

*The University of Texas at San Antonio,*

*College of Education and Human Development prepares culturally efficacious agents of change who are*

*knowledgeable, community-based, and professional.*

Course Description

Clinical teaching is the Capstone Course in the Teacher Certification Program at The University of Texas at San Antonio. The clinical teaching semester is a full-time clinical placement and the culmination of your preservice teacher education. The clinical experience provides you with the opportunity to apply the knowledge and techniques that you have learned in education courses and in courses in your specialization. The first week of this course will include orientation meetings and seminars. Additional seminars will be held throughout the semester. Clinical teachers are expected to be at their school placements for a minimum of 70 days over 14-17 weeks and keep up to date with ALL course requirements.

Course Goals and Objectives

All TEA Standards related to Pedagogy and Professional Responsibility and Content Area are assumed to be understood and demonstrated during the clinical teaching semester. For a complete list of Standards, please refer to the Texas Education Agency website, specifically,<http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/>

For a complete list of Field Experience Standards, set by the Association for Teacher Educators, please refer to their website (<https://ate1.org/field-experience-standards>)

Course Format

This course is clinically embedded, meaning that much of the learning and assignments are expected to be implemented through the clinical experience *(i.e. your placement in a school*); with additional reflections and assessments occurring online. Seven seminar meetings will occur over the course the semester. Individual pre-observation and post-observation conference meetings will occur with your Clinical Teacher Supervisor in accordance with performance assessment (PA)/POP Cycle requirements (*explained in more detail below*) and, as needed/requested.

Contact Information

Instructor:

Department:

Office Location:

Phone Number:

Email Address:

Course Materials

Flores, B. B., Claeys, L. C., & Gist, C. (2018). *Culturally Efficacious Teacher Preparation and Pedagogies for Social Justice.* Lanham, MD*:* Lexington, A Rowman Littlefield Subsidiary.

Helpful resource (but not required): Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms. ASCD, Alexandria, VA. ISBN: 978-1-4166-2330-4

*Additional course materials and resources will be available online via Blackboard Learn or Google.*

Tech Support

* Call OITConnect is the preferred method: 210.458.5555.
* Send an Email: OITConnect@utsa.edu.
* Visit a [UTSA Student Computing Services Lab](http://www.utsa.edu/oit/StudentServices/ComputersAndSoftware/Hours.html).

Grading

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| --- | --- | --- |
| **Activities & Assignments** | Total Points | Percent of Total |
| Seminars | 35 | 7% |
| Classroom Management Techniques & Critiques | 15 | 3% |
| Lesson Plans | 90 | 18% |
| Mentor Teacher Progress Reports | 30 | 6% |
| Performance Assessments (POP Cycles) | 300 | 60% |
| Portfolio of Teaching Experience | 30 | 6% |
| **Total** | **500** | **100%** |

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| **GRADE** | **Point Range** |
| **A (90-100%)** | **450-500** |
| **B (80-89%)** | **400-449** |
| **C (70-79%)** | **350-399** |
| **D (60-69%)** | **300-349** |
| **F (<60%)** | **<300** |

Seminars: (7 seminars, 5 points per seminar, 35 points total)

The purposes of the seminars are to:

* explore a broad array of issues related to teaching practices,
* delve deeper into the meaning of culturally efficacious education,
* prepare for Performance Assessments/POP Cycles and TExES success,
* further explore content that is relevant, timely and data driven, and
* learn and employ self-care practices.

**To earn the full 5 points per seminar, participants must meet expectations in three areas: Attendance, Professionalism, and Reflection:**

1. **Attendance: 1 point per seminar**

Attendance at all scheduled seminars is mandatory. Clinical Teachers are expected to arrive within 15 minutes before start-time and stay for the duration of the seminar. It is the Clinical Teacher’s responsibility to sign in and note the time of arrival and departure on the sign-in sheet.

1. **Professionalism: 2 points per seminar**

Professionalism is measured by the CTESS Domain 4 and will also be displayed through preparedness and constructive engagement. Clinical Teachers are expected to prepare for seminar by bringing any and all materials requested and by having completed any pre-work (as applicable). Clinical teachers are to demonstrate a growth mindset and fully engage in **all** seminar discussions and activities in a positive, productive, and inclusive manner.

