Clinical Practice Handbook

Fall 2023

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

Educator Preparation Office, Matthews Hall Suite 119
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(940) 565-4226
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"The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation. Education is the most powerful weapon which you can use to change the world." -Nelson Mandela

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Welcome to Clinical Teaching!

You have finally reached the point in your academic career where you will have the opportunity to apply all that you've learned over the last few years. Some of you may have thought this day would never come, but you have all persevered and worked hard to get to this point. The Clinical Practice Office is here to support you through your final push to becoming the teacher you've always wanted to be.

While some of the tasks before you may seem a little daunting, just remember that everything you will observe, experience, and do during this final semester is preparing you to officially join the most important profession in the world! Teachers impact the lives of students, families, and communities, and that is a huge responsibility.

So, take this opportunity to soak it all up, ask questions, observe, listen, get involved, and glean as much as you can from your cooperating teacher and field supervisor. You will have many experts to learn from-take advantage of this time!

If you have any questions or challenges, we are here to assist you. Please reach out to us at any time!

Best Regards,

Cindy Daniel, PhD
Director of Clinical Practice

Fall 2023 Clinical Teaching Assignments

**This list includes ONLY clinical practice course assignments.

Due Date	Assignment
Completed **3 days prior** to Each Scheduled Observation	*Pre-Observation Conference Form* and *Lesson Plan* (3)
August 25, 2023	First line of *Acknowledgement Form* completed
September 1, 2023	*First 15 Days of School Assignment* uploaded
September 15, 2023	*First T-TESS Evaluation* completed by UNT Supervisor
September 22, 2023	*First Post-Observation Conference Acknowledgement* completed
October 20, 2023	*Second T-TESS Evaluation* completed by UNT Supervisor
October 27, 2023	*Second Post-Observation Conference Acknowledgement* completed
November 17, 2023	*Third T-TESS Evaluation* completed by UNT Supervisor
November 27, 2023	*Third Post-Observation Conference Acknowledgement* completed
December 1, 2023	*Final (Summative)T-TESS Evaluation* completed by UNT Supervisor
December 1, 2023	*Time Record* uploaded into Canvas

Fall 2023 Practicum Assignments

**This list includes ONLY clinical practice course assignments.

Due Date	Assignment
Completed in Foliotek **3 days prior** to Each Scheduled Observation	*Pre-Observation Conference Form* and Lesson Plan (3)
August 25, 2023	First line of ***Acknowledgement Form*** (Practicum I students only)
September 1, 2023	***First 15 Days of School*** assignment uploaded (Practicum I students only)
September 15, 2023	***First/Fourth T-TESS Evaluation*** completed by UNT Supervisor
September 22, 2023	***Post-Observation Conference Form #1/4*** uploaded
October 20, 2023	***Second/Fifth T-TESS Evaluation*** completed by UNT Supervisor
October 27, 2023	***Post-Observation Conference Form #2/5*** uploaded
November 17, 2023	***Third/Sixth T-TESS Evaluation*** *completed in Canvas by UNT Supervisor*
November 27, 2023	***Post-Observation Conference Form #3/6*** uploaded
December 1, 2023	***Final (Summative)T-TESS Evaluation*** completed by UNT Supervisor

*Practicum I students will have their First, Second, and Third T-TESS Evaluations this semester, and Practicum II students will have their Fourth, Fifth, and Sixth T-TESS Evaluations this semester.

University of North Texas College of Education
https://coe.unt.edu/educator-preparation-office

Educator Preparation Office Staff Contact Information		
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Ms. Alyssa Strong	Canvas Administrator	alyssa.strong@unt.edu
Ms. Jessica Powell	TExES Success Office, Director	jessica.powell@unt.edu
Ms. Ann Miller	Educator Certification Officer	ann.miller@unt.edu
Ms. Maria Prada	Advisor Post Bacc Prog (Secondary & All-Level)	maria.prada@unt.edu
Ms. Carmen Yanes	Advisor Post Bacc Program (EC-6 Programs)	carmen.yanes@unt.edu

PDS* Site (EC-6/4-8) Cadre Coordinator Contact Information		
District	Cadre Coordinator	Email
Allen	Ms. Robyn Tschantz	Robyn.Tschantz@unt.edu
Carrollton-Farmers Branch	Ms. Benita Gordon	Benita.Gordon@unt.edu
Argyle/Sanger/Lake Dallas	Dr. Elizabeth Harrison	Elizabeth.Harrison@unt.edu
Aubrey/Little Elm	Ms. Heather Steen	Heather.Steen@unt.edu
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Irving (4-8)	Dr. Lisa Morgan	Lisa.Morgan@unt.edu
Keller	Ms. Ahveance Jones	Ahveance.Jones@unt.edu
Lewisville	Mr. Jimmy Crockett	James.crockett@unt.edu
Northwest	Ms. Rita Volturo	Rita.Volturo@unt.edu
Plano/Wylie	Dr. Lisa Morgan	Lisa.Morgan@unt.edu
Post Bac (Elementary)	Dr. Violet Dickson	Violet.Dickson@unt.edu

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

OTHER HELPFUL CONTACTS			
COE Undergraduate Student Advising Office	Matthews Hall 105	Coe-sao@unt.edu	940.565.2736
Post-Baccalaureate Advising Office	Matthews Hall 119	Maria.Prada@unt.edu Carmen.Yanes@unt.edu	940.565.3319
TExES Success Office	Matthews Hall 119	Coe-tso@unt.edu	940.369.8601
Certification Officer	Matthews Hall 119	Ann.miller@unt.edu	940.565.4226
UNT Career Center	Chestnut Hall, 103	career.center@unt.edu	940.565.2105
Student Financial Aid and Scholarships https://financialaid.unt.edu/	Eagle Student Services Center	financialaid@unt.edu	940.565.2302
UNT Registrar Help Desk	Eagle Student Services Center	registrar@unt.edu	940.565.2111
Student Financial Services, https://sfs.unt.edu/	Eagle Student Services Center Room 105	sfs@unt.edu	940.565.3225
UNT Student Health and Wellness Center https://studentaffairs.unt.edu/student-health-and-wellness-center	Chestnut Hall, 2nd floor	ASKSHWC@UNT.EDU	940.565.2333

FREQUENTLY USED TERMS

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

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

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

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

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

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

Growth Plan: A *Growth Plan* is 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.

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

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

"Post-Bacc": (Post-baccalaureate). The Post-Bacc teacher education program is only available to candidates with an earned bachelor's degree.

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

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

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

PDS Block C: Also called "Clinical Teaching" Six (6) Semester credit hours. For undergraduate EC-6 and 4-8 ELAR/SS candidates. Last semester before graduation. Clinical teachers are placed in school district classrooms for no fewer than 14 weeks, 5 days/week for 100% of the district's designated school day.

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

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

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

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

UNT Lesson Plan Template: UNT requires that all lesson plans used for formal T-TESS evaluations be submitted using the using the UNT Lesson Plan format. Clinical Teachers and Practicum students will submit to UNT Field Supervisor at least 3 days prior to the scheduled evaluation date. Each lesson plan must be approved by the field supervisor before the lesson is conducted.

UNT Syllabus for Clinical Teaching and Practicum Courses

The successful teacher candidate will consistently meet the following objectives:

I. Teacher Dispositions
1. Demonstrate the values, attitudes, and dispositions consistent with those expected of a professional educator.
2. Demonstrate a level of integrity and respect that honors the dignity of self, others, and the education profession.
3. Know, and at all times act, in accordance with professional, ethical, and legal standards as defined in all relevant guidelines, policies, and statutes, including FERPA, COPPA, and other applicable federal laws.
4. Speak and act in a manner that reflects genuine concern for the safety and well-being of self and of all members of the educational context in which he/she/they work.
5. Demonstrate an eagerness to acquire, understand, respect, and consider the cultural backgrounds and contexts of individual learners, the classroom, the school, and the greater community, and use this information to adapt and differentiate instruction that meets the needs of all learners

II. Planning & Instruction
1. Develop, at minimum, beginning teacher competence in the full range of teaching skills and functions of a classroom teacher.
2. Demonstrate increasing degrees of competence in planning lessons and instruction aligned with appropriate standards and with learners' developmental levels, skills, and strengths.
3. Demonstrate increasing degrees of competence in implementing engaging flexible lessons that encourage maximum learning
4. Present subject matter content accurately and in ways that demonstrate an understanding of the major concepts, discipline-specific vocabulary, conceptual structure, and processes of inquiry specific to the discipline.
5. Increase his/her/their understanding of common learner misconceptions in the subject being taught and demonstrate effective approaches to both assess and guide learners to accurate understanding.
6. Make informed and purposeful choices to integrate technology in significant and effective ways to improve communication and learning.

