 (2/7 - 3/7)
• Collaborative Progress Log #3	3/23
• Collaborative Progress Log #4	4/20
• Schedule and facilitate triad/quad meeting *(for each clinical teacher)*	Between T-TESS 3 & 4 (4/4 - 5/2)
• Monitor clinical teachers progress on TExES practice/real exams	Throughout the semester
• Host Three Seminars for clinical teachers throughout the semester	2/5, 3/26, 4/30

Co-Teaching and Progression

Co-teaching is defined as two teachers (the cooperating teacher and the clinical teacher) working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction (Bacharach, Heck, & Dank, 2012). Research shows that there is an increase in academic achievement associated with co-teaching. Moreover, clinical teachers who participate in a co-teaching environment during their clinical teaching report feeling more confident and better prepared when they have their own classrooms.

Co-teaching allows cooperating teachers to model good teaching techniques for clinical teachers and to work with them to understand the complexities of the teaching profession. A critical element to the success of clinical teaching is how the classroom students view the clinical teacher. In co-teaching, the cooperating teacher will introduce the clinical teacher as co-teachers rather than student teachers. Cooperating teachers will also incorporate the clinical teacher into the classroom routines and instructions from the first day of school. Throughout the school year, the two teachers will work together to collaborate, lesson plan, teach, and assess students. During co-planning times, the cooperating teacher and clinical teacher will determine which co-teaching strategies are most useful to assist in student learning throughout the school day (see table below).

Over the semester, the teacher candidate will assume more responsibility in the teaching, planning, and assessment of students. All co-teaching clinical teachers must have opportunities to solo teach to ensure they have the ability to meet the needs and challenges of their future students (Bacharach, Heck, & Dank, 2012)[1].

The University of Delaware has additional resources on co-teaching and co-planning that clinical teachers and cooperating teachers may find useful.
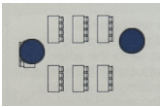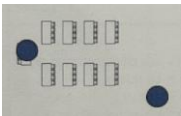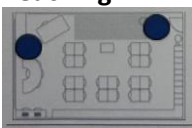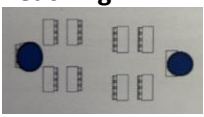
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[1] See Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in teacher education*, *32*(1), 3-14.

Co-Teaching Models   *Cooperating Teacher= CT   *Teacher Candidate=TC

[Co-Teaching Overview Video](#)

Co-Teaching Model	Description	Looks Like… Sounds Like…
One Teach, One Assist	One of the teachers has the primary responsibility for teaching, while the other teacher circulates around the room and supports students during the lesson. [Watch this Model (Video)](#)	CT: Discussion of "Art All Around Us" and sharing visual examples of kids' drawings from around the world. TC: Circulates to students who need support and helps to elicit student responses, as well as provides stems for responding to questions.
One Teach, One Observe	One teacher is responsible for teaching, while the other observes the lesson for specific data. The teachers analyze the data after the lesson. The teachers regularly switch roles. [Watch this Model (Video)](#)	CT: Leads discussion of p. 101 students were assigned to read. TC: Observe and record teacher questions and student responses. Not the types of questions the teacher and students asked.
Team Teaching	Both teachers deliver instruction to the whole class. The teachers have equal roles in the lesson delivery. [Watch this Model (Video)](#)	CT & TC: Introduce WWII CT: Lead discussion of the impact of the US joining the war and its effect on the world. TC: Lead discussion of the impact of US joining the war and the effect it had on the US.
Station Teaching	The students and content are divided into groups/stations. Both teachers take responsibility for different stations. Stations can be facilitated, independently, or taught by a teacher. [Watch this Model (Video)](#)	CT: Leads group 1 in creating a pattern using traced items. TC: Leads group 2 in touring the school and using digital cameras to capture pictures of patterns Independent: Group 3 uses foam pieces to create patterns.
Alternative Teaching	One of the teachers has responsibility for teaching the whole class, while the other teacher instructs a small group to provide additional scaffolding, pre-teaching, or enrichment. [Watch this Model (Video)](#)	CT: Complete a spelling activity with the whole group. TC: Works with small group on a spelling activity with K, S, A, M, L, & T —------------------------------ CT: Uses short clips from a movie to provide more instruction and support on how to write the conclusion of an essay. TC: Works with a small group to revise and edit their essay conclusions.
Parallel Teaching	The students are divided into two groups. Each teacher is responsible for one of the groups and simultaneously teaches the same content. [Watch this Model (Video)](#)	CT & TC are teaching the same lesson on comparing similar stories using a Venn diagram, but they have split the class based on a pre-test on comparing and contrasting.

