



Cooperating/Mentor Clinical Teacher Handbook 2019-2020

CI 4613: Clinical Teaching

CI 4716: Clinical Teaching

CI 4923: Internship in Education

EC-6 Core Subjects
EC-6 Core Subjects + Bilingual
EC-6 Core Subjects + ESL

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Letter from Interim Director of Clinical Teaching

To Mentor 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 teacher educator professionals who will contribute to the development 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 clinical teacher 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 time of your educational experience!

As you embark on this new venture, you will be guided by your mentor teacher and your university clinical teacher 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 mentor teacher, your university clinical teacher supervisor, and all university faculty and staff will be proud of you as you enter the profession you have chosen.

Sincerely,

Lorena Claeys

Lorena Claeys, Ph.D.
Interim Director of Clinical Teaching and Executive Director of the Academy for Teacher Excellence
The University of Texas at San Antonio

1. UTSA College of Education and Human Development Conceptual Framework

UTSA and its College of Education and Human Development (COEHD), as a Hispanic-thriving, urban-serving institution, are uniquely positioned to influence the educational system within the San Antonio area and beyond. Dr. DelliCarpini clearly articulates her vision for the COEHD to become a premier Urban serving College of Education and Human Development and a demonstration site whose core mission is to partner with community organizations, health and human development organizations, and K-12 school districts within the city and region to develop effective systems through collaborative, mutually beneficial partnerships that prepare our students to become “inclusive, transformative leaders guided by principles of community, integrity, equity, excellence, diversity, scholarship and service” (UTSA COEHD Mission Statement).

At present there are seven departments: *Bicultural-Bilingual Studies; Counseling; Educational Leadership and Policy Studies; Educational Psychology; Health, Kinesiology, and Nutrition; Interdisciplinary Learning, and Teaching; and Race, Ethnicity, Gender, and Sexuality Studies*. The COEHD is accredited by the Southern Association of Colleges and Schools and has national and state accredited programs (see **Appendix A - Accreditation: Educator Certifications & Professional Licensures**).

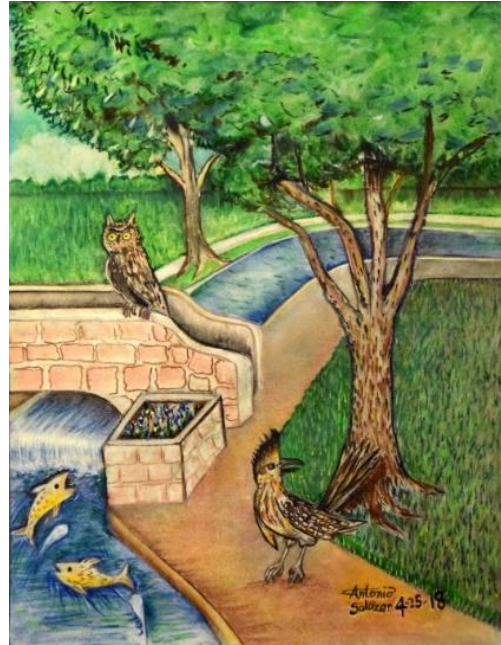
The College of Education and Human Development is situated within a historical, multilingual, and multicultural city that makes the San Antonio area unique, vibrant, and representative of the demographic shift that is occurring throughout the United States. Using a theory of change framework, we identified the assets that exist within our community while we considered the college’s sphere of influence and responsibility for graduating educators and professionals who will serve our city, our state, and our country. To arrive at our conceptual framework and subsequent candidate proficiencies, we asked faculty, students, and other stakeholders to provide key terms of what they considered distinct characteristics/traits of educators and professionals.

As a result, to best represent our college and prepare graduates who are uniquely positioned to be transformative agents, we embraced the metaphor of the river to capture the essence of our conceptual framework and candidate proficiencies. The San Antonio River, with its ebbs and flows, is symbolic of cultural history and transformation as depicted in Carmen Tafolla’s poem excerpt and in Antonio Salazar’s drawing about the San Antonio River:

This River Here

This river here
is full of me and mine.
This river here
is full of you and yours.

And right here we stand,
washing clean our memories,
baptizing our hearts,
gathering past and present,
dancing to the flow
we find
right here
or maybe—
a little farther
down.



In the subsequent paragraphs, we will provide an overview of our theoretical lens that grounds our conceptual framework and guides the development of our candidate proficiencies. We also will discuss the alignment between our conceptual framework and the college's diversity stance. Then, we will define and describe our overarching theme and candidate proficiencies.

Social Justice Theoretical Lens

As COEHD faculty, we are grounded in a social justice transformative lens. We believe that all individuals—our faculty, students, alumni, and those who we engage and serve should be treated in an equitable manner that ensures attainment of goals. Social justice requires that educators and professionals critically examine power, privilege, and oppression within classrooms, institutions, personal relationships, or systems that maintain and/or promote social inequity. Further, a social justice transformative lens requires that educators and professionals have the commitment and courage to attend to the pernicious inequities that exist while enacting in ways that create opportunities for social change (Flores, Claeys, & Gist, 2018; Hackman, 2005; Nieto, 2012). We also believe in democratic principles that ensure participation of all constituents within the university and the communities we serve.