III. Professionalism
1. Communicate, collaborate, and consult with teachers, students, administrators, parents, and other stakeholders within the clinical teaching context in ways that demonstrate respect, professionalism, and promote positive improvement for all.
2. Use the expected conventions of professional communication in all verbal, written and digital contexts.
3. Seek out, be receptive to, and respond to substantive feedback from all program faculty.
4. Display a commitment to and engage in ongoing reflection and self-assessment of his/her/their current teaching practice for the purpose of continuous improvement

IV. Assessment & Technology Use
1. Demonstrate an awareness of and an increasing ability over time to select and use instructional methods and strategies that respond to content demands and learners' needs.
2. Select, create (as needed), and apply assessment strategies and tools in ways that indicate understanding of the role of both formative and summative assessment in informing the Learning Cycle.
3. Use information and data from assessments to inform and adapt instruction.

Role, Responsibilities, and Expectations of the <u>Clinical Teacher</u>

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

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

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

  - o Is it **T**rue?
  - o Is it **H**elpful?
  - o Is it **I**mportant?
  - o Is it **N**ecessary?
  - o Is it **K**ind?

  ! **If your honest answer to any of these is "no", the information shouldn't be shared.**

- Observe cell phone etiquette and use that is appropriate to the context (classroom, public areas, teacher workroom, etc.) 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.

- Food and drinks (other than water) should not be consumed in the classroom unless part of a class activity.
- Establish professional relationships with school personnel (administrators, faculty, support staff), students, and parents.
- Participate in school-wide professional and community events such as professional development sessions, faculty meetings, student development meetings (with your cooperating teacher's approval), sports events, club meetings, etc.

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

Assessment, Evaluation, and Grades.
- Clinical Teachers 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. *[Practicum students are enrolled in Practicum I during their first semester and Practicum II in the subsequent semester. Each practicum is graded P/NP.]*
- Submit all assignments, assessments, and required forms before or by the due date to be eligible for full 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 & tasks.
- In accordance with the ruling of the State Board of Educator Preparation for clinical teaching or practicum, at the conclusion of your Clinical Teaching/Practicum, your UNT field supervisor and cooperating teacher/s is/are asked to respond "yes" or "no" to the statement, "I would recommend this clinical teacher for certification".
- **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.**

Evaluations and Assignments

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

Assignment	Frequency/#	Submitted By	Success Criteria	Due By
Acknowledgement Form	Once	Student	Acknowledges that the supervisor has met with the student within the first three weeks of clinical teaching.	8/25/2023.
First 15 Days of School	Once	Student	Answers prompts thoughtfully and completely. Submit by due date	Week 4 of UNT semester.
Clinical Teaching Time Record	Once	Student	Form completed accurately with no missing dates. [Absences should be recorded.] Enter your time daily; keep a running total. Final total meets TEA required days.	End of semester
Pre-Observation Conference Form and lesson plan	3 4 – Music Students 4 – KINE Students	Student	Demonstrates understanding of and thoughtful consideration of the lesson cycle. Is uploaded in Canvas along with lesson plan three days before observation.	3 days before each T-TESS Evaluation
Post-Observation Conference Form	3 4 – Music Students 4 – KINE Students	Student	Acknowledges that the supervisor has met with the student after each observation.	Within 48 hours of T-TESS evaluation
Formal UNT T-TESS Evaluation	3 4 – Music Students 4 – KINE Students	Field Supervisor	Three UNT T-TESS Evaluations completed and sent to students and cooperating teachers.	9/15/2023 10/20/2023 11/17/2023
Final UNT T-TESS Evaluation	Once	Field Supervisor and Cooperating Teacher	Final UNT T-TESS Evaluations completed and must have a score of "Developing" or above to pass Clinical Teaching/Practicum. Both Field Supervisor and Cooperating Teacher must check "yes" to recommend for certification	12/1/2023

UNT SINGLE PLACEMENT SUGGESTED PACING GUIDE

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

WEEK	RESPONSIBILITIES
1	**Actively Observe and Assist as needed.** Most of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible.
2	**Co-plan and co-teach 25% of the day.** Become responsible for one group of learners or one class. For example, secondary clinical teaching candidates may take over one class period. Elementary clinical teaching candidates might assume responsibility for one subject. Cooperating teachers assist as team members. Add additional activities as appropriate.
3-4	**Co-plan and co-teach 50% of the day.** Same as Week 2. Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
5	**Co-plan and co-teach 75% of the day.** As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 75% of the day.
6-7	**Independently plan and teach 75% of the day.** As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 75% of the day.
8-9	**Full Responsibility 100% of the day** Full instructional responsibility requires pre-planning and collegial preparation by both the clinical teacher and cooperating teacher. **For a minimum of 10 consecutive days**, the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she/they were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher.
10-13	**Gradual Release** The clinical teacher will continue to take on responsibilities for portions of the day while gradually releasing the class back to the cooperating teacher full time. This can allow the clinical teacher to co-teach, continue to work with small groups, and participate in lesson planning and teaching as the cooperating teacher sees fit. The clinical teacher will still need to complete a lesson to be evaluated by their supervisor during this time.
14	**Opportunities in other grade levels** As appropriate, allow the clinical teacher to observe in other settings and participate as the teacher sees fit.

UNT TWO PLACEMENT CLINICAL TEACHING SUGGESTED PACING GUIDE
Note: This is a suggestion. It can be changed to meet individual needs.

WEEK	RESPONSIBILITIES
Weeks 1-7 are for the first rotation	
1	**Actively Observe and Assist as needed.** Most of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible.
2	**Co-plan and co-teach 25% of the day.** Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
3	**Co-plan and co-teach 50% of the day.** Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
4	**Co-plan and co-teach 75% of the day.** As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 75% of the day. By the end of week 4, the clinical teacher should have taught all subjects/periods.
5-6	**Full Responsibility** Full instructional responsibility requires pre-planning and collegial preparation by both the clinical teacher and cooperating teacher. **For a minimum of 10 consecutive days**, the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she/they were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher.
7	**Gradual Release** The clinical teacher gradually releases teaching responsibilities back to the cooperating teacher. As appropriate, allow the clinical teacher to observe in other settings and participate as the teacher sees fit.
Weeks 8-14 are for the second rotation	
8	**Actively Observe and Assist as needed.** Most of the time is focused on learning classroom routines, actively observing students and the cooperating teacher, and assisting as possible.
9	**Co-plan and co-teach 25% of the day.** Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
10	**Co-plan and co-teach 50% of the day.** Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
11	**Co-plan and co-teach 75% of the day.** As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 75% of the day. By the end of week 11, the student teacher should have taught all subjects/periods.
12-13	**Full Responsibility** Full instructional responsibility requires pre-planning and collegial preparation by both the clinical teacher and cooperating teacher. **For a minimum of 10 consecutive days**, the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she/they were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher.
14	**Gradual Release** The clinical teacher gradually releases teaching responsibilities back to the cooperating teacher. As appropriate, allow the clinical teacher to observe in other settings and participate as the teacher sees fit.

Six Co-Teaching Strategies

One Teach, One Assist

One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.

One Teach, One Observe

One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.

Station Teaching

Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.

Parallel Teaching

Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.
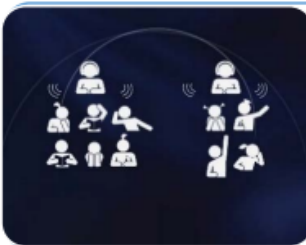
Alternative (Differentiated) Teaching

One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.
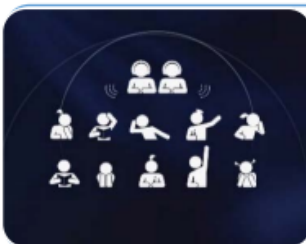
Team Teaching

Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

CSU, Chico   Adapted from the work of Marilyn Friend, Lynne Cooke, and St. Cloud State University

Roles and Responsibilities of a <u>Cooperating Teacher</u>

A Cooperating Teacher will:

- Play a pivotal role in helping a clinical teacher navigate their dual roles of university student and clinical beginning teacher.
- Have a primary role in supporting a candidate to become independent in all aspects of a teacher's role.