*Information adapted from US PREP and Co-Teaching Connection-Resources. (2007). Retrieved May 09, 2016, from http://marilynfriend.com/approaches.html

UNT SINGLE PLACEMENT SUGGESTED PACING GUIDE

Note: <u>This is a suggestion</u>. It can be altered to meet individual needs.

Weeks	Co-Teaching Strategies	Minimum Teacher Candidate responsibilities
1-3	- One Teach, One Assist - One Teach, One Observe - Alternative Teaching	- Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal) - Co-plan and lead small group activities
4-5	- Co-teaching strategies above as well as - Station Teaching - Parallel Teaching - Team Teaching	Co-plan and lead in <u>one</u> subject area or class period
6-8	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>two</u> subject areas or class periods
9-11	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>three</u> subject areas or class periods
12-14	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>all</u> subject areas or class periods
15-16	Any co-teaching strategy appropriate for the subject area or classroom setting	- The clinical teacher will continue to take on responsibilities while gradually releasing the class back to the cooperating teacher. - As appropriate, allow the clinical teacher to observe in other settings and participate as the cooperating teacher sees fit.

UNT TWO PLACEMENT CLINICAL TEACHING PACING GUIDE

Week(s)	Co-Teaching Strategies	Minimum Teacher Candidate responsibilities
ROTATION #1		
1-2	• One Teach, One Assist • One Teach, One Observe • Alternative Teaching	Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal). Co-plan and lead small group activities
3	Co-teaching strategies above as well as • Station Teaching • Parallel Teaching • Team Teaching	Co-plan and lead in <u>one</u> subject area or class period
4	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>two</u> subject areas or class periods
5	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>three</u> subject areas or class periods
6	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>all</u> subject areas or class periods
7	Any co-teaching strategy appropriate for the subject area or classroom setting	The clinical teacher will continue to take on responsibilities while gradually releasing the class back to the cooperating teacher.
ROTATION #2		
8-9	• One Teach, One Assist • One Teach, One Observe • Alternative Teaching	Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal). Co-plan and lead small group activities
10	Co-teaching strategies above as well as • Station Teaching • Parallel Teaching • Team Teaching	Co-plan and lead in <u>one</u> subject area or class period
11	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>two</u> subject areas or class periods
12	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>three</u> subject areas or class periods
13-14	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>all</u> subject areas or class periods
15+	Any co-teaching strategy appropriate for the subject area or classroom setting	The clinical teacher will continue to take on responsibilities while gradually releasing the class back to the cooperating teacher. As appropriate, allow the clinical teacher to observe in other settings and participate as the cooperating teacher sees it.

Clinical Teaching Attendance Policy

Texas Administrative Code §228.67 requires a minimum number of hours the clinical teacher must be in the classroom to be recommended to the Texas Education Agency for certification. A full day is defined as 100% of the district- designated school day. This typically consists of one classroom placement for the complete clinical teaching period or two 7–8-week placements, depending on the requirements of the candidate's certification plan. For this reason, it is required for clinical teachers to maintain an accurate time record which will be reviewed by your cooperating teacher and submitted to the UNT Educator Preparation Office via Watermark at the end of the semester.

Clinical teachers are expected to be in their placement from the formal start to the formal end date of clinical teaching as established by the Clinical Practice Office. Per Texas Administrative Code §228.67(a), clinical teachers **must have a minimum of 490 hours in their placements.** 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. Clinical teachers must be in attendance for the full semester of the Clinical Teaching Program. Clinical teachers are also expected to attend separate non-instructional days, **but they cannot count towards your clinical teaching requirements.** These days include full day professional development days.

Clinical Teachers must attend placement from the beginning of the semester to the end of the semester as deemed by UNT, even if the 490 hours is exceeded before the end of the semester.