Alignment with COEHD Diversity Mission Statement

Our social justice theoretical lens is aligned with our COEHD Diversity Stance. The UTSA College of Human Development is committed to diversity which may include socioeconomic background, ethnicity, race, religion, sexual orientation, gender identity, age disability, veteran status, nationality, and intellectual perspective. As a College, we embrace diversity in the recruitment and retention of scholars, researchers, highly skilled and dedicated staff, and talented students from all communities. Diversity and inclusiveness are a core strength and an essential element of our public service mission and contribute to academic and professional excellence. At UTSA, we believe that the time has come to move from a philosophical discussion to identifying practices that can radically change the way educators and professionals are prepared, how they are inducted, mentored, and professionalized in the field, and how we can aggressively and positively impact our schools, community agencies, and other systems.

Overarching Theme: Culturally Efficacious Agents of Change

Aligned with the UTSA principles of *integrity* and *professionalism*, and the COEHD's diversity stance, culturally efficacious educators as agents of change are knowledgeable, community-based, and professional. Grounded in a social justice and transformative theoretical framework, culturally efficacious educators demonstrate strong disciplinary knowledge and critical praxis, personal and professional identities, self-determination, sociocultural competence, efficacy, critical reflexivity (Flores, Clark, Claeys, & Villarreal, 2007; Flores, Claeys, & Gist, 2018), and sustain the community's knowledge and ways of being. In order to transform our practices and ensure a common understanding, we define and operationalize candidate proficiencies in the subsequent section. In doing so explicitly, we are providing our candidates with opportunities for self-empowerment.

Candidate Proficiencies: Knowledgeable, Community-Based, and Professional Knowledgeable

Definition. For students in the COEHD, being knowledgeable about their disciplinary area means that they have a demonstrable understanding of the concepts, skills, and dispositions in their respective disciplines. Being a knowledgeable graduate includes conceptual and practical aspects related to comprehension of the concepts, skills, and dispositions and its application in a wide variety of settings. All students in the COEHD will be active practitioners in their related fields of study. Thus, classroom, lab, and field

work will help to engage COEHD students to strengthen and create new bridges between knowledge and application.

There are four areas of being knowledgeable that relate to the COEHD Conceptual Framework: equity, partnerships, technology, and disciplinary theories, concepts, skills, and dispositions through critical praxis and application in the field.

How is the Knowledgeable Competency enacted by our Candidates and Graduates?

(a) Demonstrating Knowledge of Equity: COEHD students and alumni demonstrate a breadth and depth of issues regarding (in)equity in schools, communities, and clinics. As COEHD students progress through their respective programs, they will consider the ways in which students have (or do not have equitable) access, opportunity, and resources to help their students and clients thrive and succeed in the future. COEHD students seek opportunities to dismantle issues of inequity. COEHD students and alumni adopt a culturally efficacious, culturally sustaining stance towards teaching, learning, and success that promotes individual strengths and collective goals.

(b) Demonstrating Knowledge of Partnerships: COEHD students and alumni demonstrate a knowledge of partnerships that span multiple settings and serve multiple purposes. Such partnerships include those based in the community, school, clinic, and other informal settings that support their future work. Building on the premise that teachers, administrators, counselors, and others cannot do their work without creating, maintaining, and strengthening partnerships, COEHD students seek those partnerships as a part of their practice. A strategic goal of the COEHD and UTSA is to connect with the greater San Antonio community.

(c) Demonstrating Knowledge of Technology: COEHD students and alumni demonstrate a knowledge of technology that includes the appropriate application of this technology to serve their work, students, and communities. It is critical for students to engage in learning technologies to remain current with the latest applications in their respective fields. Such knowledge is necessary so that our graduates can apply it in their own classrooms. COEHD students and alumni judiciously use safety and privacy features that protect one's personal information.

(d) Demonstrating Disciplinary Theories, Concepts, Skills, and Dispositions through Praxis and Application: COEHD students and alumni demonstrate a knowledge of the theories, concepts, skills, and dispositions that exemplify critical praxis and application of those ideas. It is important for students to demonstrate such knowledge from theory

into practice. COEHD students and alumni are responsible for knowledge production in each of their related areas of study. This includes knowledge of the skills and dispositions as outlined in the Texas standards for education professionals.

Community-Based Definition.

As COEHD faculty, we are grounded in community. We are a people with common learning and growth development interests and diverse characteristics residing in an academic community made-up of faculty, students, staff, and alumni. We support the continued development of all with whom we share community with a vision toward inclusiveness. Diversity and inclusiveness are a core strength and are essential elements of our public service mission that contribute to academic and professional excellence.

We understand that community is based on shared values. We advocate for diversity which may include socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, race, ethnicity, and intellectual perspectives. As a College, we recognize the importance of sustaining the heritage of communities while also embracing their continued development. We will prepare diverse community-based professionals who are highly skilled scholars, researchers, educators, and administrators.

How is the Community-Based Competency enacted by our Candidates and Graduates?

Construct 1: Community-building. Candidates demonstrate active engagement and skills in the development and sustainment of communities.

(a) Demonstrating a Community-Based Philosophy: The College of Education and Human Development prepares diverse professionals for the development and sustainment of a variety of communities, including their own. This will be observed through student feedback after completing field-based experiences within area communities and leadership roles assumed. We believe in a culturally-sustaining community approach to the preparation of professionals who are dedicated to appreciating and enriching their communities of origin and other expanded systems. We are preparing professionals to be culturally efficacious in sustaining the knowledge and wisdom of our community from the perspective of scholarship and the community (Boyer, 1990). Students' professional development as culturally efficacious leaders will be observed through advanced practicum experiences with diverse communities and

internship experiences. Skills will include active listening, collaborative community building skills; and language and values that affirm and encourage participation.