Cooperating Teacher Responsibilities:

- Communicate with the university field supervisor on a regular basis. Quick email, text, phone calls, etc. can keep communication timely.
- Identify barriers to successful teaching and discuss as early as possible with the Field Supervisor.
- Offer mentorship to the clinical teacher on a daily basis.
- Orient the clinical teacher to district and campus policies and procedures.
- Submit the *UNT Final T-TESS Evaluation* for your clinical teacher online through Dynamic Forms. Contact Alyssa.Strong@unt.edu with Canvas questions and concerns.
- Sign the *Clinical Teaching Time Record* which will be provided by your clinical teacher. Only original signatures will be accepted.

Checklist for Cooperating and Clinical Teachers

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

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

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

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

	Clarify Classroom Policies • Classroom rules and management plan • Recording absent and tardy students • Discipline referral procedures and when their use is warranted
	Provide Copies of or electronic access to School and District Policies and Procedures • Student Handbook & Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)
	Show where to find Instructional Resources • Media center, computer labs, and technology coordinators • Computer/technology use expectations • District and school websites • TEKS for course or grade level • Appropriate instructional materials • Lesson plan expectations • Community resources to enhance instruction

	• District Curriculum
	Describe the Culture and Community of district, school, and your classroom • General socioeconomic and cultural background of student population • Responsibilities to students with special needs • After school activities and opportunities for Clinical Teacher involvement • Parent/family /community involvement opportunities in the school • Expectations to communicate and work with parents and families
	Provide an Overview of the process you use for Planning and Teaching • How do you consider classroom culture and student characteristics in your planning and instructional approach and assessment? • What specific techniques and procedures do you use to create classroom community, convey expectations, and hold students responsible for themselves to maintain student engagement, motivation to learn, and appropriate behavior? • How do you include unique characteristics of individual students that are relevant to differentiating planning, the learning environment, instruction, and/or assessment? • What technology and digital resources do you use regularly? • Explain the "teacher-thinking" you use during instructional decision-making. How do you determine why a particular grouping structure, instructional strategy, etc. Is best? • Explain your method of assessment, grading, record-keeping, and documentation.

Week 2: Shadow and Assist

	• Review learning objectives and lesson plans for the day, week, and long-term.
	• Provide a gradual induction to the teaching process by modeling both planning and teaching. After the cooperating teacher models the preparation for and teaching of the lesson plans, the clinical teacher will assume some of the responsibility for planning and teaching.

	• Identify opportunities for the clinical teacher to assist with daily classroom procedures and supporting student learning.
	  o Monitor student independent work and provide assistance as appropriate.
	  o Prepare and distribute materials and resources.
	  o Check attendance and learn students' names.
	  o Assist students with make-up work/tutorials.
	  o Grade papers.

	• Provide your clinical teacher with ongoing guidance and informal feedback; share suggestions to improve their understanding of effective communication, giving students directions, scaffolding students' understanding.
	• Debrief with your clinical teacher; share your thought processes and "unpack" aspects of your decision-making that may not be apparent to them.

Week 3 and beyond: From Co-Teaching to Full Responsibility
NOTE: Refer to the suggested Pacing Guide for ideas about gradual release of responsibility.

	• Increase daily responsibilities with the goal of the clinical teacher assuming full responsibility as soon as feasible.
	• Develop a weekly implementation plan to clarify what the clinical teacher will be responsible for.
	• Mentor, guide, monitor, and provide necessary supports.
	• Provide continual and increase substantive and specific feedback on performance.

Roles, Responsibilities, and Expectations of the <u>University Field Supervisor</u>

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

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

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

Responsibility to UNT/The Clinical Practice Office

1. Go to http://my.unt.edu to verify attendance, approve, and submit the **UNT Audit Roll (usually the 12th class day)**.
2. Timely complete all required forms, assessments, and formal evaluations.
3. Communicate regularly with the Director of Clinical Practice about areas of concern and/or to make suggestions for programmatic changes.
4. If there is no progress between the first and second Formal Evaluations, have a discussion with the Director of Clinical Practice about a growth plan.
5. Continue professional development through attendance and participation in supervisor meetings each semester.
6. Serve as a mentor to a new field supervisor, if requested.
7. Go to http://my.UNT.edu to complete, approve, and submit final grades for your clinical teachers before or by the deadline.

Ways to Support your Candidate:

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

Clinical Teaching Policies and Rules

<u>**PERSONAL LIABILITY INSURANCE REQUIREMENT**</u>
Candidates must provide proof of 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. Go here to register for your free ATPE membership and obtain proof of liability insurance. You may also use other vendors to purchase this insurance; however, you must show proof of insurance prior to being allowed to begin clinical student teaching or internship/practicum.

<u>**LENGTH OF THE CLINICAL TEACHING EXPERIENCE**</u>
<u>Clinical Teachers</u>: To be recommended to the Texas Education Agency for certification, a clinical teacher must successfully complete the full number of days prescribed by the UNT Educator Preparation Program. 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.

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

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

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

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

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

DISTRICT PROFESSIONAL DEVELOPMENT DAYS

Clinical teachers are expected to attend their district's professional development days (if allowed under district policy) and to participate in any professional development programs unless prohibited from attendance by district or campus policies. If the clinical teacher is not allowed to participate in the district professional development day, they are to still be present on campus and participate in an alternative activity.

ABSENCES

If it is necessary for the candidate to be absent for one or more days during the clinical teaching experience, it is the responsibility of the candidate to do the following:

1. Contact your cooperating teacher, university supervisor/cadre coordinator, **and** the school office as soon as you know you will be absent, no later than the beginning of the school day which will be missed.
2. In emergency cases, the rule of prudent judgment should apply in terms of when you inform others of your absence, including emergencies that may occur during the school day.
3. Documentation from a medical professional is required for all health-related absences of 2 or more consecutive days.
   o Health-related absences are not considered excused absences. The Texas Education Agency establishes the required number of days for clinical teaching that MUST be completed for a candidate to be recommended for a teaching certificate. TAC 228.35(e)(2)(A)(iv)
   o Excessive absences may result in having to repeat clinical teaching/practicum, earning a failing grade for clinical teaching/practicum, and/or being dismissed from clinical teaching/the UNT Educator Preparation Program.

HOLIDAYS

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

CAREER/PROFESSIONAL DAY EXCUSED ABSENCE

A one-day absence is excused for the UNT/TWU Education Career Fair or a career fair of your choice. In Fall semesters, the career fair is at TWU. In Spring semesters, the career fair is at UNT. Check the Career Center website for exact dates/times. If you plan to take advantage of the Professional Day, you must notify your university supervisor and your cooperating teacher in advance. Keep a written or electronic record of both your request for permission to be absent and the approval to do so.   You must pre-register for the Career Fair. Consult the UNT Career Center website, https://careercenter.unt.edu for specific details.

CONDUCT REGARDING SOCIAL INTERACTIONS WITH STUDENTS

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

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

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

- The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. [*(H) Standard 3.8]*
- The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
    (i) the nature, purpose, timing, and amount of the communication;
    (ii) the subject matter of the communication;
    (iii) whether the communication was made openly or the educator attempted to conceal the communication;
    (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
    (v) whether the communication was sexually explicit; and
    (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student. [*(I) Standard 3.9.]*

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.

