CLINICAL TEACHER-COOPERATING TEACHER HANDBOOK

C&I 4626: Clinical Teaching: 4-8
C&I 4646: Clinical Teaching: 7-12
C&I 4716: Clinical Teaching: EC-12

August, 2017
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To Cooperating Teachers:

The College of Education and Human Development at The University of Texas at San Antonio is pleased to welcome you to the team of professionals who will contribute to the training of future teachers.

Taking on the task of guiding a clinical teacher through those first real experiences in the classroom is a mixed blessing. While it is a benefit to have a pre-professional to assist in working with your students, a substantial amount of time and effort is required of you in helping your clinical teacher to become a successful member of our profession. Our university faculty and staff are prepared to assist you in this endeavor. If you encounter problems or simply have questions concerning your clinical teacher or the program, please contact the university field supervisor as soon as a concern arises.

It is our sincere hope that as you share your knowledge and experience with a prospective teacher, you too will gain new insights and confidence in your chosen profession.

To Clinical Teachers:

Welcome to what will be the most exciting and challenging semester of your educational experience!

As you embark on this new venture, you will be guided by your cooperating teacher and your university field supervisor whose prime interest is seeing that you have a successful experience and develop into a competent and confident professional teacher. Many opportunities for learning, trial and error, and growth will be made available to you during this time. We encourage you to take advantage of these opportunities, to see your missteps not as failures, but as learning experiences, and to feel satisfaction in your growing competence.

We hope that you, your cooperating teacher, your university field supervisor, and all the university faculty and staff will be proud of you as you enter the profession you have chosen.

Sincerely,

Janet K. Scott

Janet Scott, M.A.
Director of Clinical Teaching
The University of Texas at San Antonio
LEGAL STATUS OF THE STUDENT TEACHER
TEXAS EDUCATION CODE-CHAPTER 22-SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS

Chapter 22.051 Subchapter B: Civil Immunity
DEFINITION; OTHER IMMUNITY. (a) In this subchapter, “professional employee of a school district” includes:

(1) a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, counselor, nurse, and teacher’s aide employed by a school district;
(2) a teacher employed by a company that contracts with a school district to provide the teacher’s services to the district;
(3) a student in an education preparation program participating in a field experience or internship;
(4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;
(5) a member of the board of trustees of an independent school district; and
(6) any other person employed by a school district whose employment requires certification and the exercise of discretion.

(b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

Added by Acts 2003, 78th Leg., ch. 204, sect. 15.01, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1197, sect. 1, eff. Sept. 1, 2003.

Section 22.0511. IMMUNITY FROM LIABILITY. (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee’s position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
(b) This section does not apply to the operation, use, or maintenance of any motor vehicle.
(c) In addition to the immunity provided under this section and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, “individual” includes a person who provides services to private schools, to the extent provided by federal law.


Please note: Student Teachers from the University of Texas at San Antonio receive no pay during their student teaching experience.
The University of Texas at San Antonio
College of Education and Human Development

STUDENT FITNESS TO TEACH POLICY

In accordance with UTSA’s HOP § 5.17, “Student Fitness for Professional Practice”, the College of Education and Human Development (COEHD) adopts the following as its Fitness to Teach policy.

The College of Education and Human Development (COEHD) offers a curriculum designed to academically prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not make a candidate worthy for The University of Texas at San Antonio (UTSA) to recommend the candidate to the State of Texas for teaching certification. All teacher candidates in the UTSA Teacher Certification Program (TCP) are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all teachers should possess.

A. Required Documentation

Prior to admission to the TCP, all teacher candidates will be apprised of the Fitness to Teach (FTT) policy. This policy applies to all students upon enrollment in the TCP, and to students completing coursework in the COEHD that requires interaction with schools, and remains so until completion of their program.

1. In October and March a reminder will be sent to faculty to use the Referral Forms for Identification of Outstanding TCP Students or the Faculty Concerns Regarding Fitness to Teach. Faculty may submit the referral forms at any time prior to or during the professional level courses.
2. The completion of these forms will allow the COEHD to identify teacher candidates who display outstanding knowledge and/or skills that deserve recognition and identify those who may have some difficulties that raise concerns about the candidate’s ability to successfully complete the program. All forms completed will be sent to the Associate Dean.
3. Students must be in good standing with the UTSA.
   a) Students seeking admission to the Undergraduate Teacher Certification Program who have ever been referred to UTSA’s Office of Student Conduct and Community Standards (“SCCS”) may have those referrals and the outcomes of those referrals considered by the Associate Dean for Teacher Education in determining whether to grant admission to the Program. Admission is at the discretion of the Associate Dean for Teacher Education.
   b) Students requesting admission to the Program who have cases pending with the SCCS will not be admitted until the SCCS case has been fully adjudicated.

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B. Fitness to Teach Criteria

In addition to curriculum and testing requirements addressed in the UTSA catalog and other UTSA policies, all TCP teacher candidates will be screened throughout their program according to the criteria addressed in this policy, including dispositions for teaching. Dispositions for teaching are defined as those professional attitudes, values, and beliefs expected of an education professional contained in this document. As a professional program, the COEHD reserves the right to recommend or not recommend teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the Teacher Certification Program and/or denied the opportunity to student teach. Without unconditional acceptance into the TCP and successful completion of all course work, field work, and student teaching or its equivalent, the university does not recommend teacher candidates for Texas Teacher Certification. All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process. Fitness to Teach reviews are internal institutional reviews and are not open to the public, including family members, friends, and other professionals unless specifically requested by the Associate Dean for Teacher Education.