1. **Reflection: 2 points per seminar**

A written reflection of the day’s experiences will be recorded by the Clinical Teacher on a discussion board within Blackboard Learn before leaving the seminar. Reflections must address all questions posted, be written in full sentences and paragraph form, and 150-200 words in length.

**Classroom Management Techniques & Critique:**

**(3 strategies, 5 points each, 15 points total)**

**Due dates: January 27, March 2, April 27, 2020**

On a Blackboard Learn discussion board, clinical teachers will share and discuss three specific classroom management strategies that they implemented and/or observed over the clinical semester. The Clinical Teacher will share resources, materials, and measurements of success. Each discussion board entry must include the following information:

1. Grade Level:
2. Purpose: (ex. “to maintain focus of an individual student”; “to regain class attention”)
3. How successful implementation is measured: (ex. “all students are looking at the teacher & quiet”; “all students are matched with a partner and engaged in conversation”)
4. Materials needed: (as applicable or NA)
5. Perceived ease of implementation (scale of 1-5 with 1=extremely easy and 5=extremely challenging)
6. Time it took to reach desired result: (ex. “introduced strategy on 1st day of school, all students were responding as intended by day 3”)
7. Challenges: (As applicable)
8. Length of effectiveness/impact: (ex. “this strategy worked for one week and then fell apart” or “this strategy has been working effectively for the past 3 weeks”)

**Lesson Plans: (90 points total)**

**Detailed Lesson Plans due: February 28, April 3, and May 1, 2020**

**Weekly Lesson Plans due: April 5, April 12, April 19, 2020**

**Key Assignment due: May 1, 2020**

1. Detailed Lesson Plans (3 plans, 10 points each, **30 points total**): Three detailed lesson plans will be submitted for evaluation on Blackboard Learn. These can be the same lesson plans used for PA/POP cycle and must include student use of technology. Choose one of the lesson plan templates available on Blackboard, or receive documented approval from the Clinical Teaching Supervisor to use an alternate lesson plan template PRIOR TO submitting the lesson plan. Detailed lesson plans will at a minimum include:
	1. TEKS
	2. ELPS
	3. Content Objective(s)
	4. Language Objective(s)
	5. Key Vocabulary
	6. Materials
	7. Step-by-Step Procedures (with time stamps)
	8. Use of technology (by the students)
	9. Assessment (informal & formal; formative & summative)
	10. Documentation of differentiation (Tomlinson, 2017) throughout the lesson plan
2. Weekly Lesson Plans (3 plans, 10 points each, **30 points total**): Weekly lesson plans will be maintained by the Clinical Teacher throughout the clinical semester. These plans can be identical to what the Mentor Teacher uses to comply with their principal’s requirements. If the Mentor Teacher does not keep weekly lesson plans, the Clinical Teacher will use one of the weekly lesson plan templates available on Blackboard, or may receive documented approval from the Clinical Teaching Supervisor to use an alternative weekly lesson plan format. During the 3 weeks/15 days of full plan/full teach the Clinical Teacher will submit weekly lesson plans on Blackboard. These plans must be posted by 11:59 PM on the Sunday before the plans will be implemented.
3. Key Assignment (**30 points total**): The Key Assignment includes a detailed lesson plan (10 points) and a reflection essay (20 points). Both parts of the Key Assignment are submitted on TaskStream via a link in Blackboard Learn. The detailed lesson plan will follow the same criteria as noted above in section “a”. The reflection essay is a response to the prompt: *How do you demonstrate that you are a culturally efficacious agent of change who is knowledgeable, community-based, and professional?* Rubrics for the lesson plan and the reflection essay will be available on Blackboard Learn.

**Mentor Teacher Progress Reports: (3 reports, 10 points each, 30 points total)**

**Due dates: February 13, March 5, and April 2, 2020.**

The Clinical Teacher and Mentor Teacher will collaboratively construct a minimum of 3 Progress Reports throughout the clinical teaching semester.