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

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

UNT EPP Stages of Intervention

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

Stage One Intervention: Informal

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

Stage Two Intervention: Growth Plan

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

Stage Three Intervention: Probation Contract

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

Stage Four Intervention: Suspension of or Termination from Clinical Practice

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

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

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

PROCEDURES FOR SUSPENSION OF or TERMINATION FROM CLINICAL TEACHING

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

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

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the clinical teacher, cooperating teacher, and/or university supervisor for reasons of illness, injury, or other unforeseen factors.
2. Failure by the clinical teacher to demonstrate/provide required evidence of potential for success as a teacher.
3. Failure by the clinical teacher to abide by the policies of: *The Code of Ethics and Standard Practices for Texas Educators*, the Texas Education Agency, the State Board for Educator Certification, the University of North Texas, the cooperating school, and/or the cooperating school district, rules governing educator preparation, UNT, policies of the cooperating school, or cooperating school district.
4. Unprofessional conduct towards the host school faculty/administration and/or students/parents.
5. Failure by the clinical teacher to abide by UNT's Student Academic Integrity policy. 06.003 Student Academic Integrity.pdf

PROCEDURES FOR TERMINATION (for Reasons 2–4 above)

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

1. The clinical teacher shall be timely informed by the cooperating teacher and/or university supervisor/cadre coordinator of any unsatisfactory performance. (See Stage One Intervention.) This shall be done through a written evaluation from the university supervisor, a joint conference between all three, and/or written documentation of any infractions of performance, school policy or professionalism. Verbal suggestions should be documented in writing.
2. When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Plan shall be initiated by the Director of Clinical Practice in coordination with the university supervisor/cadre coordinator and/or cooperating teacher and discussed in a conference with the candidate. The Growth Plan must be signed by the candidate, the university supervisor/cadre coordinator and/or the Director of Clinical Practice or the Associate Dean for Educator preparation.
3. Within one week following the Growth Plan conference, the clinical teacher, cooperating teacher, university supervisor/cadre coordinator, and/or Director of Clinical Practice will confer regarding candidate progress. Scheduled follow-up meetings with the candidate will be conducted.
4. If expected progress has not been demonstrated, a formal Probation Contract may then be executed, with a clear time limit for compliance. A copy will be submitted to the candidate, the school principal, and to the Admission, Review, and Retention (ARR) Committee by the Director of Clinical Practice.
5. The university supervisor/cadre coordinator, ARR Chair, or student may request that the Director of Clinical Practice conduct an observation and evaluation. A conference of all parties will follow.
6. When the clinical teacher is placed on a probation contract and re-evaluation indicates unfavorable progress, the clinical teacher will meet with the Director of Clinical Practice and/or the ARR Chair and/or the Associate Dean for Educator Preparation to discuss possible options. Options are considered on a case-by-case basis. Some options that may be considered include the following:
   a. Withdrawal from clinical teaching, with the option to reapply for clinical teaching.
   b. Withdrawal from clinical teaching, with the decision to transfer to another college within the University to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
   c. Termination of clinical teaching with a failing grade. The final termination decision is made by the appropriate ARR Committee following official ARR procedures/policies.
7. If the clinical teacher is to be terminated from the Clinical Teaching assignment, he/she/they will be given a letter stating the decision, the reasons for the termination, and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted. This letter is generated by the Director of Clinical Practice and approved by the Associate Dean for Educator Preparation before dissemination.
8. The final decision to terminate a clinical teacher is the responsibility of the ARR Committee and/or Associate Dean for Educator Preparation. This decision will be based upon documentation from the school principal, cooperating teacher, university supervisor/cadre coordinator, and/or the clinical teacher.

PROCEDURES FOR TERMINATION (for Reason 5 above)

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

1. The UNT field supervisor will notify the Director of Clinical Practice of the suspected violation of Student Academic Integrity policy.
2. The Director of Clinical Practice will meet with the student to gather information of the suspected violation.

3. The student will meet with the Department Chair of the college to determine consequences as necessary based on evidence from the field supervisor, Director of Clinical Practice, and student.
4. The final decision to terminate a clinical teacher is the responsibility of the Department Chair. The clinical teacher may appeal the decision with the Dean of the College of Education.

APPEAL PROCEDURE

If a candidate wishes to contest the decision to terminate his/her/their participation in the placement and/or the UNT Educator Preparation Program (for Reasons 2-4), the following procedures are required:

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

UNT General Policies

RELIGIOUS HOLY DAYS

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

ACCOMMODATION AND ACCESS

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. The Office of Disability Access is located in Sage Hall, 1167 Union Circle Suite 167, Ph. 940.565.4323. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 117. Dr. Dan Krutka, 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 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: **CARE Team**
The mission of the CARE Team is to:
- Assist in protecting the health, safety, and welfare of the students and members of the UNT community.
- Support student success.
- Provide a comprehensive response to students whose behavior could be harmful to themselves or others.

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

STUDENT SUPPORT AND RESOURCES
https://studentaffairs.unt.edu/dean-of-students/resources
Food Pantry
UNT Survivor Advocate
Military Activation of Enrolled Students

Appendix A:

UNT T-TESS Formal Evaluations

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

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

The steps to the POP Cycle are as follows:
1. **P**re-Observation Conference. To receive feedback before you teach the lesson that will be observed, fill in the *Pre-Observation Conference Form.* Then, complete the *UNT Lesson Plan Template* (Appendix XXX) for your lesson. Upload **BOTH** to Canvas at least 3 days before you are scheduled to teach. Your field supervisor will review your submission and provide feedback and suggestions before you teach. If substantial revisions are needed, your observation will be rescheduled.

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

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

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

Pre-Observation Conference Form

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

Pre-Observation Conference

Students will complete this form and upload into Canvas a minimum of three days prior to the lesson to be observed. The evaluator will provide feedback in Canvas a minimum of one day prior to the lesson to be observed.

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

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

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

4. In what ways will you verify whether your students have mastered the objective?

Fall 2023 UNT T-TESS Evaluation

Field Supervisor First Name	*Alyssa	Field Supervisor Last Name	*Strong
Field Supervisor Email	*Alyssa.Strong@unt.edu	Field Supervisor TEA ID #	*
Student Name	*	Student Email	*
District	*	Campus	*
Cooperating Teacher Name	*	Cooperating Teacher Email	*

Observation Number * -- Choose --

Date of Observation *   Observation Setting * -- Please Select --   Topic of Lesson *

Observation Start Time ⓘ *   Observation End Time ⓘ *   Observation Duration ⓘ *

Reflection

Clinical Teacher's greatest strength: *

Clinical Teacher's greatest challenge: *

Recommendations/Next Steps/Goals: *

Save Progress   Next

TE&A FLEXIBLE LESSON PLAN APPROACH

The Teacher Education program at UNT is committed to preparing transformational teachers who hold deep pedagogical beliefs, enact expert teaching practices, and plan culturally sustaining and educational lessons.

Pedagogy
Successful teachers of all students hold deep pedagogical beliefs about the purposes for teaching. This requires answering questions such as: What is learning and teaching? What is the purpose of education? Who is education for? In our program, we have core commitments to identity, inquiry, activism, and community that teaching is not only "a relational and intellectual endeavor," but "also both an ethical and a political act." Schools can often succumb to reform accountability cultures that narrow teaching and learning to test preparation. Teachers risk losing what is most important for them and their students if they do not have deep pedagogical beliefs informing their instruction. Teacher candidates should explore pedagogical beliefs in their classes and throughout their careers.

Practices
Successful teachers of all students are able to enact expert teaching practices that support students' learning. In UNT courses, teacher candidates should be working through specific practices that they can use in the classroom such as how to lead discussions, how to give feedback, etc. Teachers should have a robust knowledge of varied teaching practices they can call upon to meet the needs of particular students and classroom communities. Teacher candidates should explore expert teaching practices in their classes and refine them throughout their careers.

Planning
Successful teachers of all students design meaningful instruction through purposeful lesson planning. This document serves as a guide for UNT teacher candidates and instructors to craft lesson plans that will support both their class community and learning goals. Lesson plans can follow numerous models which emerge from differing ways of thinking about how to structure teaching and learning experiences. There is no one right way to lesson plan, but rather different models that suit different needs.

We are providing you four models to consider as guides for lesson planning:
- 5E model
    - https://docs.google.com/document/d/1xStdnxpkuE2XGaoWrJ4P4-5A6RoBmRrtAoDC30n2eWQ/edit
- Inquiry Design Model
    - https://docs.google.com/document/d/1dZ7v3SD8QivVDvI2qcpAMPK8feSYG12pxiPAgG0lDY8/edit
- Workshop Model
    - https://docs.google.com/document/d/1mmwU5deYd9RaN8dR952FJvgH-Ln6FL62T2GW2e4DKvY/edit
- Hunter Model
    - https://docs.google.com/document/d/1-jojN8Oy0tCb_vmC-0sboxNzkVrFejOjLhmGyJjcbpg/edit

Each model has benefits, shortcomings, and their own assumptions about teaching and learning. As you review each lesson plan model, consider the following questions:
- What aspects of teaching and learning are emphasized, ignored, or absent in the model?
- Does the model focus more on what the teacher or students will do? Does the model provide teachers and students agency?
- Is this model more suited for certain content or types of lessons?
- Does the model help support linguistically, racially, and culturally diverse students?
- What are the benefits and downsides of the model?
- Does the model invite reflection on teaching?

What other questions should you ask about a lesson plan model to determine if it will support your teaching and students' learning?

The references and checklists in this document are not exhaustive. Educators should continually commit to growing in their practice, reflecting on themselves, and learning how to best teach all students.