(b) Demonstration of Observable Community Skills: Community skills include: the adaptation and application of professional knowledge and skills to identify and meet community needs; and the ability to recognize and utilize community assets as foundations for the development and sustainment of communities, and the ability to effectively communicate with community stake holders using community-inclusive language. Community skills also include the use of strength-based language and collaborative problem solving.

Construct 2: Community-Based Leadership.

Candidates demonstrate active community engagement and focus on the development of leadership as found in communities. Community leadership grounds candidates in authentic connections between the students they serve and the neighborhoods and communities in which these students live (Khalifa, 2016). This fosters trust between schools and homes that support strong community relationships.

(a) Engaged in community: Involved in local professional organizations that offer skill development to meet community needs;

(b) Progression of leadership development: Provides a personal growth plan that demonstrates/showcases community leadership development within diverse settings and communities.

In this way, candidates can practice collaborative leadership through strategic actions in schools by all stakeholders (Hallinger & Heck, 2010). Candidates become active participants in collaborative decision-making that impacts student development and/or program effectiveness.

Professional

Definition. The third characteristic is professional. Professional builds on the community-based and knowledgeable competencies. Professionals apply knowledge gained through inquiry in and outside of the classroom. Professionals are problem-solvers dedicated to act to improve practice across diverse community-based settings. Three areas of professional skill and disposition most relevant to the COEHD Conceptual Framework include: (a) strong professional identity, (b) integrity, and (c) collaborative leadership. We provide further enumeration about each of the following areas.

How is the Professional competency enacted by our candidates and graduates?

(a) *Strong professional identity.* Developing UTSA COEHD educators should see themselves as part of a community dedicated to both their field and discipline. This community is where professionals gain much of their practical knowledge and self-efficacy to enact change. UTSA and COEHD foster this professional identity through participation in coursework, experiential learning opportunities, student clubs, and participating in a variety of COEHD sponsored programs and events such as peer mentoring and guest lectures. Professional identity is further developed through modeling and membership in aligned state and national educational organizations.

(b) *Integrity.* COEHD educators embody integrity through ethical practice, honesty, and patience. Developing integrity as part of students' professional identity begins through modeling this trait in the broader COEHD community by faculty and staff. Modeling integrity includes transparency of decision making that reflects ethical practice. COEHD community members must be critically reflective and supportive within interactions with colleagues and students. Patience is important for developing trusting and meaningful relationships to promote and foster integrity as a professional trait throughout the community. COEHD students are held to the highest standard with regards to academic honesty within coursework. Students not demonstrating integrity through academic honesty are subject to evaluation of fitness to teach.

(c) *Collaborative leadership.* Collaborative leadership fostered in COEHD builds on at least three foundational principles. First, collaborative leaders build relationships and develop a trusted network of colleagues that reflect multiple levels of responsibility and points of view. Second, COEHD educators develop the ability to manage and resolve conflicts through a positive and constructive process. Finally, COEHD student leaders share control through transparent and open communication and shared decision making.

Benchmark Courses and Key Assignment/Portfolio

To ensure that our candidates and graduates become culturally efficacious agents of change who are knowledgeable, community-based, and professional, we have selected a benchmark course in each of our program areas in which the key assignment is a component of a portfolio:

Undergraduate Benchmark Courses:

C&I 4613/6 Clinical Teaching

C&I 4923/6 Internship in Education

[Graduate Courses Omitted]

The **key assignment** for the clinical teaching program will require candidates and graduates to document their proficiency in each of the areas by responding to the following prompt:

Critically reflect:

How do you demonstrate that you are a culturally efficacious agent of change who is knowledgeable, community-based, and professional?

The clinical teaching portfolio will include responses to this prompt via a written essay, a differentiated lesson plan with instructional materials, and sample artifacts collected over the residency experience. The complete portfolio should include the items listed in **the Clinical Teaching Portfolio**, and will be assessed using the competency rubrics shown on the following pages.

Knowledgeable: Every candidate in the program demonstrates knowledge of equity, partnerships, technology, and disciplinary theories, concepts, skills, and dispositions through critical praxis and application as relevant to their field and program of study.

Domain	Program demonstrates that candidate exceeds competency	Program demonstrates that candidate meets competency	Program demonstrates that candidate approaches competency
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Demonstrating Knowledge of Equity	Programs support candidates to have a complete and consistent knowledge base about equity with respect to their fields.	Programs support candidates to have a complete or a consistent knowledge base about equity with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about equity with respect to their fields.
Demonstrating Knowledge of Partnerships	Programs support candidates to have a complete and consistent knowledge base about partnerships with respect to their fields.	Programs support candidates to have a complete or a consistent knowledge base about partnerships with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about partnerships with respect to their fields.
Demonstrating Knowledge of Technology	Programs support candidates to have a complete and consistent knowledge base about technology with respect to their fields.	Programs support candidates to have a complete or a consistent knowledge base about technology with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about technology with respect to their fields.
Demonstrating Disciplinary Theories, Concepts, Skills, and Dispositions through Praxis and Application	Programs support candidates to have a complete and consistent knowledge base about disciplinary theories, concepts, skills, and dispositions through praxis and application with respect to their fields.	Programs support candidates to have a complete or consistent knowledge base about disciplinary theories, concepts, skills, and dispositions through praxis and application with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about disciplinary theories, concepts, skills, and dispositions through praxis and application with respect to their fields.