However, early release days where the second half of the day is professional development **CAN** count for the full day *as long as students were present for at least 4 hours of the day.* **Students will observe the holiday schedule of the district, not the holiday schedule of the university.** Leaving the school campus during the school day is not permitted without prior approval from your UNT field supervisor and cooperating teacher.

ABSENCES

It is important for clinical teachers to attend, be on time, and be fully present (meaning not on their personal devices or completing other schoolwork) at their clinical teaching placement each day. With that said, we understand that life happens, and if you become ill (or a child or someone you care for) or need a mental health day it is understandable if you need to miss one day of clinical teaching. When you are absent from your placement, you must contact your cooperating teacher, field supervisor, cadre coordinator (if applicable) 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. **In addition to notifying each person above, all absences must include an attachment to your Time Log**. Please scan and submit any relevant

documents, such as doctors' notes. If you are absent due to a cold or another illness that does not require a visit to a physician, please submit a Word document explaining the reason for your absence.

It is important that you monitor your attendance because by the final day in your placement (as indicated by the clinical practice office) you must log 490 hours in order for UNT to recommend you for certification. Therefore, we urge caution in missing days in the field.

If a clinical teacher must be absent for one or more days during the semester, the candidate is responsible for attaching the appropriate documentation to their time log. **Documentation from a medical professional is required for all health-related absences of 3 or more consecutive days.** If students do not have a medical provider, they can visit the [UNT Student Health and Wellness Center](#) to schedule an appointment with a medical professional when they are ill and submit that documentation. **In these instances, students are still responsible for logging 490 hours with the exception of two excused bereavement days (appropriate documentation must be uploaded in Watermark for these absences).**

According to the Texas Administrative Code, the EPP can reduce the total number of clinical teaching hours to 455 hours "if the candidate is absent from the clinical teaching assignment for due to a **documented** instance of parental leave, military leave, illness, or bereavement" TAC §228.67. (b). **This reduction in hours can only be granted by the Director of Clinical Experiences should a student have to miss five consecutive days due to instances listed above or other extenuating circumstances.**

Excessive absences or tardiness during clinical teaching will lead to a Professional Intervention Plan, and may result in having to repeat clinical teaching, earning a failing grade for clinical teaching, and/or being dismissed from clinical teaching/the UNT Educator Preparation Program.

*If your cooperating teacher is absent from school for more than two consecutive days, you must inform your field supervisor of their absence. Your field supervisor will work with the EPO to ensure you are placed with a certified teacher of record for the duration of your cooperating teacher's absence or for the remainder of your clinical teaching experience.

Mental Health

We recognize that it is not easy to be a clinical teacher. With that said, because you are working with young people, personal issues or mental health difficulties cannot interfere with professional judgement or the ability to teach and serve as a clinical teacher in a school community ([TAC Rule §247.2 Code of Ethics and Standard Practices for Texas Educators 1(J) Standard 1.10.](#)& [Texas Education Code Section 38.351)](#). School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support.

If a student's personal affairs interfere with field placement performance, your field supervisor and/or cadre coordinator (in consultation with the UNT Educator Preparation Office) may require the student to be placed on a Professional Intervention Plan to ensure you are ready for clinical experiences and/or to return to the field. Additionally, you may be referred to the [UNT CARE team](#) or counseling services (both [UNT's Counseling and Human Development Center](#) and the [UNT Counseling and Testing Services](#) offer affordable counseling and mental health resources for students and the community. [Togetherall](#) is another option for 24/7 mental health support and community).

To return to the field, in some cases, students may be required to provide the Associate Dean for Educator Preparation with a fitness for duty (FFD) clearance and documentation from a healthcare provider.

UNT EPP Stages of Intervention

Any clinical teacher not consistently performing at the appropriate professional or academic level will be offered assistance and support through their university field supervisor and cadre coordinator in the form of a Professional Intervention Plan. The clinical teacher, cadre coordinator, 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.

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 – Note to File
- 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 they can take to improve.
  - Follow up to discuss progress.
  - Document the concerns, suggestions made, observed progress, and submit to the Director of Clinical Experiences.
- Inform the clinical teacher that this conversation will be documented as a "Note to File." They will need to sign to confirm that the issue has been addressed and understood. The Note to File should be very specific, including direct quotes, as well as the dates and times when the issue was addressed. Additionally, it must detail the handbook or TTESS violation, along with the expectations and directives that the clinical teacher is expected to follow moving forward.