TE&A LESSON PLAN REFLECTION
Teacher candidate: Grade level and/or subject: Date:
Defining the Goal(s) for the Lesson

What is the purpose of this lesson for students and society? Or, as students might ask, why do I have to learn this?	
What are the applicable national or state learning standards, including standards for emergent bilinguals?	
What are the learning goals or objectives for content and language?	
What formative or summative assessments for content and language will indicate whether students have met learning goals?	

Lesson Design

Which lesson plan model did you choose? *Teacher candidates will complete the lesson plan model their instructor assigned or of their choice.*	● 5E Model https://docs.google.com/document/d/1xStdnxpkuE2XGaoWrJ4P4-5A6RoBmRrtAoDC30n2eWQ/edit ● Inquiry Design Model https://docs.google.com/document/d/1dZ7v3SD8QivVDvI2qcpAMPK8feSYG12pxiPAgG0lDY8/edit ● Workshop Model https://docs.google.com/document/d/1mmwU5deYd9RaN8dR952FJvgH-Ln6FL62T2GW2e4DKvY/edit ● Hunter Model https://docs.google.com/document/d/1-jojN8Oy0tCb_vmC-0sboxNzkVrFejOjLhmGyJjcbpg/edit
How does this lesson plan model align with your pedagogical beliefs, learning goals, and context for your teaching?	

Lesson Commitments
UNT Teacher Education & Administration Core Commitments

Which of the Core Commitments are evident in your lesson plan? (include link to core commitments doc)	● Identity ● Inquiry ● Advocacy/Activism ● Communities
How are the Core Commitments evident in the lesson?	
Universal Design for Learning	
Which of the following have you done to ensure your lesson meets the Universal Design for Learning guidelines? *Explanation of UDL* / *UDL Examples* / *UDL Walkthrough*	● Provide multiple means of representation ● Provide multiple means of action/expression ● Provide multiple means of engagement:
How are UDL guidelines represented in your lesson?	
Emergent Bilingual Students	
Which of the following practices have you included to ensure your lesson supports emergent bilingual and multilingual students?	● Explicitly teach key vocabulary or use strategies for vocabulary development such as Marzano's 6-Step Process ● Include visual aids to support language development ● Include topics and examples that are relevant and relatable to the experiences of emergent bilinguals ● Include collaborative learning and interaction ● Includes classroom accommodations
How does your lesson support emergent bilingual and multilingual students?	
Culturally Sustaining & Anti-Oppressive Teaching	
Which of the following aspects of culturally sustaining teaching are included in your lesson? Anti-oppressive Teaching Book Chapter Note: We use "culturally sustaining" in this document, but also acknowledge the interrelationship with culturally relevant and responsive models.	● Draws on community funds of knowledge (CS) ● Affirms students' cultural ways of knowing, being, and expressing (CS) ● Supports students' languages (e.g., Spanish, Black English) (CS) ● Represents students' in curricular materials (AO) ● Advocates for students' success while also addressing unjust practices or policies (AO)
How does your lesson sustain the cultures and languages of minoritized students?	
How does your lesson advance an anti-	

oppressive stance by challenging dominant narratives and structures of power?	

Technology Integration and Alignment	
Which aspects of the PICRAT model are represented by your technology integration? *PICRAT Article*	*Video Explanation*	*Worksheet*	*Choose one of three* ● Students' passively receive content through technology ● Students' interact with content or other learners through technology ● Students learn by creating product through technology *Choose one of three* ● Teacher uses technology to replace previous practice without functional difference ● Teacher uses technology to improve learning activity without radically changing learning outcome ● Teacher uses technology to transform learning experiences and outcome
Does the technology you are using align with your pedagogical beliefs and learning goals for students?	

Reflection	
Reflection	● Lesson largely aligned with my pedagogical beliefs ● Enacted expert teaching practices ● Lesson plan supported learning goals
Reflect on the lesson by focusing on your pedagogy, practice, and planning. What went well in your teaching? What could be improved? What challenged you? What do you still need to know? Where do you want to grow?	

References

Kimmons, R., Graham, C. R., & West, R. E. (2020). The PICRAT model for technology integration in teacher preparation. *Contemporary Issues in Technology and Teacher Education, 20*(1), 176-198.

Salend, S. J., & Whittaker, C. R. (2017). UDL: A Blueprint for Learning Success. *Educational Leadership*, *74*(7), 59-63.

Appendix C:

First 15 Days of School

Instructions:

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

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

Appendix D

UNT CLINICAL TEACHING TIME RECORD

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

Student's Name	Cooperating Teacher's Name	Student ID #

School/District	Semester/Year	Supervisor's Name

	DATE MM/DD/YYYY	START TIME	END TIME	DESCRIPTION OF ACTIVITY MUST INCLUDE ACTIVITY COMPLETED OR A DESCRIPTION OF WHAT WAS OBSERVED	DAILY HOURS	TOTAL HOURS
Example	08/09/2021	7:30am	3:30pm	Met students and went over classroom rules and expectations.	8	8
	8/10/2021	7:30am	3:30pm	Familiarized myself with classroom schedule and worked on learning students' names.	8	16
				Total for this page:		
				Semester total to date:		

Cooperating Teacher Sign to verify time: _____

University of North Texas • College of Education • Clinical Practice Office

Appendix E

UNT Growth Plan

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

Student Teacher Name: Student ID:

University of North Texas
Growth Plan/Probation Contract

☐ Growth Plan Contract
☐ Probation Contract

Identified areas of concern:

Recommended Intervention Strategies:

Timeline for Meeting Goals:

Additional Concerns, Needs, Comments:

Date to Reconvene: _____

Signatures: _____ Date: _____
            (Student teacher)

            _____ Date: _____
            (Mentor Teacher)

            _____ Date: _____
            (University Supervisor)

            _____ Date: _____
            (Director of Clinical Practice)

Appendix F

ACKNOWLEDGEMENT OF CLINICAL TEACHING HANDBOOK
LIABILITY INSURANCE AND WAIVER OF LIABILITY FOR CLINICAL TEACHERS
Note: Clinical Teacher must sign and submit this form before Clinical Teacher Orientation

Legal Name: _____ UNT 8-Digit Student ID# _____

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

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

PROFESSIONAL LIABILITY INSURANCE

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

WAIVER OF LIABILITY

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

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

UNT FERPA Consent to Release Educational Records and Information for Clinical Teachers
Note: Clinical Teacher must sign and submit this form through Qualtrics before Clinical Teacher Orientation

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

 I, _____ [print full legal name as it appears on your driver's license] am a teacher candidate at the University of North Texas and hereby give my voluntary consent to officials:

A. To disclose the following records:
- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES Exam Results

B. To the following person(s):
- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty and administrators

C. These records are being released for the purpose of:
- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

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

NOTE: Your signature on this document is required for admission to clinical teaching. This document is located at:
https://unt.az1.qualtrics.com/jfe/form/SV_4URsdirJLHI859j

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

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

TEXAS ADMINISTRATIVE CODE - TITLE 19 EDUCATION PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS: RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

STATEMENT OF PURPOSE

- The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.
- The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character
- The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
- The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
- The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

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

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

Enforceable Standards:

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

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

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

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

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or

other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

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

(ii) the subject matter of the communication.

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

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

(v) whether the communication was sexually explicit; and

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

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

NOTE: Your signature indicating your agreement to abide by these standards during your clinical teaching is required for admission to clinical teaching. This document is located at:

https://unt.az1.qualtrics.com/jfe/form/SV_er370uUU98qqs97

Appendix I

<div align="center">"The Educator's Guide to Student Data Privacy"</div>

Retrieved and revised on August 1, 2020 from "The Educator's Guide to Student Data Privacy" by Kelly Gallagher, Larry Magid, & Kobie Pruitt: https://studentprivacycompass.org/wp-content/uploads/2017/05/EduGuide_DataPrivacy_516.pdf

<div align="center">**Please go the link for additional explanations and helpful information!**</div>

Why should classroom teachers care about student data privacy?
> *There are legal and ethical restrictions that impact districts, school, and teachers.*

Traditionally, student data consisted of things like attendance, grades, discipline records, and health records. Access to that data used to be restricted to the administrator, guidance counselor, teacher, or other school official who needed it to serve the educational needs of the child. With the use of technology in schools, traditional data is now often shared with companies that provide Student Information Systems (SIS), Learning Management Systems (LMS), and many other technologies. Parents, students, and others have raised concerns about what information is being collected or shared, and what use those companies might make of that data.