1. Completed Criminal History Review

In accordance with Texas Education Code 22.083, an examination of each teacher candidate’s criminal history will be conducted by the independent school district (ISD) prior to participation in field-based course work, including student teaching. Criminal history record information, which includes both conviction and arrest records is obtained. An ISD or other school field-based entity may deny placement of students with a criminal background. The student’s clearance for fieldwork is the prerogative of the ISD or participating entity and not UTSA. If a student is unable to obtain a field-based placement, he/she will not meet UTSA’s requirements for recommendation for teacher certification. If a student cannot complete course-required field work because of their criminal history, the student will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the school district. If the offense is one that will preclude any further field work, the student will be dismissed from the teacher education program.

2. Academic Requirements

a. Teacher candidates attend all classes as required. Preparedness for class and punctuality are expected at all times.
b. Teacher candidates complete course assignments in a professional manner according to the timelines designated by the course instructor.
c. Teacher candidates complete all field experiences in a professional and timely manner as required.
d. Scholastic Integrity

The teacher candidate demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.
e. Communication Skills
The teacher candidate demonstrates written and oral skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings.

1. Written: Writes clearly, uses correct grammar and spelling. Demonstrates professional level skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.

2. Oral: Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

3. Electronic communication: the teacher candidate refrains from inappropriate communication with a student including electronic communications by cell phone, text messaging, email, instant messaging, blogging, facebooking, and other social network communication.

3. Personal and Professional Requirements
a. A teacher candidate does not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
b. Teacher candidates demonstrate interpersonal skills that are required for successful professional teaching. These skills include:
(1) an openness to accepting and testing the results of unfamiliar ways of teaching;
(2) the ability to accept and act upon reasonable criticism;
(3) the ability to understand others' perspectives about teaching;
(4) the ability to separate personal and professional issues when in the classroom or completing course work;
(5) the ability to work collegially with parents, teachers, staff, and administrators in school settings and elsewhere;
(6) the ability to work collegially and productively with classmates in course assigned group projects
(7) the disposition to act always for the benefit of all students.
c. The teacher candidate does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with their students, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.
d. Teacher candidates demonstrate positive personal hygiene habits.
e. Teacher candidates dress appropriately for their professional contexts.

4. Cultural and Social Attitudes and Behavior
a. Teacher candidates exhibit respect for superiors, peers, and children and youth in all settings.
b. Teacher candidates understand and appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.
c. Teacher candidates exhibit acceptance of and provide accommodations for exceptional learners.
d. Teacher candidates are able to work productively with their peers.
e. Teacher candidates are able to speak in a manner appropriate to the context of the classroom.
f. Teacher candidates must display positive attitudes toward faculty, colleagues, and students;
g. Teacher candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.

5. Physical Skills
The teacher candidate exhibits motor and sensory abilities to attend and participate in class and practicum placements, with or without accommodations as recommended by the Office of Disability Services.

Note:
No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the TCP. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. Any otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. A COEHD ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including the Office of Disability Services), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.

6. Emotional Dispositions
a. Stress Management
The teacher candidate demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
b. Emotional and Mental Capabilities
The teacher candidate uses sound judgment.
The teacher candidate demonstrates the emotional and mental health required to function effectively as a teacher.
c. Cognitive Dispositions
(1) Teacher candidates think analytically about educational issues.
(2) Teacher candidates are thoughtfully reflective about their practice.
(3) Teacher candidates are flexible, open to new ideas, and willing and able to modify their beliefs and practices.
(4) Teacher candidates question and test their assumptions about teaching and schooling.
C. Admission to Teacher Certification Program at UTSA

1. Provisional Acceptance
   All teacher candidates at UTSA are provisionally admitted to the Teacher Certification Program upon application and satisfactory completion of all admission criteria.

2. Unconditional Acceptance
   Unconditional acceptance in the Teacher Certification Program is granted prior to the student teaching (or internship) experience if the following conditions are met: there are no outstanding negative Fitness to Teach reviews that a candidate has not successfully remedied and the teacher candidate has earned the required grades in any and all Approaches or Models of Teaching courses. Approaches courses are offered in the Division of Bicultural Bilingual Studies, the Department of Health and Kinesiology, and the Department of Interdisciplinary Learning and Teaching.

3. Probationary Acceptance
   Teacher candidates are placed on probationary status in the case of a Level 1 or 2 Formal Review. (See below.) Teacher candidates will remain on probationary status until such time as they have successfully completed a remediation plan or a decision to revoke candidacy has been made. If a student successfully completes a remediation plan and additional Fitness to Teach referrals arise, the student’s full program history will be reviewed to determine the student’s status in the program.

D. Conditions for Completion of Student Teaching/Internship

Successful completion of student teaching/internship is a condition for meeting teacher certification requirements. Students may attempt student teaching/internship a maximum of two times. If the student does not successfully complete the second student teaching experience, they will not be eligible to enroll in student teaching a third time. The student may appeal to the Fitness to Teach Council to be reinstated only in the case of documented extenuating circumstances.

E. Review of Teacher Candidates at UTSA

All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 review. Violations of the UTSA or host school district’s student code of conduct will result in immediate Level 2 Formal Review.

1. Informal Review
   An informal review involves a faculty member and a teacher candidate. When a faculty member has concerns about a teacher candidate meeting any of the fitness to teach criteria, the faculty member will: a. discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;
b. advise the appropriate department head and the dean or his or her designee of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;
c. document dates and content of meetings with teacher candidates.

If a problem arises in the field, the cooperating teacher of the host school district may discuss concerns directly with the UTSA faculty member. The teacher candidate may also be included in this meeting.

2. Formal Review: Level 1

When a faculty member is sufficiently concerned about a teacher candidate's fitness to teach, he or she will fill out the *Fitness to Teach Formal Review Level 1 form*. These forms are to be turned in to the Associate Dean for Teacher Education or his or her designee.