Stage Two Intervention: Professional Intervention Plan
- If problems persist, a Professional Intervention Plan will be completed. If a Professional Intervention Plan is warranted, contact the UNT Director of Clinical Experiences to initiate and

implement the Professional Intervention Plan.
- Once the Professional Intervention Plan is complete, the Director of Clinical Experiences will schedule a meeting with the candidate to review the Professional Intervention Plan and obtain necessary signatures. The Director will meet again with the candidate on the designated date/s to review progress.

Stage Three Intervention: Probation Contract
- A Probation Contract cannot be initiated or implemented without the involvement of the Director of Clinical Experiences.
- In situations where no resolution to issues is reached, and/or the clinical teacher fails to respond to the Professional Intervention Plan, a Probation Contract may be required. The university supervisor/cadre coordinator or student may request that the Director of Clinical Experiences conduct an observation and evaluation of the candidate before the final decision to put them on probation. A conference of all parties will follow.
- When the clinical teacher is placed on a probation contract, the clinical teacher will meet with the Director of Clinical Experiences and 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.
- If a student is dismissed from a school campus or district, they will automatically be placed on a probationary contract and removed from clinical teaching for the semester or terminated from the program (depending upon circumstances of their dismissal).

Stage Four Intervention: Suspension of or Termination from Clinical Practice
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:

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.

4. Unprofessional conduct towards the host school faculty/administration, and/or students/parents, or UNT faculty and staff.
5. Failure by the clinical teacher to abide by UNT's Student Academic Integrity policy 06.003 Student Academic Integrity.pdf

The final decision to terminate a clinical teacher is the responsibility of the Associate Dean for Educator Preparation, in consultation with the Dean of the College of Education. This decision will be based upon documentation from the school principal, cooperating teacher, district human resources, university supervisor, cadre coordinator, and/or the clinical teacher. If the clinical teacher is to be terminated from the Clinical Teaching assignment, they will be given a letter stating the decision, the reasons for the termination, and whether an opportunity to reapply for clinical teaching later will be permitted. If a student is removed for reasons other than self-initiated termination of participation in clinical practice, 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.

CHANGE OF STATUS/GRADUATE NON-CERTIFIED

If a candidate decides to continue in the program without seeking teacher certification, they need to meet with their academic advisor to discuss the possibility of graduating non-certified. After you speak with your advisor, you need to reach out to the Clinical Practices Office (COE-ClinicalPractice@unt.edu) and schedule a meeting with the Associate Dean for Educator Preparation to discuss your options and to fill out a change of status form.

Other Expectations and Policies

PERSONAL LIABILITY INSURANCE REQUIREMENT

Per Texas Education Code – Section 22.0511, teacher candidates must provide proof of teacher liability insurance for a minimum amount of $500,000 per incident to be allowed to begin clinical teaching. You may not report to your campus until you have shown proof of insurance. Cost-free professional liability insurance is available with a free student teacher membership in the Association of Texas Professional Educators. You may also use other vendors including Texas State Teachers Association to acquire this liability insurance; however, you must show proof of teacher liability insurance prior to being allowed to begin clinical student teaching. You must submit your proof of teacher liability Insurance to the EPO Student and Program Coordinator at Destinie.Noles@unt.edu.

CERTIFICATION EXAM SCHEDULE

For the university to recommend a clinical teacher for certification, they must pass all their certification exams. Please reach out to the UNT TExES Success Office (coe-tso@unt.edu) for certification exam questions/support.

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. However, **UNT clinical teachers may not, under any circumstances, administer corporal punishment.**

CONDUCT REGARDING SOCIAL INTERACTIONS WITH STUDENTS

Clinical teachers 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 certified teachers (see TAC chapter 247) . The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. It is not appropriate to be present in non-school related contexts with students. It is also 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 district personnel. The educator shall refrain from inappropriate communication with a student or minor, including electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication.

FIELD TRIPS DURING CLINICAL TEACHING

Field trips can only be attended with permission from a school administrator (principal or assistant principal) and only for the grade level to which you are assigned during the semester. Overnight or distance field trips (outside a 50-mile radius from their assigned campus) may not be attended during clinical teaching. UNT students may only attend school field trips that take place within the school day, from 7:00 AM to 4:00 PM.