Community-Based: Every COEHD candidate/graduate will be able to demonstrate skills in community building and community leadership.

Domain	Program demonstrates that candidate exceeds competency	Program demonstrates that candidate meets competency	Program demonstrates that candidate approaches competency
Community Building	Program supports candidates' development in employing all aspects of a community-based philosophy; employs active listening and observable language that affirms community building and participation	Program supports candidates' development of some aspects of active listening and some observable language used in building / affirming community	Program supports candidates' development of one aspect of observable community building (e.g., active listening)
Community-Based Leadership	Program supports candidates' proficiency in aspects of community engagement and community membership; Program supports candidates' development of a personal growth plan that explicitly highlights areas of achievement and professional development in working with diverse communities	Program supports candidates in developing proficiency in one aspect of community membership and with developmental growth plans that explicitly highlight areas of community-based leadership	<p>Program supports candidates in the development of proficiency in at least one aspect of being an engaged community membership working with a community leader</p> <p>Program supports candidates in the development of a personal growth plan that implicitly highlights areas of achievement or development as community-based leaders</p>

Professional: Every COEHD candidate/graduate demonstrates appropriate professional dispositions in a field-based or clinical experience as evidenced through professional identity, integrity, and collaborative leadership.

Domain	Program demonstrates that candidate exceeds competency	Program demonstrates that candidate meets competency	Program demonstrates that candidate approaches competency
Professional Identity	Programs are proficient in supporting professional identity development and involvement with opportunities across multiple domains, including professional organizations and student organizations.	Programs are proficient in supporting professional identity development and involvement with opportunities across one domain, including professional organizations and student organizations.	Programs approach proficiency in supporting professional identity development and involvement with opportunities across one domain, including professional organizations and student organizations.
Integrity	Programs are proficient in demonstrating systemically with multiple measurable assessments (i.e. through fitness to teach) that candidates embody ethical practice, honesty, and patience.	Programs are proficient in demonstrating systemically with a measurable assessment (i.e. through fitness to teach) that candidates embody ethical practice, honesty, and patience.	Programs approach proficiency in demonstrating through a measurable assessment (i.e. through fitness to teach) that candidates embody ethical practice, honesty, and patience.
Collaborative Leadership	Programs are proficient in supporting collaborative leadership across multiple domains of skill building and practice, including open communication, transparency, shared decision making, and conflict resolution.	Programs are proficient in supporting collaborative leadership across one domain of skill building and practice, including open communication, transparency, shared decision making, and conflict resolution.	Programs approach proficiency in supporting collaborative leadership across one domain of skill building and practice, including open communication, transparency, shared decision making, and conflict resolution.

2. Fitness to Teach

UTSA Handbook of Operating Procedures, 5.17 Student Fitness for Professional Practice Policy

The University of Texas at San Antonio (UTSA) is committed to admitting and retaining students who meet the highest professional expectations of the professions they wish to enter. Each student is responsible for knowing and complying with the provisions of the Regents' Rules and Regulations, Rule 50101, the policies of UTSA, and the requirements and rules of the College and the academic program (program) in which the student is enrolled. (For the complete policy see: <http://www.utsa.edu/hop/chapter5/5-17.html>)

In accordance with UTSA's HOP § 5.17, "Student Fitness for Professional Practice" (above), the College of Education and Human Development (COEHD) adopts the following as its Fitness to Teach policy. (For the complete policy see: http://education.utsa.edu/certification_program/fitness_to_teach_policy/)

3. Adherence to School District Requirements

Email Addresses

- a. Clinical teacher supervisors will communicate with Clinical Teachers through the clinical teacher's preferred email address. CTESS Forms will be sent to the clinical teacher's preferred email account. Clinical Teachers should regularly check their preferred email account for communication from their clinical supervisor, the University Career Center, and other UTSA offices.
- b. Clinical Teachers are advised to use care when listing 'casual' email addresses with school district personnel. Some email addresses create unfavorable reactions and should not be used for professional correspondence.

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 occasionally 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 the information published on a social networking site will be examined by school district personnel officers prior to hiring a new teacher.
- c. UTSA clinical teacher supervisors reserve the right to examine clinical teachers' social networking sites.

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.

Telephones

- a. Clinical Teachers should be aware of the impression that their outgoing phone messages leave. Because school district personnel and clinical teacher supervisors occasionally call Clinical Teachers, unprofessional phone ringtones/messages should be changed during the clinical teaching year/semester.
- b. Cell phones are to be turned off during the day while Clinical Teachers are in their school placement or in UTSA classes/seminars.

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 mentor teacher and clinical teacher 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.

4. Active Shooter Training

While UTSA provides active shooter training to all UTSA students, we do not offer specific school district active shooter training to our Clinical Teachers. It is important to understand that each school district has specific plans and since UTSA works with 22 different districts, it would be impossible to simulate the district plans in our curriculum. Clinical Teachers should request access to their assigned school district's websites, resources, and/or video training at the beginning of their campus placement.

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.

6. Dealing with Conflict

Occasionally Clinical Teachers and mentor 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 their Mentor Teacher.