* It is the responsibility of the Clinical Teacher to schedule a progress report meeting with their Mentor Teacher. A minimum of 3 reports must be submitted over the semester.
* Clinical Teachers are expected to bring to the meeting their own self-assessment of their progress, current level of proficiency, and supporting evidence for each CTESS domain and dimension.
* The Mentor Teacher and Clinical Teacher will discuss current areas of strength (reinforcement) and growth (refinement) as well as note specific goals and action steps to guide progress until the next meeting.
* After the conclusion of the meeting, the Mentor Teacher will provide a written summary of feedback via the online Mentor Teacher Progress Report link, which, when submitted, will be emailed to the UTSA Office of Teacher Services, the Mentor Teacher, Clinical Teacher, and the Clinical Teacher Supervisor.

Note: Mentor Teacher Progress Reports are informational only and are not a graded component of the course (the points earned are for timely completion only, not associated with CTESS rubric).

**Walkthrough Observations: (2 or more, 0 points each)**

The Clinical Teacher Supervisor will conduct at least two Walkthrough observations over the semester. Walkthroughs are short 10-15 minute classroom observations that focus on particular areas of refinement noted by the Mentor Teacher, Clinical Teacher Supervisor, or Clinical Teacher. The Clinical Teacher Supervisor will script observational notes regarding focus CTESS domains and dimensions as well as implementation of Co-Teaching Structures. When possible and appropriate, these observations will include active on-the-spot coaching to maximize the candidate's professional growth and development. Documentation of walkthrough observation feedback will include one area of reinforcement and one area of refinement. A report will be emailed to the Office of Teacher Services, the Clinical Teacher, the Mentor Teacher, and the Clinical Teacher Supervisor via an online form.

Note: Walkthrough observations are conducted as coaching/learning opportunities and are not a graded component of the course.

**Performance Assessments/POP Cycles: (100 points each, 300 points total)**

**POP Cycle 1: Jan 28-Feb 28; POP Cycle 2: Mar 2-Apr 4; POP Cycle 3: Apr 6-May 1**

Performance Assessments (PAs) have three stages/segments: **P**re-Observation Conference; **O**bservation; and **P**ost-Observation Conference.These stages combine into a **POP** **Cycle**. During a clinical semester, Clinical Teachers consult with their Clinical Teacher Supervisor and conduct **three POP Cycles**. Requirements for each stage of the cycle are provided in the Clinical Teaching Handbook and will be covered in seminars with the Clinical Teacher Supervisor. Documentation for the assessment of the formal observation is conducted by the Clinical Teacher Supervisor via the CTESS Observation Form.

Mentor Teachers are encouraged to provide input to the Clinical Teacher Supervisor via Mentor Teacher Progress Reports, observational notes taken during the lesson implementation, and informal conferencing after the observation has been conducted. At least three PA/POP Cycles will be conducted over the course of the semester-long clinical experience. Each PA/POP Cycle is worth 100 points. The scale is weighted based on the goal for each PA/POP Cycle. The highlighted section is the target proficiency level for each assessment.