CLINICAL TEACHERS ACTING AS SUBSTITUTES

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

EMPLOYMENT DURING CLINICAL TEACHING

A clinical teacher may not have outside employment **during the official school hours** adopted by their placement district.

CAREER FAIRS

The UNT/TWU Education Career Fair or a career fair is a wonderful networking opportunity. In Fall semesters, the career fair is at TWU. In Spring semesters, the career fair is at UNT. Check the Career Center website (https://careercenter.unt.edu)for exact dates/times. If you plan to attend a career fair, you must notify your university supervisor and your cooperating teacher in advance.

TAKING OF ADDITIONAL COURSES

Additional coursework beyond what is required during clinical teaching is not allowed without prior approval from 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 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 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. Angie Cartwright, Interim 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 here: https://policy.unt.edu/policy/16-005

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's 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 here:
https://policy.unt.edu/policy/07-012

CHEATING, PLAGIARISM, AND FORGERY 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 term "forgery" means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another. 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

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
- Food Pantry
- UNT Survivor Advocate
- Military Activation of Enrolled Students
- Pregnant & Parenting Students
- Early Alert Response System
- Student Complaints
- Student Death

- [Temporary Illness](#)
- [Homelessness and Housing insecurity](#)
- [Mean Green Gowns for Grads](#)

Overall Expectations for Clinical Teacher

- Collaborate and plan with your cooperating teacher. Set a weekly time to plan and debrief with them on a regular basis.
- Communicate regularly with your field supervisor and cadre coordinator and attend all meetings and scheduled class meetings.
- Follow all handbook expectations and guidelines and professionalism requirements for the university, the school district, and the Texas Education Agency.
- Complete all required assignments and evaluations.
- Prepare your lesson plans and submit them to your field supervisor 3 days before your scheduled pre-conference.
- Be prepared, on time, and ready to teach and learn each day.
- Notify your cooperating teacher, field supervisor, and submit an absence form in Watermark prior to any planned or unplanned absence (and upload documentation, if required).
- Check your UNT email address regularly and respond to emails and requests promptly.
- Keep up with your certification test schedule and reach out to the [UNT TExES Success Office](#) if you have any questions.

Teacher Work Sample Portfolio – <u>EC-6 Post Bacc Students Only</u>

The following documents have been adapted and modified from the following sources:
http://education.ucf.edu/clinicalexp/docs/TWS_GuidelinesAndDirections.pdf

Teacher Work Sample Template – Oklahoma Christian University
https://www.wku.edu/teacherservices/student_teaching/documents/teacher_work_sample.pdf

Use the following pages as a template for your Teacher Work Sample. Ensure that all red text has been removed, your name is entered in footer, and all sections are complete.

Step 1: Create a cover page with your name, title of the work, school district, school, content area, grade level, dates

Step 2: Include a table of contents with the component headings
- A. Overall summary of work sample
- B. Components
    1. Contextual Factors
    2. Learning Goals
    3. Assessment Plan
    4. Design for Instruction
    5. Instructional Decision Making
    6. Analysis of Student Learning
    7. Reflection and Self-Evaluation
- C. Appendices

Step 3: Complete the table with information related to component 1. Contextual factors and components 2 to 7.

Step 4: Include Appendices

Component 1: Contextual Factors
- *Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

- *Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

- ***Standard #3: Learning Environments.*** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Component 2: Learning Goals
- ***Standard #4: Content Knowledge****. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*
- ***Standard #5: Application of Content****. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Component 3: Assessment Plan
- ***Standard #6: Assessment.*** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Component 4: Design for Instruction and Component 5: Instructional Decision Making
- ***Standard #7: Planning for Instruction.*** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

- ***Standard #8: Instructional Strategies.*** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Component 6: Analysis of Student Learning

- ***Standard #6: Assessment.*** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Component 7: Reflection and Self-Evaluation

- ***Standard #9: Professional Learning and Ethical Practice.*** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*
- ***Standard #10: Leadership and Collaboration.*** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Component 1. Contextual Factors