Basic Understandings:

- a. Clinical Teachers are guests in the classrooms of their Mentor Teachers and therefore should follow the Mentor Teacher's lead and suggestions.
- b. Communicating on a regular basis about classroom issues will lessen the likelihood of conflict and will encourage professional dialogue. Clinical Teachers and Mentor 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.
- c. 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 mentor teachers need assistance in sorting out differences of opinion. The following problem solving steps are suggested:

- a. During the regularly scheduled weekly communication time, discuss the problem.
- b. Use active listening skills to understand the other person's perceptions. Try to restate, paraphrase and summarize what the other person has said.
- c. Focus on work issues and leave personalities out of the discussion.
- d. Listen with empathy and see the conflict from the other person's point of view.
- e. Brainstorm possible solutions and be open to all ideas.

- f. Decide on a solution and put the solution into practice.
- g. 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 clinical teacher supervisor may suggest a three-way conference or meeting to help negotiate a solution to the problem.

7. Removal of a Clinical Teacher from his/her placement

The Clinical Teaching program is a cooperative relationship between UTSA, school districts, schools, mentor teachers, and clinical teachers. A Clinical Teacher is a ***guest*** in the classroom of his/her Mentor 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 placement, university courses, 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, the university clinical teacher supervisor, and the director of clinical teaching. Options for the Clinical Teacher will be explored during the conference.

8. Clinical Teacher Compensation

Policy: Unless previously approved by the Director of Clinical Teaching, during the clinical teaching semester, Clinical Teachers can not accept employment from the school district. After the clinical teaching experience has been completed, Clinical Teachers are eligible for employment in any position for which they are qualified.

9. Family Educational Rights and Privacy Act (FERPA)

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 inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- 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.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>: Captured June 6, 2011.

10. Teacher Educator Standards

STANDARDS FOR TEACHER EDUCATORS- THE ASSOCIATION OF TEACHER EDUCATORS

<https://ate1.org/resources/Documents/Standards/Teacher%20Educator%20Standards%20-%20Jan%202018.pdf>

STANDARDS FOR FIELD EXPERIENCES IN TEACHER EDUCATION-THE ASSOCIATION OF TEACHER EDUCATORS

<https://ate1.org/resources/Documents/Standards/Revised%20ATE%20Field%20Experience%20StandardsII.pdf>

11. Roles and Responsibilities

Assistant Professors in Practice (APiPs)/ Clinical Teacher Supervisors

All clinical teaching program courses are taught by UTSA College of Education and Human Development (COEHD) Assistant Professors in Practice (APiPs), Clinical Supervisors, or other faculty. All APiPs have multiple years of experience in their content area of instruction and working in the field of teacher preparation. In their role as clinical supervisors, APiPs and faculty are responsible for adapting UTSA course materials, field experiences, and clinical teaching experiences to meet with the core components of UTSA's coursework that aligns with the Educator Preparation Program. In addition to their faculty role, APiPs are also instructional coaches and mentors. APiPs guide teacher candidates on how to prepare and deliver lessons, they model effective strategies, and provide individual feedback on course assignments and activities in a multitude of formats - such as holding face-to-face and online meetings and providing additional resources and supplementary materials.

APiPs and/or clinical teacher supervisor are responsible for providing feedback on observed informal walk-throughs of the clinical teacher four times per semester (*NOTE: number of walk-throughs are dependent on the clinical teaching model/program CT is following such as: semester only clinical teaching or year-long clinical teaching*). APiPs/Clinical teacher supervisors also provide formal evaluations of clinical teaching using the Clinical Teacher Evaluation and Support System (CTESS) two times per semester, and include pre- and post- conferences (POP cycles) regarding observations no later than 48 hours prior to or following any formal observations (***NOTE: CTs in semester ONLY clinical teaching will be evaluated 3 times using the CTESS***). CTESS Forms link is available in Appendix C.

APiPs/Clinical teacher supervisors also provide a formal Summative Assessment of the Clinical Teacher's performance no later than one week prior to the end of each semester during their clinical teaching. Summative Form link is available in Appendix C.

As liaison representing the College of Education and Human Development, the APiP or clinical teacher supervisor will observe, evaluate, and confer with each Clinical Teacher and Mentor 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 APiP/clinical teacher supervisor include:

1. Conducting 4 CTESS/POP cycles evaluations during the clinical teaching year-long experience (***NOTE: Number of CTESS/POP cycles may vary depending on***

model/program Clinical Teacher is following, please check with your clinical teacher supervisor).

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 Mentor Teacher to provide orientation at the beginning of the semester and on a continuing basis throughout the semester.
5. Conducting regularly scheduled seminars.

A. Assignment to an Assistant Professor in Practice (APiP) or Clinical Teacher Supervisor

One of the most important ways clinical teachers will be supported during their preparation as a teacher will be through the work of the APiP/Clinical teacher supervisor that will be assigned to supervise, coach, and evaluate the Clinical Teacher during the field placement.

A clinical teacher supervisor will be assigned to a block of Clinical Teachers. This arrangement will enable the supervisor to understand the Clinical Teacher's goals and recognize strengths and weaknesses related to instructional competency and professionalism, and then assist the Clinical Teacher to develop and excel in these important dimensions. Along with your Mentor Teacher, the clinical teacher supervisor will be the person best positioned to provide recommendations when seeking a position as a teacher. The clinical teacher supervisor will actively promote Clinical Teacher positions in partner districts – on the condition that the Clinical Teacher has satisfied the expectations of the Educator Preparation program at UTSA.