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| **Performance Assessment** **(POP Cycle) #1****Jan 27 – Feb 28** | **Multiply the number of dimensions at each proficiency level by the weighted score** |
| Accomplished | Proficient | Developing *(Goal)* | Needs Improvement | Total Points |
| Domain 1 *(4 Dimensions)* | x 5 = | x 5 = |  x 5 =  | x 3 = |  |
| Domain 2 *(5 Dimensions)* | x 5 = | x 5 = |  x 5 =  | x 3 =  |  |
| Domain 3 *(3 Dimensions)* | x 5 = | x 5 =  |  x 5 =  | x 3 = |  |
| Domain 4  | Not evaluated during POP Cycle #1 | 20 |
| Domain 5  | Not evaluated during POP Cycle #1 | 20 |
| **Grand Total** |  |
| **Performance Assessment** **(POP Cycle) #2****March 2 – April 3** | **Multiply the number of dimensions at each proficiency level by the weighted score** |
| Accomplished | Proficient | Developing *(Goal)* | Needs Improvement | Total Points |
| Domain 1 *(4 Dimensions)* | x 4 = | x 4 = | x 4 = | x 1 = |  |
| Domain 2 *(5 Dimensions)* | x 4 = | x 4 = | x 4 = | x 1 = |  |
| Domain 3 *(3 Dimensions)* | x 4 = | x 4 = | x 4 = | x 1 = |  |
| Domain 4 *(5 Dimensions)* | x 4 = | x 4 = | x 4 = | x 2 = |  |
| Domain 5 *(8 Dimensions)* | x 4 = | x 4 = | x 4 = | x 2 = |  |
| **Grand Total** |  |
| **Performance Assessment** **(POP Cycle) # 3****April 6- April 24** | **Multiply the number of dimensions at each proficiency level by the weighted score** |
| Accomplished | Proficient *(Goal)* | Developing | Needs Improvement | Total Points |
| Domain 1 *(4 Dimensions)* | x 4 = | x 4 = | x 2 = | x 1 = |  |
| Domain 2 *(5 Dimensions)* | x 4 = | x 4 = | x 2 = | x 1 = |  |
| Domain 3 *(3 Dimensions)* | x 4 = | x 4 = | x 2 = | x 1 = |  |
| Domain 4 *(5 Dimensions)* | x 4 = | x 4 = | x 3 = | x 2 = |  |
| Domain 5 *(8 Dimensions)* | x 4 = | x 4 = | x 3 = | x 2 = |  |
| **Grand Total** |  |

**Summative Evaluations: (1 evaluation, 0 points each)**

One Summative Evaluation is completed by the Clinical Teacher Supervisor at the end of the clinical teaching semester. The CTESS rubric is used to assess current level of mastery in all five domains: 1.Planning, 2.Instruction, 3.Learning Environment, 4.Professional Responsibilities & Dispositions, and 5. Cultural Efficacy Development.

A summative evaluation considers the Clinical Teacher’s demonstrated actions over the entire semester, and includes evidence collected from Mentor Teacher Feedback Reports, Walkthroughs, and PA Observations. Clinical teachers will use this information to create professional development goals for continuous growth. Evaluation results are shared and discussed in a meeting with the Clinical Teacher and a copy of the report will be provided to the Clinical Teacher to include in their professional portfolio.

**Portfolio of Clinical Teaching Experiences: (30 points total)**

**Due date: May 1, 2020**

Clinical Teachers will prepare an electronic portfolio of their clinical teaching experience. The electronic format could be via Google, LiveBinders, or other format approved by the Clinical Teaching Supervisor. The intended audience for this portfolio is principals/adminstrators or other individuals involved with the employment process. A link to the portfolio must be uploaded to Blackboard Learn for evaluation by the Clinical Teacher Supervisor. An assessment rubric is available on Blackboard Learn.

Contents of the Portfolio must include:

1. Critical reflection that responds to the prompt: *How do you demonstrate that you are a culturally efficacious agent of change who is knowledgeable, community-based, and professional?* [Note: This is the same reflection essay that is submitted as part of the Key Assignment.]
2. Philosophy of Education (1-2 pages, APA format)
3. Description of clinical teaching experiences (1 page max, APA format)
	1. School district, school, teaching assignment
	2. Student demographics (of school and classroom)
	3. Additional activities such as tutoring, duties, etc.
4. Clinical Evaluations
	1. Observation reports from Clinical Teacher Supervisor
	2. Summative Forms from Mentor Teacher and Clinical Teacher Supervisor
5. Sample Lesson Plan with assessment rubrics and student artifacts [Note: this can be the same lesson plan that is submitted as part of the Key Assignment or used for one of the Observed lessons for a performance assessment.]
	1. Detailed lesson plan
	2. Supplemental materials (slides, pictures of anchor charts, handouts, pictures of other materials used)
	3. Assessment instruments with rubrics
	4. De-identified samples of student work
	5. Photographs (*Be cautious about issues of confidentiality when using photos or documents containing students’ or parents’ names or images.  Photograph students minus facial-recognition only*).
6. Certificates from professional learning
	1. TBSI
	2. Bully Prevention Online Course
	3. Mental Health First Aid
	4. Conferences or district Professional Learning sessions

Course Expectations & Policies

It is expected that Clinical Teachers will conduct themselves in a professional manner with a positive and productive growth mindset throughout their clinical experience. As representatives of UTSA and the host district, they must abide by all UTSA and district requirements and follow the guidelines presented in handbooks and protocols for each entity. All assignments are to be submitted electronically to show timestamp and have a record of submittal. Late assignments are eligible to receive up to 75% of the total original points allotted, if submitted within 48 hours of due date and time.