A three-way conference will then be scheduled with the instructor, the teacher candidate, and the Associate Dean or his or her designee. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. However, all remediation plans will be stated in measurable, objective terms, include a reasonable timeline, and be signed by all parties involved. If the candidate fails the remediation plan(s) he/she will be placed on Level 2 Formal Review. If the candidate successfully completes the remediation plan, probationary status will be removed. The remediation plan may continue for more than one semester, depending on the individual circumstances.

3. Formal Review: Level 2

If a second incident or concern is reported on the same teacher candidate, the candidate has failed a remediation plan during the Level 1 Review, or the seriousness of the incident or concern warrant it, the Fitness to Teach Council will be convened. This group (made up of faculty and chaired by the Associate Dean or his or her designee) will meet to:

a. review the paperwork,
b. interview the faculty members who have instructed the teacher candidate,
c. interview the teacher candidate,
d. make a determination regarding the teacher candidate's suitability to continue in the program.

The teacher candidate is afforded due process throughout these proceedings. Following a Level 2 review, a letter of appeal may be submitted to the Dean of the college for consideration. The Dean's decision is final.

REV 2012
WORDS TO THE WISE

1. E-mail Addresses
   a) Field supervisors will communicate with clinical teachers through the clinical teacher’s preferred e-mail address. CTESS and, Midway Report Forms will be sent only to the clinical teacher’s preferred e-mail account. Clinical teachers should regularly check their preferred e-mail account for communication from their supervisor, the University Career Center, and other UTSA offices.
   b) Clinical teachers are advised to use care when listing ‘casual’ e-mail addresses with school district personnel. Some e-mail addresses create unfavorable reactions and should not be used for professional correspondence.

2. Social Networking Sites
   a) Clinical teachers must exercise extreme caution with social networking sites such as Facebook and Instagram. Photographs and comments on such sites may give unflattering impressions. Clinical teachers should restrict access to their own sites and under no circumstances should clinical teachers allow their students access to their social networking site. Clinical teachers should not communicate with their students on social networking sites.
   b) It should be assumed that information published on a social networking site will be examined by school district personnel officers prior to hiring a new teacher.
   c) UTSA field supervisors reserve the right to examine clinical teachers’ social networking sites.

3. Dress Code
   a) Clinical teachers are perceived to be professionals in the schools and consequently, their dress should reflect professional standards.
   b) Clinical teachers should follow school district dress and grooming guidelines as reflected in student and employee handbooks and should follow district guidelines while at school and while attending school related events.

4. Telephones
   a) Clinical teachers should be aware of the impression that their outgoing phone messages leave. Because school district personnel and field supervisors occasionally call clinical teachers, unprofessional phone messages should be changed during the clinical teaching semester.
   b) Cell phones are to be turned off during the day while clinical teachers are in their school placement or in UTSA seminars.

5. Liability Insurance: The University of Texas at San Antonio does not provide pre-service teachers with liability insurance. It is strongly recommended that pre-service teachers purchase liability insurance coverage from professional organizations such as ATPE, TCTA, or others.
DEALING WITH CONFLICT

Occasionally clinical teachers and cooperating teachers have conflicts or misunderstandings about issues in the classroom. Decisions about managing student behavior, writing lesson plans or teaching lessons may cause disagreements. The following discussion is offered to minimize misunderstandings and maximize professional dialogue between clinical teachers and cooperating teachers.

Basic Understandings:

1. Clinical teachers are guests in the classrooms of their cooperating teachers and therefore should follow the cooperating teacher’s lead and suggestions.
2. Communicating on a regular basis about classroom issues will lessen the likelihood of conflict and will encourage professional dialogue. Clinical teachers and cooperating teachers are strongly encouraged to establish a specific time each week to communicate about classroom issues and to make every effort to adhere to their established meeting time.
3. Airing differences of opinion as they become apparent is encouraged. Simply hoping that areas of conflict will go away is rarely an effective strategy.

Periodically, clinical teachers and cooperating teachers need assistance in sorting out differences of opinion. The following problem solving steps are suggested:

1. During the regularly scheduled weekly communication time, discuss the problem.
2. Use active listening skills to understand the other person’s perceptions. Try to restate, paraphrase and summarize what the other person has said.
3. Focus on work issues and leave personalities out of the discussion.
4. Listen with empathy and see the conflict from the other person’s point of view.
5. Brainstorm possible solutions and be open to all ideas.
6. Decide on a solution and put the solution into practice.
7. Discussion should be calm, courteous, and professional.

If a solution cannot be agreed upon or if there is continuing conflict, please contact the clinical teacher supervisor. The supervisor may suggest a three-way conference or meeting to help negotiate a solution to the problem.
REMOVAL OF A CLINICAL TEACHER FROM HIS/HER PLACEMENT

The Clinical Teaching program is a cooperative relationship between UTSA, school districts, schools, cooperating teachers, and clinical teachers. A clinical teacher is a *guest* in the classroom of his/her cooperating teacher and should behave as such. Occasionally circumstances warrant the removal of a clinical teacher from his/her placement. Reasons for removal from a clinical teaching placement include, but are not limited to, excessive absences from school or UTSA seminars, unprofessional conduct by the clinical teacher toward school personnel or students, or failure by the clinical teacher to establish a satisfactory level of performance in the classroom.

If a clinical teacher is removed from his/her placement, a Fitness to Teach conference will be held with the clinical teacher, university supervisor, and director of clinical teaching. Options for the clinical teacher will be explored during the conference.

CLINICAL TEACHER COMPENSATION

**Policy:** During the clinical teaching semester, clinical teachers are not permitted to receive compensation from the school district to which they are assigned for any jobs or tasks performed. These jobs include but are not limited to:

1) Substitute Teacher  
2) Tutor  
3) Coach  
4) Athletic Trainer  
5) Club Sponsor

After the clinical teaching semester has been completed, clinical teachers are eligible for employment in any position for which they are qualified.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

CLINICAL TEACHER ABSENTEEISM

Regular attendance is required and the clinical teacher is expected to be in attendance at his/her school placement or at UTSA for seminars conducted by the university supervisor.