> *Teachers should be aware of Family Educational Rights and Privacy Act (FERPA) and applicable state laws, along with their district or school policies regarding the use of educational products and services from ed tech vendors. (More on FERPA and other laws below)*

What constitutes student data?
> *Information that is tied to individual students is referred to as <u>personally identifiable information, or PII</u>, and is subject to additional restrictions in laws and regulations.*

Student personal information includes any information about a student's identity, academics, medical conditions, or anything else that is collected, stored, and communicated by schools or technology vendors on behalf of schools that is particular to that individual student. This includes a student's name, address, names of parents or guardians, date of birth, grades, attendance, disciplinary records, eligibility for lunch programs, special needs, and other information necessary for basic administration and instruction. It also includes the data created or generated by the student or teacher in the use of technology—email accounts, online bulletin boards, work performed with an educational program or app, anything that is by or about the individual student in the educational setting. Some student personal information such as social security number, is highly sensitive and collection may be barred by state law.

What is an education record?
The federal law, FERPA protects educational records that contain information directly related to an individual student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. However, new state student privacy laws protect all "student personal information" and data that is now collected and used via modern educational technology products and services.

What if I want to use an education app or tool and I don't know if my school/district has vetted it? NOTE: **Do NOT use any technology with your students without your cooperating teacher's knowledge and approval:**
> *Be familiar with your school's policy or process for selecting new educational tools, if one exists.*

If an app or service you want to use is not on the "approved" list, ask for it to be vetted and ask how long the vetting process takes. If the process is lengthy, you will want to redesign your lesson or project plan. Once the app is approved, you can certainly use it later. The list may also contain similar alternative apps you can use in the meantime.

What are the federal and state laws that we need to follow?

*FERPA – Information in a student's education record is governed by the **Family Educational Rights and Privacy Act**, a federal law enacted in 1974 that guarantees that parents have access to their child's education record and restricts who can access and use student information.*
FERPA protects the access to and sharing of a student's education record, which is all information directly related to a particular student as part of his or her education. FERPA gives parents specific rights to their child's education records and when a child turns 18, the rights belong directly to him or her.

*COPPA – The **Children's Online Privacy Protection Act** (COPPA) controls what information is collected from young children by companies operating websites, games, and mobile applications directed toward children under 13.*
COPPA requires companies to have a clear privacy policy, provide direct notice to parents, and obtain parental consent before collecting information from children under 13. Teachers and other school officials are authorized to provide this consent on behalf of parents for use of an educational program, but only for use in the educational context. This means the company can only collect personal information from students for the specified educational purpose, and for no other commercial purpose. Some schools have policies that require school administrator approval before teachers can allow use of certain apps or services. When information is collected with the consent of a school official, the company may keep the information only as long as necessary to achieve the educational purposes.

*PPRA – The **Protection of Pupil Rights Amendment** (PPRA) outlines restrictions for the process when students might be asked for information as part of federally funded surveys or evaluations.* In order to administer such surveys, schools must be able to show parents any of the survey materials used, and provide parents with choices for any surveys that deal with certain sensitive categories.

> Some questions to help you quickly evaluate whether an app, website, product, or service will protect your students' information. NOTE: **Do NOT use any technology with your students without your cooperating teacher's knowledge and approval!**

1. Does the product collect Personally Identifiable Information?
   FERPA, the federal privacy law applies to "education records" only, but many state laws cover ALL student personal information.
2. Does the vendor commit not to further share student information other than as needed to provide the educational product or service? (Such as third party cloud storage, or a subcontractor the vendor works with under contract.) **The vendor should clearly promise never to sell data.**
3. Does the vendor create a pro le of students, other than for the educational purposes specified? Vendors are not allowed to create a student pro le for any reason outside of the authorized educational purpose.
4. When you cancel the account or delete the app, will the vendor delete all the student data that has been provided or created?
5. Does the product show advertisements to student users?
   Ads are allowed, but many states ban ads targeted based on data about students or behavioral ads that are based on tracking a student across the web.
6. TIP: Look for a triangle symbol (which is an industry label indicating that a site allows behaviorally targeted advertising). **These are never acceptable for school use.** This would be particularly important when evaluating non-education-specific sites or services.
7. Does the vendor allow parents to access data it holds about students or enable schools to access data so the school can provide the data to parents in compliance with FERPA?
8. Does the vendor promise that it pro- vides appropriate security for the data it collects?
   TIP: A particularly secure product will specify that it uses encryption when it stores or transmits student information. Encrypting the data adds a critical layer of protection for student information and indicates a higher level of security.

9. Does the vendor claim that it can change its privacy policy without notice at any time? This is a red flag—current FTC rules require that companies provide notice to users when their privacy policies change in a significant or "material" way, and get new consent for collection and use of their data.
10. Does the vendor say that if the company is sold, all bets are off? The policy should state that any sale or merger will require the new company to adhere to the same protections.
11. Do reviews or articles about the product or vendor raise any red flags that cause you concern?

THIS ASSIGNMENT IS FOR GRADUATE STUDENTS ONLY

UNT | COLLEGE OF EDUCATION
Educator Preparation

To: EC-6 Post-Bacc Students

From: Dr. Daniel: Purpose of the Teacher Work Sample/Research Project

Dear Graduate Teacher Candidates,

I am writing today to provide some clarity and detail regarding the Teacher Work Sample/Teacher Research Project. As a graduate student at the University of North Texas, you are expected to complete what is called a capstone project. In other programs, this may be a thesis or an exam. In the Teacher Education Program, we use the Teacher Work Sample as the capstone for your certification/degree plan because our goal is to make the experience as useful and practical as possible to our future teachers. This capstone experience is also aligned to the Texas Teacher Standards and the in TASC education standards for teacher preparation.

The TWS is designed to provide a structure and sequence of the teaching and assessment activities all teachers perform as part of their planning and instruction every year. It supports you in understanding the context and community in which learning occurs, to assess students prior to instruction, identify learning goals, plan to help students achieve those goals, assess for understanding, and to reflect on that experience.

Dr. Dickson, your cadre coordinator, will guide you through the project and support you in embedding the steps into the context and curricular foci of your placement. The TWS is not designed to be an "extra" assignment external to your clinical teaching, rather (as stated before) a clear structure for what we know to be the elements of effective instruction. Your outcomes will provide for some excellent discussion with both your peer pre-service colleagues and your cooperating teachers.

Kind regards,

Cindy Daniel, PhD
Director of Clinical Practice

UNT Teacher Education & Administration
EC-6 Post Baccalaureate Teacher Work Sample

Introduction

UNT's Teacher Education Programs are designed based on the inTASC Standards for teacher preparation. The 10 CAEP inTASC standards are organized under seven components as follows:

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.*

Instructions for the Development of the Teacher Work Sample

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.

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: Complete all tables with information related to Components 1-7

Step 3: Complete contextual factors, descriptions, analyses, and reflections for Components 2 - 7

Summary of Work Sample Components

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**	**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.

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- **Objective,** TEKS and ELPS   Day 2- **Objective,** TEKS and ELPS   Day 3- **Objective,** TEKS and ELPS   Day 4- **Objective,** TEKS and ELPS   Day 5- **Objective,** TEKS and ELPS

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.

<u>Directions</u>:

Submit a copy of your Pre/Post Assessments to your Cadre Coordinator to preview <u>before</u> you give the Pre-Assessment to your students. Please include all scoring criteria (keys, rubrics, etc.).

Also, let your Cadre Coordinator know how you plan to assess each day's instruction (i.e. Daily Formative & Summative assessments). You may want to include copies of these.

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. Copy & paste all graphs into the Template for Component #4. Then answer the following questions.
2. 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.
3. How did your analysis of the pre-assessment data influence how you designed the learning activities for your class as a whole?
4. Explain how you plan to adapt instruction for the needs of students with exceptionalities, bilingual, and English Language Learners.

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. Describe the result of your selected modification; (i.e. Explain how your instructional modification impacted student learning.)

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)

1. Include a copy of either the Pre or Post-Assessment that you developed (Please include assessment Key or Rubric). Since the assessments are identical, you only need to include one, not both.

2. Display your pre and post assessment results in graphic form using **Graphmaker** Show graphic results by: Student, Objective, and Sub-Groups

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.*

1. Write a reflection, summarizing your unit as a whole. Tell how it has deepened your understanding of assessment tools, teaching and learning, and how it will inform your own teaching in the future.