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 1. Learner Development	Instructional Implications if any	Accommodations, Adaptations
Number of Students in the classroom:		
Grade level(s)		
General developmental characteristics of all student:		
Physical		
Social		
Intellectual		
Socio-economic Status		
Standard 2. Learner Differences		
# of Students with Special Needs		
Gifted-Talented		
Response to Intervention:		
504 Students		

Title I Students			
# of students who are identified as English learners Bilingual learners			
Languages other than English			
Cultural Backgrounds			
Standard #3: Learning Environments			
Resources available: Ex. equipment, technology, books, supplies			
Any other factor considered necessary for instruction			

Component 2. Learning Goals/Objectives

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Describe students in regard to specific learning needs in the content area chosen, their prior knowledge, and language proficiency level of ELs, what instructional modifications, adaptations and accommodations will be made.

1. Content Area:	Grade(s):
2. Length of Unit (# of days/class periods)	

3. Learning Objectives/Outcomes <u>to be accomplished by students</u>. (List each day's objective, TEKS and ELPS.)

   Day 1- TEKS and ELPS

   Day 2- TEKS and ELPS

   Day 3- TEKS and ELPS

   Day 4- TEKS and ELPS

   Day 5- TEKS and ELPS

   Additional days- TEKS and ELPS

4. Rationale for Objectives/Outcomes- (How are objectives real and relevant to the students' lives?)

5. Adjustments made to modify, adapt content to accommodate one or more students with these individual differences:

   Students with disabilities

   English Learners

   Bilingual Students

   Learning styles, visual, auditory, kinesthetic, tactile

Component 3. Assessment Plan

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Assessment Plan Table

Type of Assessments	Learning Objectives	Format of Assessment	Accommodations
Pre-Assessment	For each objective listed in component 2	Matching, T/F, fill in the blank, short answer, essay with rubric, performance with rubric, observation checklist, etc.	Refer to Component 1in regard to sub-groups, students with special needs, English learners, etc.
Formative Assessment	For each objective listed in component 2	Provide format of assessment	Refer to Component 1in regard to sub-groups, students with special needs, English learners, etc.
Post-Assessment	Same as the pre-assessment	Same as the pre-assessment	Refer to Component 1in regard to sub-groups, students with special needs, English learners, etc.

A clean copy of your assessment(s) and scoring criteria (keys, rubrics, etc.) should be included in *Appendices* section. They should include a variety of strategies such as performance-based tasks, written tasks, observation, personal communication, student self-assessment, peer assessment, etc. Be sure to include student samples of the pre-, formative, and summative assessments used throughout the TRP. Respond to the following statement:

1. Explain how the assessments specifically address each of the objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed.
2. Explain why you chose each of these assessments to attain your stated learning objectives.
3. Describe why you think the assessments are challenging.
4. Describe how your assessments accurately measure knowledge and skills.
5. Describe how you ensured that your students understood your assessment instructions.
6. Explain the minimal level of acceptable student performance.

Component 4. Design for Instruction

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1. Pre-Assessment Analysis - provide a graphic representation of your pre-assessment data showing each student's score by objective number and for each sub-group by objective number.
2. Describe what you learned about the prior knowledge/skills/abilities of the four students in your class.
3. What did you learn about the subgroups of students? Cite specific evidence from the assessment data that led you to these conclusions about the class and about the subgroups of students.
4. How did your analysis of the pre-assessment data influence how you designed the learning activities for your class as a whole? For the four students selected specifically.
5. Explain how you plan to adapt instruction for the needs of students with exceptionalities, bilingual, and English Language Learners.

Lesson Plans: Depending on your learning objectives, include comprehensive, <u>daily</u> lessons using the UNT Lesson Plan shell. <u>Collect</u> <u>samples of student work/assessment with each lesson plan to include in the appendix</u>.

Component 5. Instructional Decision Making

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Answer the following questions:
1. Give at least two examples of times during the teaching of your unit that your assessment of student learning or the response of one or more students caused you to change your approach or to do something different than you planned.
2. Provide the rationale for the instructional modifications you selected.
3. Describe the result of your selected modification, i.e. explain how your instructional modification impacted student learning.
4. Administer your post-assessment at the end of the unit.

Component 6. Analysis of Student Learning

Standard #6: Assessment*. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Comparison of Pre/Post Assessment

(Provide a comparison of the pre/post assessments in graphic representation by student, objective, and sub-groups.)
1. Include a copy of the pre and post assessment measures that you have developed.