The UTSA Clinical Teaching Log sheet is to be completed each day showing time in and out of school. The Log Sheet should be signed daily by the cooperating teacher. At the end of the semester, both clinical teacher and cooperating teacher should sign and date the Log Sheet and the clinical teacher should turn the Log Sheet in to the university supervisor for inclusion in the clinical teacher’s file.

Job interviews are allowed during the clinical teaching semester, however, notification and approval by the supervisor must be obtained prior to the interview. Every effort should be made to arrange the interviews for after school hours.

Clinical teachers are allowed 2 excused absences due to illness or emergency. Arrangements must be made to make up any additional loss of time at the end of the scheduled clinical teaching period.

If it is necessary for the clinical teacher to be absent for one or several days during the clinical teaching experience, the clinical teacher is required to do the following:

1. Telephone the assigned school as soon as possible and report the absence to the school secretary, or inform him/her the day before the absence.
2. Inform or telephone the cooperating teacher of the absence immediately.
3. Inform the university supervisor of the absence.
4. In emergency cases, the rule of prudent judgment should apply, including emergencies that may occur during the school day.
5. Time missed from school must be made up at the end of the semester, if the total days in attendance does not equal 65 days, per TEA requirements.

ACCIDENTS AT SCHOOL

In the event of an accident or injury occurring at school or at school related events, the clinical teacher should follow this procedure:

1. Notify the school nurse as soon as possible after the accident or injury occurs.
2. Notify the cooperating teacher and university supervisor as soon as possible after the accident or injury occurs.
3. In emergencies, the rule of prudent judgment should apply.
4. Clinical teachers are not employees of their assigned school districts. Therefore, clinical teachers are not eligible for Workers’ Compensation in case of accidents at school.
OVERVIEW OF THE CLINICAL TEACHING SEMESTER

A full semester of clinical teaching is required. Six semester hours credit is granted upon completion of the program. The clinical teaching period in each placement is divided into three phases: orientation, planning, and teaching. Length of day for a clinical teacher should adhere to the length of day required for a teacher at the school. While clinical teachers are encouraged to experience a full range of school activities, activities for which the cooperating teacher is compensated are not required activities for the clinical teacher. Examples of such activities include UIL, Prom Committee, coaching duties, club sponsorships, etc. The clinical teacher is encouraged but not required to participate in such activities.

Phase one or orientation occurs during the first two weeks.

Responsibilities of the clinical teacher during phase one include:

1. Meeting the cooperating teacher, students, and administrative staff.
2. Reading the student handbook as well as the faculty handbook.
3. Becoming familiar with the procedures and routines of the assigned classroom.
4. Observing the cooperating teacher and helping with the daily routines and procedures, such as checking roll, observing student behavior, and noting how the cooperating teacher deals with different kinds of situations.
5. Learning the students’ names.
6. Observing at least 4 other teachers for an entire lesson.
7. Observing support areas of the school.
8. Attending all classes at UTSA.

Responsibilities of the cooperating teacher during phase one include:

1. Providing the clinical teacher with:
   - Desk or work area
   - Faculty Handbook
   - Student Handbook
   - Emergency procedures information
   - Classroom rules and procedures
   - Grading policy
   - Late-work policy
   - Seating charts
   - School and district calendar
   - Textbook, preferably a teacher’s edition
   - Course outline and curriculum guide

2. Informing the clinical teacher about:

   - Parking arrangements
   - Sign in/out sheet (if required)
Phase two or planning for the actual teaching experience builds on the responsibilities established during the orientation phase.

Responsibilities of the clinical teacher during phase two include:

1. Assisting individuals and groups.
2. Developing short lesson plans for segments of the lesson, conducting the opening activity, discussing the agenda or objectives for the day, reviewing the previous day’s lesson, or teaching a part of the day’s lesson.
3. Observing carefully as the cooperating teacher teaches the lesson. He or she may choose to model a portion of it, and then have the clinical teacher teach the same lesson (segment) to the next class or period.
4. Asking for feedback and implementing suggestions and recommendations given by the cooperating teacher.
5. Developing lesson plans and teaching one complete period each day. Additional periods are added at the discretion of the cooperating teacher until the clinical teacher is teaching the full day.

Responsibilities of the cooperating teacher during phase two include:

1. Modeling effective teaching practices.
2. Providing assistance to the clinical teacher with planning of lessons and preparation of materials.
3. Observing lessons both formally and informally and providing suggestions for improvement.

Phase three or sharing the role of the professional teacher continues for the remainder of the clinical teaching semester.

Responsibilities of the clinical teacher during phase three include:

1. Planning and teaching independently, trying out and testing creative and imaginative ideas, activities, and materials.
2. Participating in parent-teacher conferences.
3. Learning to complete administrative tasks expected of a professional teacher.
4. Evaluating student work including writing progress reports and entering grades.
5. Implementing effective classroom management.
6. Demonstrating effective teaching skills and performing as a professional teacher.

Ideally, the clinical teacher will full-teach for one full grading period, but for at least 15 consecutive days.

Responsibilities of the cooperating teacher during phase three include:

1. Continuing to support the clinical teacher in lesson planning and presentation.
2. Providing opportunities for the clinical teacher to attend ARDs and parent conferences.
3. Continuing to evaluate the clinical teacher’s performance through observations and final evaluation.