Campus & Online Resources

**The Writing Center**: The Writing Center supports the entire UTSA Community, including undergraduates, graduate students, and faculty/staff members. Visit TWC at the Main Campus in the JPL building (2.01.12D) or at the Downtown Campus in the Frio Street Building (FS 4.432). TWC also offers online tutoring. To make an appointment, go to the [TWC website](http://www.utsa.edu/twc/) and register for our online scheduling system, WCOnline. Once registered, you can see our schedule and make appointments. Walk-ins are still welcome, but they must also register before seeing a tutor. If you have any questions about TWC’s scheduling system or about the tutoring process, please call the Writing Center at (210) 458-6086 or email martha.smith@utsa.edu.

**Counseling Services**: Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit [Counseling Services website](http://utsa.edu/counsel/) or call (210) 458-4140 for Main Campus and (210) 458-2930 for Downtown Campus.

Academic Honesty

Students are responsible for learning and understanding the UTSA policy on academic misconduct. Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in this [Information Bulletin Appendix B, Sec. 203](http://catalog.utsa.edu/informationbulletin/appendices/studentcodeofconduct/).

[The Roadrunner Creed](https://utsa.edu/about/creed/)

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. As a Roadrunner, I will:

* Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
* Respect and accept individual differences, recognizing the inherent dignity of each person;
* Contribute to campus life and the larger community through my active engagement; and
* Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.
* Guided by these principles now and forever, I am a Roadrunner!

Copyright and Fair Use

Copying, displaying, and distributing copyrighted works may infringe the owner's copyright. The University of Texas System's policy statement on Fair Use of Copyrighted Materials can help you determine whether your use of a copyrighted work may be an infringement. Any use of computer or duplication facilities by students, faculty, or staff for infringing use of copyrighted works is subject to appropriate disciplinary action as well as those civil remedies and criminal penalties provided by federal law.

Copyright law applies to the Internet, which contains a mixture of copyrighted and non-copyrighted materials. An item does not have to display a statement of copyright to be copyrighted. It is assumed that an item is copyrighted until otherwise determined. For more information on copyright, see [The University of Texas System Office of General Counsel](https://www.utsystem.edu/offices/general-counsel) website. A printed copy is also available at the Reference, Circulation and Multimedia Center service desks in the Library. For local guidance, visit the [library guide on copyright information](http://libguides.utsa.edu/copyright) and contact the UTSA Library at 210.458.7506.

Disability Services

The University of Texas at San Antonio, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from Student Disability Services. The key to obtaining appropriate accommodations at UTSA is providing the appropriate documentation. Every student who receives accommodations at UTSA must have a documented condition, which constitutes a disability under the guidelines of the ADA. It is the student’s responsibility to provide documentation of disability to UTSA Disability Services Office and meet with a counselor to request special accommodation before classes start. Only those students who have officially documented a need for an accommodation will have their request honored.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found through [Student Disability Services](http://www.utsa.edu/disability) at the Main Campus (210) 458-4157 or the Downtown Campus (210) 458-2945.

**Note**: Disability Services recommends that students deliver their letters personally to preserve confidentiality and to create an opportunity for discussion between the student and instructor.

Netiquette

There is an informal code of conduct that most people follow on the Internet. Often people who break the code become the victims of flame responses. Netiquette includes not sending email or posting messages in ALL CAPS, avoiding too many exclamation points, or asking repetitive questions in forums that have already addressed the topic or have FAQs posted. Sending spam is also a violation of netiquette. You're not legally obligated to follow proper netiquette, but you will have an easier time communicating with others over the Internet if you do.

Privacy

Blackboard Learn software automatically stores course access records, quiz scores, email postings, discussion postings, and chat room conversations. Make sure that your communications adhere to netiquette policy.