2. Highlight the learning goal/objective in which your students were the most successful, as well as the learning goal/objective in which your students were least successful. Explain why or what you think may have contributed to the results.

3. Discuss how you can use this information to develop further as a teacher. Discuss how you plan to capitalize on your strengths and improve any areas of weakness as you prepare for your own class.

Evaluation Rubric for Teacher Work Sample

National Standards	Components	Content		
		Target	**Acceptable**	**Unacceptable**
CAEP 1 INTASC 1,2,3	1. Contextual Factors	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. Learning Goals, Objectives, TEKS & ELPS	All 5 lessons contain CCSS/LGs, objectives & activities. Assessment tools aligned with objectives & instruction. Uses results of assessment to guide and modify instruction.	All 5 lessons contain CCSS/LGs, objectives & activities. Most assess. tools aligned with objectives & instruction. Uses results of assessment to guide instruction.	Fewer than five lessons contain CCSS/LGs, objectives & activities. Describes some assessment tools but not aligned with objectives and instruction.
CAEP 1 INTASC 6,7,9	3, 4, 5 Instruction Plan and Assessment Plan	Work Sample describes 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.	Describes the assessment plan for the Work Sample. Describes 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 communication & follow-up.	Describes the assessment plan for the Work Sample. Describes 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.
CAEP 1 INTASC 4,5,6,7,8	5,6, 7 Analysis of Student Work & Description of Instruction	Graphs of Pre and Post Assessments are posted and individual student progress is described. At least three lessons include hands-on activities, at least two lessons contain cooperative grouping, and teaching strategies other than lecture are used.	Graphs of Pre and Post Assessments are posted and some student progress is described. At least two lessons include hands-on activities & 1 lesson with cooperative grouping. Other valid teaching strategies are used, but lecture dominates 2 or more lessons.	Graphs of Pre & Post Assessments are missing or student progress is not described. Lessons include very little hands-on activities or cooperative grouping. Lecture dominates lessons.
CAEP 1 INTASC 4	7. Reflection	The teacher engages in ongoing professional learning and examines evidence to evaluate his/her practice, particularly the effects of choices and actions on others. The teacher adapts his/her practice to meet the needs of each learner.	The teacher examines evidence to evaluate his/her practices, particularly the effects of choices and actions on others. The teacher makes an effort to adapt his/her practice to meet the needs of each learner.	The teacher does a poor job reflecting, examining, and evaluating his/her practices and the effects of choices and actions on others. The teacher makes little effort to adapt his/her practice to meet the needs of each learner.

Appendix K

TEXAS TEACHING STANDARDS

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

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

Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

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

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

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

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

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

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

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

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

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

Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
(i) Teachers organize curriculum to facilitate student understanding of the subject matter.
(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
(i) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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

Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
(iii) Teachers cultivate student ownership in developing classroom culture and norms.

Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

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

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

(i) Teachers gauge student progress and ensure student proficiency in content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

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

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

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

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

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

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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

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

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

University of North Texas
College of Education
T-TESS Clinical Teaching Rubric

	T-TESS Domain I: Planning				
	Accomplished (4pts)	**Proficient (3pts)**	**Developing (2pts)**	**Improvement Needed (1pt)**	**Unsatisfactory (0)**
Dimension 1.1 Standards and Alignment The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. **Texas Teacher Standards:** 1.1, 1.2, 3.1, 3.2, 3.3 **InTASC:** 4(1), 4(n), 6(b), 7(a), 7(b) **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom	Instructional Planning Includes • All measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials, and assessments that: ° are sequenced ° are relevant to students' prior understanding ° integrate other disciplines ° provide appropriate time for student work, lesson, and lesson closure ° reinforce broader unit and course objectives ° are vertically aligned to state standards ° are appropriate for diverse learners • All objectives that are aligned and logically sequenced to the lesson's goal.	Instructional Planning Includes • All goals aligned to state content standards. • Integration of technology when applicable. • All activities, materials, and assessments that: ° are sequenced ° are relevant to students ° provide appropriate time for lesson and lesson closure ° fit into the broader unit and course objectives ° are appropriate for diverse learners • All objectives are aligned to the lesson's goal.	Instructional Planning Includes • Most goals aligned to state content standards. • Most activities, materials, and assessments that: ° are sequenced ° sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	Instructional Planning Includes • Few goals aligned to state content standards. • Few activities, materials, and assessments that: ° are sequenced ° rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.	Instructional Planning Includes • Goals are not aligned to state content standards. • Activities, materials, and assessments: ° are not sequenced ° do not provide time for lesson and lesson closure • Lessons where no objectives are aligned and sequenced to the lesson's goal.
Dimension 1.2 Data and Assessment The teacher uses formal & informal methods to measure student progress, then manages & analyzes student data to inform instruction. **Texas Teacher Standards:** 1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4 **InTASC:** 7(c), 7(e), 8(g), 8(n) **Sources of Evidence:** Analysis of Student Data, Pre-	Instructional Planning Includes • Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative, and summative assessments data into lesson plans. • Consistent feedback to students, families, and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.	Instructional Planning Includes • Formal and informal assessments to monitor progress of all students. • Substantive, specific, and timely feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	Instructional Planning Includes • Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	Instructional Planning Includes • Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.	Instructional Planning Includes • No formal or informal assessments to monitor student progress. • No opportunities for timely feedback to students or families. • No utilization of sources of student data.

Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post- Conference Instructional Planning	• Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.				
Dimension 1.3 **Knowledge of Students** Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students. **Texas Teacher Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 **InTASC:** 1(a), 1(b), 2(a), 2(f), 6(g), 7(b) **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation	Instructional Planning Includes • All lessons that connect to students' prior knowledge, life experiences and future learning expectations. • Opportunities for students to utilize their individual learning patterns, habits and needs.	Instructional Planning Includes • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	Instructional Planning Includes • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	Instructional Planning Includes • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.	Instructional Planning Includes • Lessons that do not connect to students' prior knowledge and experiences. • Adjustments do not address strengths and gaps in background knowledge, life experiences and skills of few students.
Dimension 1.4 **Activities** The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence, and achievement. **Texas Teacher Standards:** 1.2, 1.3, 1.4, 1.5 **InTASC:** 6(b), 6(h), 6(i), 6(k), 6(p), 8(g), 9(f) **Sources of Evidence:** Pre-Conference, Formal Observation	Instructional Planning Includes • Questions that encourage all students to engage in complex, higher order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology, and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	Instructional Planning Includes • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology, and instructional materials that are all aligned to instructional purposes.	Instructional Planning Includes • Questions that promote limited, predictable, or rote responses and encourage some complex, higher- order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	Instructional Planning Includes • Encourages little to no complex, higher- order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.	Instructional Planning Includes • No encouragement of complex or higher- order thinking. • Instructional groups are not based on the needs of students. • No evidence of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials missing.

	T-TESS Domain II: Instruction				
	Accomplished (4pts)	**Proficient (3pts)**	**Developing (2pts)**	**Improvement Needed (1pt)**	**Unsatisfactory (0)**
Dimension 2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. **Texas Teacher Standards:** 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2 **InTASC:** 3(c), 3(k), 5(l) **Sources of Evidence:** Pre-Conference, Formal Observation	The Teacher: • Provides opportunities for students to establish high academic expectations for themselves. • There is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	The Teacher: • Sets academic expectations that challenge all students. • There is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	The Teacher: • Sets academic expectations that challenge most students. • There is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	The Teacher: • Sets expectations that challenge few students. • There is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.	The Teacher: • Does not set expectations. • Students do not demonstrate mastery of the objective. • Does not recognize when a student error has been made. • Does not provide opportunities for students to take initiative of their own learning.
Dimension 2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. **Texas Teacher Standards:** 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3 **InTASC:** 4(a), 4(b), 4€, 4(j), 4(q), 5(a), 7(a) **Sources of Evidence:** Pre-Conference, Formal Observation	The Teacher: • Displays content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Conveys accurate content knowledge in multiple ways. • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).	The Teacher: • Conveys accurate content knowledge. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Accurately reflects how the lesson fits within the structure of the discipline and the state standards. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based).	The Teacher: • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).	The Teacher: • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based).	The Teacher: • Is unaware of conveying inaccurate content knowledge • Does not integrate learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides no opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
Dimension 2.3 Communication The teacher clearly and accurately communicates to support persistence, deeper	The Teacher: • Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.	The Teacher: • Uses probing questions to clarify, elaborate learning. • Recognizes possible student misunderstandings	The Teacher: • Leads lessons with some opportunity for dialogue, clarification, or elaboration.	The Teacher: • Directs lessons with little opportunity for dialogue, clarification, or elaboration.	The Teacher: • Directs lessons with no opportunity for dialogue, clarification, or elaboration.