SUGGESTED TIMELINE FOR ASSUMPTION OF TEACHING RESPONSIBILITIES

Clinical teachers should be introduced gradually to the full teaching day. During the first two weeks, the Orientation period, the clinical teacher will be observing in the classroom, learning about the students and the school, and observing in other teachers’ classrooms. Clinical teachers may also help with classroom routines, grading papers, helping individual students with make-up work, running errands, making copies, filing, etc.

After the two week Orientation period (phase one), the clinical teacher may gradually begin to teach.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Continue with classroom responsibilities established during first 2 weeks. Additional responsibilities may include: conducting the opening activity, going over the agenda and/or the objectives for the day, and/or reviewing the previous lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>In addition to the established responsibilities, clinical teachers may begin to introduce the lesson and teach small segments of it. Lesson plans for this are needed, even if it is only a short lesson segment. One suggestion is for the cooperating teacher to model the lesson to the first class of the day and then have the clinical teacher teach it to the next class. Give plenty of feedback.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Clinical teachers can be given complete responsibility for planning and teaching a full lesson to one or two periods. Lesson plans are required.</td>
</tr>
</tbody>
</table>
Week 6  Clinical teachers can begin to add class periods gradually building up to a full schedule.

Week 9  Clinical teachers are planning and teaching a “full load” of classes. They are also managing the classroom, doing administrative paperwork, evaluating student work and helping with grades and report cards.

The teaching schedule for dual placement clinical teachers is adjusted to fit the time frame.

OBSERVATIONS OF THE CLINICAL TEACHER BY THE COOPERATING TEACHER

The following forms will be provided in the Cooperating Teacher folder:

3 CTESS Forms to be used during Observations
1 Summative CTESS Form
1 Midway Report Form
3 On-Going Checklists

Informal observations should begin as soon as the clinical teacher begins to teach. These observations serve as valuable formative tools. Informal observations can be done on plain paper and simply consist of notes made during the observation. As soon as possible after the lesson, discuss strengths and areas for growth.

Informal observations should continue throughout the semester.

Formal observations are done on UTSA CTESS forms. Three formal observations should be done at consistent intervals throughout the semester.

The Midway Report is completed at the halfway point in the semester.

A Summative evaluation is completed at the end of the semester on the Summative CTESS form.

The On-Going Checklist should be completed by the cooperating teacher prior to each observation visit by the university supervisor.
COMPENSATION DAY FOR COOPERATING TEACHERS

Cooperating teachers play a vital role in preparing clinical teachers to achieve certification and begin their professional careers in public schools. A Compensation Day is offered as an acknowledgement of the service the cooperating teacher provides.

If the school/district approves, the Compensation Day may be taken during the last two weeks of the clinical teaching semester. The clinical teacher will be the substitute teacher but will receive no pay for this substitute day. The Compensation Day should not be scheduled for a day that the clinical teacher will be in a seminar or in class at UTSA.

UTSA does not provide a form since many campuses/districts have their own procedures. Some districts have a printed form that must be signed by the cooperating teacher, the clinical teacher, and the university supervisor. Other districts require only verbal approval from the cooperating teacher and the university supervisor. Whatever format the campus/district uses, this notice serves as documentation for university approval.

Contact the university supervisor if you have any questions.

NOTE:

Except for the Compensation Day, clinical teachers should not be used as unpaid substitute teachers. If a cooperating teacher is going to be absent, a substitute teacher should be present in the classroom.
CONTINUING PROFESSIONAL EDUCATION CREDIT FOR COOPERATING TEACHERS

The Texas Education Agency (TEA) requires that educators with Standard Certificates accrue Continuing Professional Education (CPE) hours in order to renew Standard Certificates. Serving as a mentor teacher may count toward 30% of the required clock hours to renew a certificate.

As a provider of CPE, UTSA’s College of Education and Human Development will provide each mentor teacher, via email, with a certificate indicating a total of 20 clock hours per semester served as a cooperating teacher. The cooperating teacher may repeat the experience one time for an additional 20 clock hours if he/she serves as a cooperating teacher during an additional semester. The maximum number of CPE hours that may be earned by serving as a cooperating teacher for a UTSA clinical teacher is 40 hours.

It is expected that cooperating teachers for UTSA clinical teachers will do the following:

- During the first two weeks of the placement, review the Cooperating Teacher Orientation Vodcast with their clinical teacher and sign an Affidavit to that effect
- Review the UTSA Clinical teacher-Cooperating Teacher Handbook
- Schedule weekly communication sessions with their clinical teacher in order to discuss student issues and lesson plans, and school/grade level/team procedures and expectations
- Formally and informally evaluate their clinical teacher’s performance and conference regularly with their clinical teacher about his/her performance in the classroom
- Communicate regularly with the university field supervisor

Registration for this CPE is not required and no fee is charged.
ROLE OF THE UNIVERSITY SUPERVISOR

As liaison representing the College of Education and Human Development, the university supervisor will observe, evaluate, and confer with each clinical teacher and cooperating teacher. This collegial team facilitates the planning, implementation, and evaluation of experiences that will increase the professional competence of the clinical teacher.

Responsibilities of the university supervisor include:

1. Observing at least three lessons during the clinical teaching experience.
2. Providing specific objective feedback on lesson plans, observations and other assignments.
3. Conferencing with the clinical teacher before and after each observed lesson, at the midway point in the semester as needed, and at the end of the semester.
4. Communicating with the cooperating teacher to provide orientation at the beginning of the semester and on a continuing basis throughout the semester.
5. Conducting regularly scheduled seminars.
ASSIGNMENTS DURING THE CLINICAL TEACHING SEMESTER

All clinical teachers will complete the following assignments. Due dates and points awarded for each assignment will be determined by the field supervisor.