The clinical teacher supervisor will also be the Clinical Teacher's primary point of contact for communication about the Educator Preparation Program, and the point of contact for the Mentor Teacher. To the extent possible, all communication will flow through the clinical teacher supervisor.

12. Responsibilities of Mentor Teachers

PREPARATION

1. Read UTSA Clinical Teacher-Mentor Teacher Handbook and, with the clinical teacher, review Mentor Teacher Orientation Vodcast Presentation on COEHD website:
http://education.utsa.edu/clinical_teaching/cooperating_teacher_information/
2. Prepare students to receive Clinical Teacher as a professional co-worker.
3. Provide a desk or work area, class seating chart, and class schedule for the Clinical Teacher.

PHASE ONE: ORIENTATION

1. Familiarize Clinical Teacher with school staff.
2. Acquaint Clinical Teacher with fire drill, active shooter, and other safety procedures.
3. Arrange opportunities for the Clinical Teacher to manage such daily responsibilities as attendance reports, lunch count, and so forth.
4. Allow the Clinical Teacher to assist individuals and groups in math, reading, etc.
5. Guide the Clinical Teacher in selecting and reading material aloud to children.
6. With the Clinical Teacher, set up a schedule for the gradual assumption of teaching responsibilities.
7. Hold daily conferences to give assistance in planning, evaluating, and guiding the Clinical Teacher. While addressing areas of concern, remember to stress positive aspects.
8. Acquaint Clinical Teacher with location of materials and supplies, offer training in the use of school computers and technology.
9. Begin informal observations and offer verbal feedback.

PHASE TWO: GRADUAL INDUCTION

1. Supervise and guide the Clinical Teacher as he/she plans and teaches his/her lessons. Approve the Clinical Teacher's lesson plans before they are taught with date and your signature.
2. Guide the Clinical Teacher in appropriate strategies for maintaining effective discipline.
3. Encourage the Clinical Teacher to try out creative and imaginative methods and allow the opportunity for trial and error under your supervision.
4. Provide the Clinical Teacher with continuing and specific feedback, verbally and in writing.
5. Include the Clinical Teacher in professional and/or other required meetings such as faculty meetings, family engagement events, literacy nights, other teacher meetings and PTA.
6. Complete bi-monthly Mentor Progress Reports (online) of Clinical Teacher. Mentor Teacher is also encouraged to script and provide feedback of Formal CTESS Observations conducted by the APiP and/or supervisor of the Clinical Teacher.

PHASE THREE: SHARING THE ROLE OF THE MENTOR TEACHER

1. Maintain regular communication with the Clinical Teacher and the clinical supervisor.
2. When appropriate allow the Clinical Teacher to observe and participate in parent conferences and ARD meetings.
3. Provide opportunities for teaching experiences in content areas, and require the Clinical Teacher to assist in evaluating students' work.

*** NOTE**

Throughout the semester, please contact the clinical teacher supervisor immediately about any questions or concerns regarding Clinical Teacher skills, behavior or professionalism.

OBSERVATIONS OF THE CLINICAL TEACHER BY THE MENTOR TEACHER

The following forms will be done by the Mentor Teacher:

1. Bi-monthly Mentor Progress Reports of Clinical Teacher (online)
2. CTESS Summative Evaluation forms (at end of each semester)

12.1 Bi-monthly Mentor Progress Report: The Mentor Teacher will do an online form every two weeks to monitor the clinical teacher's progress. Mentor teachers provide the Clinical Teachers with a Progress Report (online) bi-monthly based on lesson planning, professionalism and teaching. Prior to providing the progress reports, the mentor teacher collaborates with the clinical teacher regarding his/her performance and any growth noted during the two week period. The mentor teacher and clinical teacher also collaborate on an action plan as part of the next steps that the clinical teacher will work to and demonstrate continuous improvement in the two weeks following the progress report sessions.

12.2 CTESS Summative Evaluation of the Clinical Teacher: These summative forms will be completed in advance of the final week with the Clinical Teacher and reviewed with him/her at the end of each semester.

- A. At the completion of the Clinical Teacher's formal CTESS observation (POP cycle) per semester, which are conducted by the APiP/Clinical teacher supervisor, the Mentor Teacher will prepare a Summative Evaluation (ONE per semester) and discuss with the clinical teacher all of their areas of strength and growth based on any informal/formal observations, notes, bi-monthly progress reports, day to day co-teaching and teaching, and any feedback received by the APiP/clinical teacher supervisor.
- B. Mentor Teachers will also include an action plan with action steps outlined for the clinical teacher in the areas needing improvement based on suggestions from the APiP/clinical teacher supervisor and their Summative Evaluation in order to help CT improve in their first year of professional teaching. See Summative Form link in Appendix C.

C. **The Summative Form** will be done at the end of each semester: 1 Fall and 1 Spring. (*NOTE: Clinical Teachers doing semester ONLY clinical teaching will have 1 summative evaluation done at the end of the placement by the Mentor Teacher*).

12.3 Performance Assessment: The Mentor Teacher is encouraged to co-observe during the clinical teacher's Performance Assessment (CTESS evaluation) with the APiP/Clinical Teacher Supervisor and may script notes. The APiP/Clinical teacher supervisor may debrief shortly with MT after the Performance Assessment. Mentor Teachers are expected to provide information and feedback directly to the clinical teacher throughout the clinical teaching experience. They also assist the APiPs/clinical teacher supervisor by providing their scripting notes and observation feedback notes on the formal Clinical Teacher Evaluation and Support (CTESS) observations, which are modelled in a number of ways after the Texas Teacher and Evaluation and Support System (T-TESS) evaluations.