Changes

The syllabus is subject to change at the discretion of the instructor. Changes will be communicated via Blackboard. It is your responsibility to check Blackboard for corrections or updates to the syllabus. Any changes/corrections to the course materials, assignment dates, or other updates will be posted ahead of time in the course Announcements tool. It is your responsibility to check Blackboard regularly for updates.

# TExES and Certification

The goal for the work you will complete in your courses at UTSA is a teaching position where you improve students’ futures and build an honorable career. Getting that job takes more than excelling in your courses. You must pass the Texas Education Agency certification tests to become a teacher. Here is what UTSA recommends to ensure you are certified right after you graduate.**Do not wait to take your TExES!  TEA is planning on making major changes on the current exams. Beginning 2021, new tests will be required in reading and content. The PPR will be replaced with a performance based assessment, such as the EdTPA.**

* Read the preparation manuals for the Pedagogy and Professional Responsibilities (PPR) test and your content test available at the [testing vendor’s website](http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html). It tells you what you need to know.
* Form a study group. Plan how you will help each other prepare.
	+ Where and when will we meet?
	+ How will we support each other? What is each member expected to do for themselves and the good of the whole?
	+ When will we take the diagnostic, practice and real exams?
* Complete the PPR and Core Subjects review sessions available as Open Courses in [Blackboard](https://my.utsa.edu/).
* Take a [diagnostic test](http://education.utsa.edu/texes/texes_preparation_resources/) to find out what you know and what you need to study. Be open with your study group about what the diagnostic test is telling you. Ask for, and give, support. The best way to really learn something is to teach it. Use the [UTSA TExES Resources](http://education.utsa.edu/texes/texes_preparation_resources/) page.
* Take the content practice test as soon as practical. Generally, the COEHD will not teach you content. The TExES exams are aligned to the Texas Essential Knowledge and Skills ([TEKS](https://tea.texas.gov/curriculum/teks/)), so if you know the TEKS you should do well on the content test.
* UTSA provides [practice tests](http://education.utsa.edu/texes/practice_exam_schedule/) about once a month. You must score 70% or above to be approved for the real exam.
	+ If you score below 70% the first time you take the practice exam, discuss it with your study group and develop a study plan.
	+ If you score below 70% the second time, discuss it with me or another professor.
	+ If you score below 70% the third time, discuss it with Dr. Vriesenga.
* After you pass the content practice exam, submit an [eligibility form](http://education.utsa.edu/texes/Eligibility_Form/) to Dr. Vriesenga or the Teacher Education Services office, then schedule and pass the real TExES exam.
* Take the practice PPR exam early in the semester before clinical teaching.
	+ If you fail the exam, talk with me or another professor.
* After you pass the practice PPR, submit an eligibility form, then schedule and pass the real PPR.
* Plan to pass the real TExES content and PPR exams before you begin clinical teaching.
* If you need to pass the Bilingual Supplemental (BES) and English as a Second Language Supplemental (ESL) exams, plan accordingly.
* After passing your TExES exams, apply for certification through your [TEAL/ECOS account](https://tealprod.tea.state.tx.us/).
* Arrange for [fingerprinting](https://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/) with the Texas Education Agency.
* Do a degree audit with your advisor to ensure you have done everything to get your degree.

If you do all these things before you graduate, your certificate will post with TEA soon after the Registrar annotates your degree on your transcript. With a degree and a certificate, you are prepared to make your positive mark on your students’ lives. Start now!

# Certification Checklist

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| --- | --- | --- | --- |
| **Task (Rough Cost)** | **Date Planned** | **Date Complete** | **Result** |
| **Content Review** (Core Subjects) |  |  |  |
| **PPR Review** (All) |  |  |  |
| **Diagnostic Content Test** |  |  |  |
| **Diagnostic PPR Test** |  |  |  |
| **Practice Content Test** |  |  |  |
| **Practice PPR Test** |  |  |  |
| **Real Content Test ($120)** |  |  |  |
| **Real PPR Test ($120)** |  |  |  |
| **Practice BES** |  |  |  |
| **Practice ESL** |  |  |  |
| **Real BES ($120)** |  |  |  |
| **Real ESL ($120)** |  |  |  |
| **TEA Fingerprinting ($50)** |  |  |  |
| **Apply for Cert ($75)** |  |  |  |
| **Degree Audit** |  |  |  |
| **Graduation** |  |  |  |
| **Apply for Jobs** |  |  |  |
| **Begin Teaching** |  |  |  |