I. Lesson Plans and Key Assignment Lesson Plan submitted in Blackboard

UTSA requires clinical teachers to have lesson plans for every lesson or partial lesson taught. Lesson plan format may vary among clinical teachers but should include the following common elements:

1. TEKS
2. Focus activity
3. Objectives
4. Activities and procedures (include alternative activities, guided practice, check for mastery, independent practice, and enrichment)
5. Materials and equipment
6. Assessment
7. Reteach
8. Closure and enrichment
9. Lesson evaluation

If the clinical teacher’s school requires a specific format, it may be used if the format includes the above mentioned elements. If the format used by the school consists of only a checklist and/or does not include the elements, the clinical teacher will be required to provide both types of lesson plans, at the discretion of the field supervisor.

II. Observing Other Teachers and Support Areas

Observations of the cooperating teacher and other teachers on the campus are required. Use the form provided in this Handbook on Page 25. Observation of Support Areas is also required. Use the form provided in this Handbook on Page 27.

III. Reflection of Field Experiences

Write a one-two page reflection, following these directions:

At this point in your teacher preparation program, you have completed several required field experiences in different placements in the public schools. Based upon these field experiences, write a one-two page reflection about what you have learned from being in these classrooms. Consider how the following has shaped your current beliefs about teaching and learning:

1. Teaching opportunities you have had in the placements
2. Your interactions with the students
3. Your interactions with the teachers
4. Meeting the needs of English language learners, diverse learners, and students with special needs

5. Any observations about learning and development of students across age levels, grade levels and school districts.

IV. Teaching Portfolio

A portfolio is an opportunity for a teacher to showcase his or her accomplishments. Because it is a reflection of the teacher’s abilities, time and care should be taken in its preparation. The portfolio should be typed and presented professionally. Photos of students engaged in activities planned by the clinical teacher enhance its appearance and credibility. Consider using a dark ring binder with dividers.

A. Personal Information
   - Cover Letter/Letter of Introduction
   - Resume
   - Philosophy of Education
   - Copies of Transcripts
   - Statement of TExES Status
   - Letter of Verification
   - Awards/honors/recognitions

B. Clinical Teaching
   - Information regarding placement: school district, school, teaching assignment (courses, levels taught)
   - Additional activities such as tutoring, duties, etc.
   - CTESS forms from university supervisor and cooperating teacher

C. Lesson Plans
   - Two to four sample lesson plans, including the Key Assignment Lesson Plan submitted in Blackboard.
   - Self-made worksheets, quizzes, tests, etc.
   - Samples of student work*
   - Photographs*

*Be cautious about issues of confidentiality when using photos or documents containing students’ or parents’ names or images. Photograph students from the back only.

D. Other Possibilities:
   - Professional development (in-services attended, conferences, etc.)
   - Professional memberships
   - Publications and/or presentations
   - Letters of Appreciation, Commendation, or Recommendation
   - Community service
FACULTY OBSERVATION FORM

Directions: Use the form below during observations of cooperating teachers and other teachers.

Clinical teacher: ____________________________

Date: ______________ Class observed: ____________________

Course name/grade or level

course name/grade or level

<table>
<thead>
<tr>
<th>I. Starting the Class</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Warm-Up</td>
<td></td>
</tr>
<tr>
<td>B. State objective</td>
<td></td>
</tr>
<tr>
<td>C. State rationale</td>
<td></td>
</tr>
<tr>
<td>D. Relate to previous learning</td>
<td></td>
</tr>
<tr>
<td>E. Engage students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Developing the Lesson</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Lecture</td>
<td></td>
</tr>
<tr>
<td>B. Discussion</td>
<td></td>
</tr>
<tr>
<td>C. Technology</td>
<td></td>
</tr>
<tr>
<td>D. Demonstration</td>
<td></td>
</tr>
<tr>
<td>E. Student-Centered Activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Use of Materials</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Textbook</td>
<td></td>
</tr>
<tr>
<td>B. Supplementary books</td>
<td></td>
</tr>
<tr>
<td>C. Visuals</td>
<td></td>
</tr>
<tr>
<td>D. Technology</td>
<td></td>
</tr>
<tr>
<td>E. Concrete objects and models</td>
<td></td>
</tr>
<tr>
<td>F. Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Accommodating Individual Differences</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Small groups</td>
<td></td>
</tr>
<tr>
<td>B. Individualized assignments</td>
<td></td>
</tr>
<tr>
<td>C. Other</td>
<td></td>
</tr>
<tr>
<td>V. Managing Students</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>A. Management system</td>
<td></td>
</tr>
<tr>
<td>B. Refocusing techniques</td>
<td></td>
</tr>
<tr>
<td>C. Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Ending the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Summarize the day’s learning</td>
</tr>
<tr>
<td>B. Assign homework</td>
</tr>
<tr>
<td>C. Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. Forms of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Oral questioning</td>
</tr>
<tr>
<td>B. Written questions</td>
</tr>
<tr>
<td>C. Application</td>
</tr>
<tr>
<td>D. Other</td>
</tr>
</tbody>
</table>

Reflection
Clinical teachers will visit each of the areas listed below. Record the date you visit, faculty or staff member in charge and the purpose/procedure of the area visited.

<table>
<thead>
<tr>
<th>Support Area</th>
<th>Faculty/Staff Member</th>
<th>Date</th>
<th>Purpose/Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Offices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Technology Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor’s Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
SPECIAL POPULATION SURVEY

Directions: Provide information to answer the following questions as they pertain to the special population services available at your school. Type your responses on a separate page.

1. Name the special populations programs available at your school. Be able to describe them, and the type of students being served.

2. How involved is the regular classroom teacher with the special population programs?

3. What is the process for referring a student for special population services? What is the regular classroom teacher’s role?