2. Display your pre and post assessment results using the graph "Pre-Post Assessment Scores for All Students" to show each individual student's progress on the learning goals you set for them.

3. Using the graph "Pre-Post Assessment Averages for All Students "display the average performance on the pre and post assessment measures for all students taught. (The graphs for both #2 and #3 are contained in the Graph maker)

4. Indicate how many students showed mastery of your learning goals after instruction **and describe how you would address the educational needs of the students who did not attain mastery.**

5. Do the assessment results accurately reflect the degree of learning students demonstrated during the classroom activities? Explain. An example of a graphic representation is provided below:

Student (List students here by first name only)	Pre-Assess-ment score	Post-Assess-ment score	Gain + or -	*Did student meet objectives?*		Comments (If student showed any regression or significant gains, you must comment.)
				Pre-test	*Post-test*	
1.						
2.						
3.						
4…..						
to include all students.						

Component 7. Reflection and Self-Evaluation

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration*. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

7. Write a reflection on your unit, how it has deepened your understanding of assessment, teaching and learning, and how it will inform your own teaching in the future.

8. Highlight the learning goal/objective on which your students were the most successful, as well as the learning goa/objectives on which students were the least successful.

9. Discuss how you intend to develop as a teacher to further capitalize on your strengths and improve any areas of weakness (cite potential workshops or classes you will take).

A. ***Appendices***

Include all supporting documents here.

Rubric for Work Sample

National Standards	Components	Content		
		Target	Acceptable	Unacceptable
CAEP 1 INTASC 1,2,3	1. Teaching Context/ 2. Describing the Work Sample	Forms completed with detailed descriptions of classroom conditions.	Forms missing any information; vague description of classroom conditions. I have questions about the Work Sample	Forms missing more than half the information; no classroom conditions described.
CAEP 1 INTASC 4,5,6	2, 3 Assessment/ Impact on Student Learning	Work Sample positively affects student learning. Describes multiple assessment tools aligned with objectives and instruction. Uses results of assessment to guide and modify instruction.	Work Sample positively affects student learning. Describes two assessment tools aligned with objectives and instruction. Uses results of assessment to guide instruction.	Work Sample does not positively affect student learning. Describes one assessment tool, but not aligned with objectives and instruction.
CAEP 1 INTASC 6,7,9	3, 4, 5, 6 Assessment Plan	Work Sample. Describe the pre- and post-assessment method(s). Summative assessment is performance and requires HOTS. Pre- and post-assessments are analyzed and efforts to remediate unsuccessful students included. Detailed information provided about communication and follow-up. All responses are detailed and logical.	Describe the assessment plan for the Work Sample. Describe the pre- and post-assessment method(s). Summative assessment is not performance but requires HOTS. Pre- and post- assessments are analyzed and efforts to remediate unsuccessful students included. Information provided about	Describe the assessment plan for the Work Sample. Describe the pre- and post-assessment method(s). Summative assessment is not performance nor requires HOTS. Pre- and post- assessments are analyzed but efforts to remediate unsuccessful students not included. Responses are vague with little supporting verbiage.

			communication and follow-up.	
CAEP 1 INTASC 4,5,6,7,8	7 Work Sample Lesson Plans	Five full lesson plans with printed materials, assessment, and rubrics attached. At least three lessons include hands-on activities. At least two lessons contain cooperative grouping as well as other valid teaching strategies other than lecture.	Four full lesson plans included, or lessons are missing one key component. At least two lessons include hands-on activities. No cooperative grouping in any lessons. Lecture dominates 2 or more lessons. Other valid teaching strategies used.	Fewer than four lesson plans included or are missing more than one key component. Only one lesson includes hands-on activities. No cooperative grouping in any lessons. Lecture dominates lessons.
CAEP 1 INTASC 4	7 Alignment	All five lessons contain CCSS/ LGs, objectives, activities, and assessment and all are aligned. Lessons are aligned with National Content Standards	All five lessons contain CCSS/ GLGs, objectives, activities, and assessment and all are aligned. Any misalignment with National Content Standards.	Fewer than five lessons contain CCSS/LGs, objectives, activities, and assessment or non-alignment noted in two or more lessons.