learning, and effective effort. **Texas Teacher Standards:** 1.4, 1.5, 2.1, 3.1, 4.4 **InTASC:** 2(l), 3(f), 8(m) **Sources of Evidence:** Pre-Conference, Formal Observation	• Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning. • Asks questions at the creative, evaluative and/ or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Provides wait time when questioning students. • Provides explanations that are clear and coherent. • Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.	and responds with an array of teaching techniques to clarify concepts. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Provides explanations that are clear. • Uses verbal and written communication that is clear and correct. • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.	• Recognizes student misunderstandings but has a limited ability to respond. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. • Uses verbal and written communication that is generally clear with minor errors of grammar.	• Is sometimes unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation, or structure.	• Is unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation, or structure.
Dimension 2.4 Differentiation The teacher differentiates instruction, aligning methods and techniques to diverse student needs. **Texas Teacher Standards:** 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4 **InTASC:** 2(a), 6(g), 7(b) **Sources of Evidence:** Pre-Conference, Formal Observation	The Teacher: • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Uses strategies to teach and assess students.	The Teacher: • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	The Teacher: • Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs. • Sometimes provides differentiated instructional methods and content.	The Teacher: • Provides one-size- fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs. • Rarely provides differentiated instructional methods and content.	The Teacher: • Does not monitor the quality of student participation and performance. • Does not recognize when students become confused or disengaged and does not respond appropriately to student learning or social- emotional needs. • Does not provide differentiated instructional methods and content.
Dimension 2.5 Monitor and Adjust The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.	The Teacher: • Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.	The Teacher: • Utilizes input from students in order to monitor and adjust instruction and activities. • Monitors student behavior and responses for	The Teacher: • Sometimes utilizes input from students in order to monitor and adjust instruction and activities.	The Teacher: • Rarely utilizes input from students in order to monitor and adjust Instruction and activities. • Generally does not link student behavior and	The Teacher: • Does not utilize input from students in order to monitor and adjust Instruction and activities.

| Texas Teacher Standards:
1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4
InTASC:
3(d), 3(r), 6(g), 8(b), 8(c), 8(i)
Sources of Evidence:
Pre-Conference, Formal Observation | • Adjusts instruction and activities frequently and within a broad range to maintain student engagement.
• Continually checks for understanding through purposeful questioning and academic feedback. | engagement and understanding.
• Adjusts instruction and activities to maintain student engagement. | • Sees student behavior but misses some signs of disengagement.
• Is aware of most student responses but misses some clues of misunderstanding.
• Adjusts some instruction within a limited range. | responses with student engagement and understanding.
• Persists with instruction or activities that do not engage students.
• Makes no attempts to engage students who appear disengaged or disinterested. | • Does not link student behavior and responses with student engagement and understanding.
• Makes no attempts to engage students who appear disengaged or disinterested. |

	T-TESS Domain III: Learning Environment				
	Accomplished (4pts)	**Proficient (3pts)**	**Developing (2pts)**	**Improvement Needed (1pt)**	**Unsatisfactory (0)**
Dimension 3.1 **Classroom Environment, Routines and Procedures** The teacher organizes a safe, accessible, and efficient classroom. **Texas Teacher Standards:** 1.4, 4.1, 4.2, 4.3, 4.4 **InTASC:** 3(d), 7(c) **Sources of Evidence:** Formal Observation, Pre-Classroom	The Teacher: • Establishes and uses effective routines, transitions, and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	The Teacher: • All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	The Teacher: • Most procedures, routines and transitions provide clear direction, but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students but is disorganized and cluttered.	The Teacher: • Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized, and uncomfortable. Some students are not able to access materials.	The Teacher: • No procedures and routines guide student behavior & maximize learning. Transitions are characterized by confusion and inefficiency. • Students do not understand what is expected of them. • The classroom is unsafe, disorganized, and uncomfortable. Most students are not able to access materials.
Dimension 3.2 **Managing Student Behavior** The teacher establishes, communicates, and maintains clear expectations for student behavior. **Texas Teacher Standards:** 4.1, 4.2, 4.3, 4.4 **InTASC:** 3(c), 3(k), 5(l) **Sources of Evidence:** Formal Observation, Classroom, Pre-Conference	The Teacher: • Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	The Teacher: • Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	The Teacher: • Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	The Teacher: • Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.	The Teacher: • Does not enforce campus or classroom behavior standards. • Student behavior impedes learning in the classroom.

Dimension 3.3 **Classroom Culture** The teacher leads a mutually respectful and collaborative class of actively engaged learners. **Texas Teacher Standards:** 1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4 **InTASC:** 3(a), 3(p), 1(h), 2(l) **Sources of Evidence:** Formal Observation, Classroom	The Teacher: • Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and teacher.	The Teacher: • Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	The Teacher: • Establishes a class where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	The Teacher: • Establishes a class where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.	The Teacher: • Does not establish a class where students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.
	T-TESS Domain IV: Professional Practices and Responsibilities				
	Accomplished (4pts)	**Proficient (3pts)**	**Developing (2pts)**	**Improvement Needed (1pt)**	**Unsatisfactory (0)**
Dimension 4.1 **Professional Demeanor and Ethics** The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. **Texas Teacher Standards:** 6.2, 6.3, 6.4 **InTASC:** 9(f), 9(o) **Sources of Evidence:** Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• The Teacher: Behaves in accordance with the Code of Ethics and Standard Practices for • Texas Educators. Consistently meets all professional standards (e.g., attendance, professional appearance, and behaviors). • Advocates successfully for the needs of all students on the campus.	The Teacher: • Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance, and behaviors). • Advocates successfully for the needs of students in the classroom.	The Teacher: • Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance, and behaviors).	The Teacher: • Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance, and behaviors) or violates legal requirements.	The Teacher: • Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Does not meet professional standards (e.g., attendance, professional appearance, and behaviors) or violates legal requirements.
Dimension 4.2 **Goal Setting** The teacher reflects on his/her practice. **Texas Teacher Standards:** 5.4, 6.1, 6.2 **InTASC:** 9(b), 9(d) **Sources of Evidence:**	The Teacher: • Sets some short- and long- term professional goals based on self-assessment, reflection, peer, and supervisor feedback, contemporary research, and analysis of student learning.	The Teacher: • Sets short- and long- term professional goals based on self-assessment, reflection, and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	The Teacher: • Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	The Teacher: • Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.	The Teacher: • Sets no goals unrelated to student needs or self-assessment. • Does not meet professional goals and persists in instructional practices

Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• Meets all professional goals resulting in improvement in practice and student performance.				that remain substantially unimproved over time.
Dimension 4.3 Professional Development The teacher enhances the professional community. **Texas Teacher Standards:** 3.1, 6.1, 6.2, 6.3 **InTASC:** 9(c), 9(d), 10(b), 10(d) **Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre- Conference, Post-Conference, Daily interaction with others	The Teacher: • Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject- level team leadership, committee membership or other opportunities beyond the campus.	The Teacher: • Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	The Teacher: • Engages in most scheduled activities, professional learning communities, committee, and grade- or subject-level team meetings as directed.	The Teacher: • Engages in few professional development activities, professional learning communities or committees to improve professional practice.	The Teacher: • Does not engage in professional development activities, professional learning communities or committees to improve professional practice.
Dimension 4.4 School Community Involvement The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. **Texas Teacher Standards:** 2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4 **InTASC:** 9(b), 9(k), 10(f) **Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre- Conference, Post-Conference92, Daily interaction with others	The Teacher: • Clearly communicates the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members. • Systematically contacts parents/guardians regarding students' academic and social/ emotional growth through various media. • Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community.	The Teacher: • Communicates the mission, vision, and goals of the school to students, colleagues, parents, and families. • Contacts parents/ guardians regularly regarding students' academic and social/ emotional growth. • Actively participates in all school outreach activities.	The Teacher: • Communicates school goals to students, parents, and families. • Contacts parents/ guardians in accordance with campus policy. • Attends most required school outreach activities.	The Teacher: • Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.	The Teacher: • Does not contact parents about disciplinary matters. • Does not attend required school outreach activities.