4. How long does it take before a student receives special population services from the time of referral?

5. Who determines the placement of a student who is referred for special education?

6. How are parents involved in the referral process?

7. What happens when parents refuse to have their child placed in a special education program?

8. What support/inclusion personnel are available to assist the regular classroom teacher?

9. What happens to students who do not qualify for special education services?

10. How are gifted/talented students identified and served in your school?

11. Reflect on your experience in the special population setting.
ATTENDANCE AT SCHOOL EVENTS

Name: __________________________________________________________

Clinical teachers will observe or attend as many of the following as possible:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Meeting</td>
<td></td>
</tr>
<tr>
<td>Team/Grade/Department Meeting</td>
<td></td>
</tr>
<tr>
<td>Parent Conference</td>
<td></td>
</tr>
<tr>
<td>ARD Meeting</td>
<td></td>
</tr>
<tr>
<td>Athletic Event</td>
<td></td>
</tr>
<tr>
<td>Band/Orchestra Concert</td>
<td></td>
</tr>
<tr>
<td>Choir Performance</td>
<td></td>
</tr>
<tr>
<td>Drama Production</td>
<td></td>
</tr>
<tr>
<td>JROTC Formation</td>
<td></td>
</tr>
<tr>
<td>Student Dance or Social Event</td>
<td></td>
</tr>
</tbody>
</table>
CAMPUS INFORMATION

School District: ________________________________

School Name: ________________________________

School Phone Number: ___________  Fax Number: _______________

Cooperating Teacher: ________________________________

Cooperating Teacher’s E-Mail Address: _______________

Cooperating Teacher’s phone number: _______________

Personnel Names:

Principal: ________________________________

Principal’s E-mail Address: ________________________________

Assistant Principals: ________________________________

Department Chair: ________________________________

Teaching Assignment:

Grade level(s): ________________________________

Course(s): ________________________________

Level(s): ________________________________

Room Number(s): ________________________________

Attach: 1) School bell/period schedule; 2) Your schedule; 3) Map of the school
CLINICAL TEACHER INFORMATION FORM

* Please be sure that this information is complete and accurate.

Please print:
Full Name: ___________________________ ________________________ (Last) (First) (Middle)

Current Address: ____________________________________________________________ (Street & Number) (City, State, ZIP)

Phone: _______________________________________________________________ (Home) (Cell)

Email: ____________________________ Preferred e-mail address

Emergency Number/Relationship: ______________________________________________

Certificate will be completed at student level of:
Undergraduate _____ OR Post Bac ______ OR MA ______

Area(s) of Certification: _________________________________________________

Undergraduate:
Date you plan to graduate _______ Area of specialization __________

Post Bac:
Previous degree(s) in _______________ Date degree(s) earned: _________

Institution: ______________________

Do you work? If yes, where and approximate hours: ______________________

Other classes this semester: ___________ Days/times: _________________

Previous work and volunteer experience:

On the back of this form, elaborate on your goals for the future and your greatest concerns about clinical teaching.
CLINICAL TEACHER TExES INFORMATION

Please be aware of the following regarding TExES exams:

1. Clinical teachers should try not to schedule Computer Administered TExES exams during the school day. Whenever possible, Computer Administered TExES exams should be scheduled during early evening hours of weekdays or on weekends.

2. Clinical teachers must complete practice test and/or review requirements before being allowed to register for state TExES exams.

3. For information about the exam, please consult the UTSA TExES website: http://education.utsa.edu/texes.

4. Five Times Rule for Taking State Exams

   All Teacher Certification and Professional Certification candidates may only take the same state exam for a total of five times. The five attempts include the first attempt to pass the exam and four retakes. All attempts to pass an exam taken before Sept. 1, 2015 will count as one attempt regardless of how many times the exam was taken prior to this date.

   **Core Subjects (211 & 291) Exams:** UTSA encourages our Core Subjects candidates to be fully aware of the retest policy and that they do not use up all of their attempts by taking individual subtests (800-level tests). Even though the ETS system will allow candidates to sign up for the 800-level subtests after they take the whole Core Subjects test, they should NOT do so unless they are down to only one test left to pass. Candidates may skip through the sections of the test they have already passed by clicking next, next, next, and so on until they get to the sections that they still need to pass. Candidates do not need to answer a single question in the sections that they have already passed. Again, the only time a candidate should sign up for an individual subtest is when that is the last test the candidate needs to pass. Candidates who have inadvertently registered for individual subtests may call ETS at (800) 205-2626 to reschedule those exams into the appropriate Core Subjects exam.

   *The SBEC will determine rules for a waiver and the rules are anticipated to be in effect May of 2016.*
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

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 knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
   (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a
minor or student in violation of the law.

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

(3) Ethical Conduct Toward Students.
   (A) Standard 3.1. The educator shall not reveal confidential information concerning
       students unless disclosure serves lawful professional purposes or is required by law.
   (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a
       student or minor in a manner that adversely affects or endangers the learning, physical
       health, mental health, or safety of the student or minor.
   (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly
       misrepresent facts regarding a student.
   (D) Standard 3.4. The educator shall not exclude a student from participation in a
       program, deny benefits to a student, or grant an advantage to a student on the basis of
       race, color, gender, disability, national origin, religion, family status, or sexual
       orientation.
   (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage
       in physical mistreatment, neglect, or abuse of a student or minor.
   (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a
       romantic relationship with a student or minor.
   (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs
       to any person under 21 years of age unless the educator is a parent or guardian of that
       child or knowingly allow any person under 21 years of age unless the educator is a parent
       or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence
       of the educator.
   (H) Standard 3.8. The educator shall maintain appropriate professional educator-
       student relationships and boundaries based on a reasonably prudent educator standard.
   (I) Standard 3.9. The educator shall refrain from inappropriate communication with
       a student or minor, including, but not limited to, electronic communication such as cell
       phone, text messaging, email, instant messaging, blogging, or other social network
       communication. Factors that may be considered in assessing whether the communication
       is inappropriate include, but are not limited to:
       (i) the nature, purpose, timing, and amount of the communication;
       (ii) the subject matter of the communication;
       (iii) whether the communication was made openly or the educator attempted to
conceal the communication;

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

(v) whether the communication was sexually explicit; and

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

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
A *Letter of Verification* (an “LOV”) is designed to inform a school district about the status of a student in UTSA’s Teacher Certification Program. If a district requests this information, please fill out the form below and turn it in to MB 3.214, fax to 210-458-5410, or email the form to idedadvising@utsa.edu.