12.4 Informal observations will also be done by the Mentor Teacher and 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 school year.**

12.5 ROLE OF MENTOR TEACHERS

Mentor Teachers are expected to provide information directly to the Clinical Teacher throughout the semester-only clinical teaching or year-long clinical teaching experience and particularly through three phases of the CTESS Evaluation process, which is modelled in a number of ways after the T-TESS model of Teacher observations and includes –Formal **P**re- Observations, **O**bservations and **P**ost- Observation or **POP cycle**. Mentor Teachers also provide an end of the semester Summative Evaluation of the Clinical Teacher.

During the clinical teaching experience, clinical teachers are assigned a Mentor Teacher, defined by TEA as “an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.”

Upon arrival to campus, the Mentor Teacher provides the Clinical Teacher with relevant information to help the Clinical Teacher understand the learning context and student needs for instruction. This may include a brief statement of their teaching philosophy and information about their classroom context such as classroom demographics (number of students, English language proficiency levels, Individual Education Plans, Gifted/Talented), curriculum scope and sequence, lesson plans, and available classroom resources (technology, materials, textbooks).

Before the Clinical Teacher delivers their first lesson, the Mentor Teacher will provide oral and/or written feedback regarding the content of the lesson plan, and if it sufficiently meets the needs of the learners and required curriculum content.

After instruction and at the conclusion of the campus experience Mentor Teachers provide written feedback that addresses the Clinical Teacher's performance and their overall professionalism while at the campus.

12.6 Expectations of a Mentor Teacher

Prior to their field placement in early and later blocks, the clinical teacher supervisor will meet/contact the Mentor Teacher via email, phone conference, or face-to-face to clearly outline the expectations associated with being a Mentor Teacher, and the expectations that a Clinical Teacher has in the field placement. The following information is communicated to the Mentor Teacher and is available for reference in the Handbook.

Mentor Teachers are expected to:

- Work collaboratively with Clinical Teachers to plan, deliver, and assess instruction using the co-teaching model consistent with the Clinical Teacher progress through the teacher education program
- With the assistance of the clinical teacher supervisor, guide improvement of the Clinical Teacher instructional competency and professionalism
- Attend Mentor Teacher trainings conducted by the APiP or clinical teacher supervisor during the semester
- Consult informally with the APiP or clinical teacher supervisor about clinical teacher's progress during walk-throughs or as necessary
- Complete a bi-monthly progress report online concerning the performance of the Clinical Teacher
- Complete a CTESS Summative form of the Clinical Teacher at the end of each semester

13. COMPENSATION DAY FOR MENTOR TEACHERS

Mentor 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 Mentor Teacher provides.

If the school/district approves, the Compensation Day may be taken during the last two weeks of the clinical teaching semester/year. 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 mentor teacher, the Clinical Teacher, and the clinical teacher supervisor. Other districts require only verbal approval

from the Mentor Teacher and the clinical teacher supervisor. Whatever format the campus/district uses, this notice serves as documentation for university approval.

Contact the clinical teacher supervisor if you have any questions.

NOTE: Except for the Compensation Day, Clinical Teachers should not be used as unpaid substitute teachers. If a Mentor Teacher is going to be absent, a substitute teacher should be present in the classroom.

14. CONTINUING PROFESSIONAL EDUCATION CREDIT FOR MENTOR 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 cooperating 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 mentor teacher. The mentor teacher may repeat the experience one time for an additional 20 clock hours if he/she serves as a mentor teacher during an additional semester. The maximum number of CPE hours that may be earned by serving as a mentor teacher for a UTSA clinical teacher is 40 hours.

It is expected that Mentor teachers for UTSA Clinical Teachers will do the following:

- During the first two weeks of the placement, review the Mentor Teacher Orientation Vodcast with their Clinical Teacher and sign an Affidavit to that effect
- Review the UTSA Clinical Teacher-Mentor Teacher Handbook and both Mentor Teacher and Clinical Teacher will receive a certificate of completion
- 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 clinical teacher supervisor

Registration for this CPE is not required and no fee is charged.

15. RESPONSIBILITIES and EXPECTATIONS OF CLINICAL TEACHERS

The UTSA COEHD prepares Clinical Teachers to be culturally efficacious agents of change who are knowledgeable, community-based, and professional educators. Culturally efficacious educators demonstrate strong disciplinary knowledge and critical praxis, personal and professional identities, self-determination, sociocultural competence, efficacy, critical reflexivity and sustain the community's knowledge and ways of being.