# Study Group

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| **Date/Time/Place** | **Subject/Leader/Required Preparation** | **Result** |
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**Clinical Teaching Calendar**

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| **Dates/Weeks** | **Clinical Teachers** | **Mentor Teachers** | **CT Supervisors** |
| **Jan 6-10** |  |  | Jan 7-8 CTS Training  |
| **Jan 13-17** | Jan 15-17 Clinical Teachers Training  |  | Jan 15-17 CT Training/Meetings |
| **Jan 20-24****Week 1** | Jan 20 HolidayJan 21 1st Day on Campus | Jan 20: HolidayJan 21: 1st Day on Campus | Jan 20 HolidayJan 21 1st Day on Campus |
| **Jan 27-31****Week 2** | POP Cycle 1 BeginsSeminar #3 – This Week | POP Cycle 1 Begins for CTVodcast Forms due | Seminar #3 – This Week; Submit Agenda and Sign-In Sheet |
| **Feb 3-7****Week 3** |  |  |  |
| **Feb 10-14****Week 4** |  | Feb 13: 1st Mentor Progress Report Due; Complete and Upload Online |  |
| **Feb 17-21****Week 5****Day 20 of 70** | Seminar #4 - This Week |  | Seminar #4 - This Week; Submit Agenda and Sign-In Sheet |
| **Feb 24-28****Week 6** |  |  | POP Cycle 1 EndsComplete and Upload First CTESS Observation |
| **Mar 2-6****Week 7****Day 30 of 70** | Seminar #5 - This WeekPOP Cycle 2 Begins | March 5: 2nd Mentor Progress Report Due; Complete and Upload | Seminar #5 - This Week; Submit Agenda and Sign-In SheetPOP Cycle 2 Begins |
| **March 9-13****Week 8** | **<<<<<<<<<<<<<<<<<<SPRING BREAK>>>>>>>>>>>>>>>>>>>>>>** |
| **March 16-20****Week 9** | 2nd Dual Placement Begins at New Campus for Clinical Teachingfor Art, Kinesiology, Spanish |
| **March 23-27****Week 10****Day 40 of 70** |  |  |  |
| **Mar 30-April 3****Week 11** | Seminar #6 - This Week | April 2: 3rd Mentor Progress Report Due; Complete and Upload | Seminar #6 - This Week; Submit Agenda and Sign-In Sheet April 3 - POP Cycle 2 Ends; Complete and Upload Second CTESS Observation |
| **April 6-10****Week 12****Day 50 of 70** | April 6 - POP Cycle 3 BeginsApril 6 - Full 15 Days of Instruction Begins -1st Week | April 6: POP Cycle 3 BeginsApril 6: Full 15 Days of Instruction Begins -1st Week | April 6 - POP Cycle 3 BeginsApril 6 - Full 15 Days of Instruction Begins -1st Week |
| **April 13-17****Week 13** | Full 15 Days of Instruction Continues -2nd week | Full 15 Days of Instruction Continues | Full 15 Days of Instruction Continues |
| **April 20-24****Week 14****Day 60 of 70** | Full 15 Days of Instruction Continues -3rd Week | April 23: 3rd Mentor Progress Report Due; Complete and Upload | April 24 - POP Cycle 3 Ends; Complete and Upload Third CTESS Observation |
| **April 27-May 1****Week 15** | Seminar #7 - This Week | Provide input to Summative Evaluation | Seminar #7 - This Week; Submit Agenda and Sign-In SheetCTESS Summative Evaluation due by May 6 |
| **May 4-8****Week 16****Day 70 of 70** | May 6 Last Day in SchoolsMay 7 – New Teacher/Reception & Induction CeremonyAll Field Logs Due | May 7 – New Teacher/Reception & Induction Ceremony | May 6 CTESS Summative Evaluation Form DueLast Days in SchoolsAll Field Logs Due |
| **May 11-15****Week 17** | MAKE-UP DAYS | MAKE-UP DAYS | MAKE-UP DAYS |