Date Received:  

**Request for Letter of Verification**

**PLEASE PRINT LEGIBLY**

Name: ________________________________________________

Banner ID Number: ______________________________________

Phone Number: __________________________________________

Preferred E-mail address: ________________________________

**Please indicate the level of certification you are seeking:**

EC-6  4-8  7-12  EC-12

**Please indicate which program you are completing:**

_____ the undergraduate program?

_____ the post-baccalaureate program?

Letters will be emailed to the teacher candidate based on the preferred email within 10 business days from the date the request is received. If you have a question regarding your LOV, please e-mail the IDED advising center at idedadvising@utsa.edu.
APPLYING FOR YOUR CERTIFICATE

Clinical teachers: If you are enrolled in your final course (clinical teaching) and all required exams have been passed, you may begin the application process at any time after April 15th or November 15 of your clinical teaching semester.

Applications for all Texas Educator Certificates are made online at the Texas Education Agency website:

www.tea.state.tx.us

At the website, click on “Educator Login/Account Set Up” and follow the directions. You must first set up an account if you have not done so previously. You are applying for a STANDARD certificate, and the recommending entity is University of Texas at San Antonio—UNIVERSITY BASED (not Master Teacher).

When you have completed the process, UTSA will receive notification that you have applied for your certificate. At that point, if you are eligible, UTSA will complete the recommendation and you will be notified by email that you have been recommended. Please note, however, that you will not be officially certified until TEA has (i) received and applied the required fee, (ii) received your fingerprint card (if applicable) and (iii) completed a criminal history background check.

Note: Please do not begin the application process until ALL of the following conditions have been met:

- You have passed all required TExES exams.
- You are enrolled in your final course (clinical teaching).
- Your degree has been awarded or will be awarded at the end of the semester. (Applications cannot be processed until degrees are official.)

Students who apply without meeting eligibility requirements may be removed from the UTSA list of candidates and required to reapply at a later date.

If you have questions, please call the UTSA Certification Office: 210-458-6287. Technical questions regarding problems with the TEA website should be addressed to TEA representatives at 512-936-8400.
Fall 2017 clinical teachers:
My Story Autobiography Due date: Friday, Aug. 25, 2017

The My Story autobiographical assignment is designed to help you identify and reflect on the life events that have contributed to your development as an individual and as a teacher. By sharing your My Story autobiography with your cooperating teacher and introducing yourself to him or her before you actually arrive at your school campus, you will (1) enhance the likelihood of a quicker assimilation into your cooperating teacher’s classroom, and (2) have an opportunity to demonstrate your skills in the use of technology in a classroom.

Directions:
❖ Consider school relationships and events that have shaped your life and contributed to your development as a teacher. If appropriate, consult parents, former teachers, or other significant individuals about your school experiences.
❖ You are encouraged to record your interviews and research via photo, video and/or audio captures.
❖ Gather these anecdotal stories and then fashion the information into a three-to-five minute digital story using the creative medium that best suits your project. You may use PowerPoint, PowerPoint Office Mix, Prezi, iMovie, You Tube Creator Studio, Windows Movie Maker, or other media.
❖ The presumption is that every clinical teacher’s My Story autobiography will be different because every student has his or her individual story. Remember that the purpose of the assignment is to introduce yourself to your cooperating teacher. Cooperating teachers may also use the presentation to introduce you to the students in your class prior to your arrival. The content you include should be carefully chosen and should not include inappropriate photos, music, symbols, or anything that might not be suitable in a public school setting. Religious passages, wrenching personal stories or pictures of wild spring break experiences are not applicable and should not be included in your My Story autobiography. Remember to keep your My Story professional and appropriate.

Guiding Questions: Consider the following questions to help you craft your My Story autobiography:
❖ What events and individuals in my life have led me to become a teacher?
❖ What kind of teacher do I want to be? What goals have I set for myself?
❖ Is there a specific teacher I hope to be like?
❖ How have my own experiences in school influenced the kind of teacher that I hope to become?
**Specifics:** Your presentation should be about **3-5 minutes** in length and should be appropriate for possible viewing by the students in your assigned classroom. Your voice could be part of your presentation. Be careful in your choice of photos, music, symbols, and media to create a professional impression. Talking heads in your presentation should last no more than 15 seconds. Your **My Story** autobiography will be reviewed by your clinical teaching field supervisor and then you will send it electronically to your cooperating teacher during the second week of the semester.

- **Open Lab Help Sessions** will be offered Tuesday, Aug. 15, 9:00 am-noon and Tuesday, Aug. 22, 1:00-3:00 pm in MB 3.484. Your My Story is due to your clinical teaching field supervisor on **Friday, August 25, 2017**.

The foundation for this assignment was designed and developed by: Dr. Ambika Gopal Raj, Professor, Division of Curriculum & Instruction, California State University, Los Angeles, California

**Resources:** Listed below are several resources to help you create your **My Story** autobiography. Review the resource list and select the application that suits your presentation.


Check [Live Binders](http://www.livebinders.com) for more information about each application: [http://www.livebinders.com/play/play?id=938790](http://www.livebinders.com/play/play?id=938790)

**Questions** about the **My Story** assignment or need help creating your project? **E-mail:** teacher.edservices@utsa.edu.