EXPECTATIONS OF CLINICAL TEACHERS:

1. To maintain responsibility for communicating changes in schedules, absences, and other special needs with the university clinical teacher supervisor and Mentor Teacher.
2. To be punctual in attendance on assigned campus according to the Mentor Teacher, university clinical teacher supervisor, and school district policies.
3. Maintain confidential information received about students and families.
4. To become aware of and plan for individual differences among the children.
5. To be fair, impartial, and consistent in working with children.
6. To solicit and welcome constructive suggestions and incorporate them in subsequent planning and teaching.
7. To handle routine discipline problems, using a variety of classroom management methods; Clinical Teachers **will not** administer corporal punishment.
8. To be readily available to attend professional meetings, in-service programs, and evening activities sponsored by the school system.
9. All Clinical Teachers must develop a plan/schedule for making up any absences, which will be dependent upon supervisor notification and approval.
10. All Clinical Teachers will be expected to undergo formal CTESS evaluations (POP cycles with Residency, Year-long, and Semester Only Clinical Teachers); walkthroughs; bi-monthly Mentor Progress Reports, and end-of-semester summatives by both the Mentor Teacher and clinical teacher supervisor.
11. Clinical teachers will have access to TALC (Teacher Academy Learning Community), which is a platform provided by Academy for Teacher Excellence to students in the Educator Preparation Program for attaining/borrowing educational resources.
12. Clinical Teachers will be able to participate in Culturally Efficacious research presentation, inquiry and/or publication each semester (will be provided with list of possible venues such as: UTSA Residency poster session, TexTESOL, TexLER, SBI, UG/G Research symposium, etc.) with the support of the APiP or clinical teacher supervisor.

PREPARATION

1. Attend all required seminars and read UTSA Clinical Teacher-Mentor Teacher Handbook.
2. Complete *My Story* Autobiography and send electronically to Mentor Teacher and clinical teacher supervisor.
3. Review Clinical Teacher TExES responsibilities
4. Attend Campus/School orientations
5. Submit signed Indemnification form and other required paperwork
6. Review Fitness to Teach Policy

PHASE ONE: ORIENTATION

1. Meet Mentor Teacher, students, principal, and school staff.
2. Become acquainted with fire drill, active shooter, and other safety procedures.
3. Help with daily routines in the classroom.
4. Carefully observe Mentor Teacher's lessons and analyze them.
5. Observe children's behaviors and how the Mentor Teacher deals with classroom behavior and discipline problems.
6. Complete Clinical Teacher Information page.
7. Complete Campus Survey.

PHASE TWO: PLANNING FOR THE ACTUAL CLINICAL TEACHING EXPERIENCE

1. Assist individuals and groups in math, reading, etc.
2. Develop lesson plans with Mentor Teacher and have them approved by Mentor Teacher by Friday the week before the lessons are taught.
3. Confer at least once a week with Mentor Teacher for guidance and suggestions in planning and evaluating lessons.
4. Have a substitute folder available that the Mentor Teacher or others can use in case you are out.
4. Complete Key Assignment Lesson Plan and submit it in Blackboard.
5. Implement suggestions and recommendations given by the Mentor Teacher and the university clinical teacher supervisor.
6. Continue work on Professional Portfolio.

PHASE THREE: SHARING THE ROLE OF THE PROFESSIONAL TEACHER

1. Plan and teach independently in each content area during **clinical year**, for the required time/days, trying out and testing creative and imaginative ideas, activities, and materials.
2. At the close of the Clinical Teaching period, Clinical Teachers should gradually return subject area responsibilities to the Mentor Teacher.
3. Attend at least one parent-teacher conference or ARD meeting.

4. Learn to complete required forms accurately.
5. Help to evaluate children's work.
6. Manage classroom routines.
7. Demonstrate effective professional teaching skills.
8. Complete Reflection of Field Experiences assignment

A. UTSA Teacher Certification Requirements

All Clinical Teachers must demonstrate a clear criminal history record and follow the **Texas Code of Ethics and Standard Practices for Texas Educators**. Please see link for detailed description of each standard:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

B. Certification and Licensure Requirements

Clinical Teachers completing their Certification and Licensure Programs in UTSA's COEHD must follow the Conceptual Framework Outcomes. There are 12 outcomes and they include: Outcome 1: Knowledge of subject, Outcome 2: Knowledge of Pedagogy, Outcome 3: Sustained intellectual curiosity, Outcome 4: Global understandings, Outcome 5: Culturally efficacious teaching skills, Outcome 6: Equity-based planning skills, Outcome 7: Knowledge and use of assessment, Outcome 8: Management skills, Outcome 9: Social justice advocate, Outcome 10: Professional collaborator, Outcome 11: Informed reflective problem-solver and decision-maker, Outcome 12: Caring, confident, educator. Each Outcome has unique expectations.

C. Professionalism

All Clinical Teachers are expected to conduct themselves in a professional manner and this includes: professional dress, complete and submit all course assignments in a timely manner, maintain consistent open communication with mentor teachers, and adhere to each school district's Acceptable Use Policy.

Clinical Teachers will develop lesson plans according to the expectations/requirements for each course/instructor; students must be fully prepared to conduct the required number of CTESS formal evaluations as determined by the model/program per semester; engage in reflection; students will also use the Swivl technology to record and upload some of their lessons throughout the semester dependent upon equipment availability; any video which includes incidental footage of children will be kept secure (unlisted); all equipment is provided by UTSA and is the responsibility of the student;

students will also complete inventories/surveys as part of the different clinical teaching course/models as part of data collection.

C.1 Communication with Mentor Teacher: Clinical Teachers must maintain professional, open and consistent communication with their mentor teacher as they prepare for the campus visit, micro-teach lesson, and overall classroom experiences. Clinical Teachers are expected to make attempts (as necessary) to communicate with their mentor teacher regarding their instruction. The residency program liaison, APiP and/or the clinical teacher supervisor should be copied on all correspondence with the mentor teacher

D. Walk-through Observations

All Clinical Teachers are expected to participate in a **minimum of four (4) walk-through observations per semester**. These walk-throughs will be scheduled during specified weeks in the UTSA Calendar, however, Clinical Teachers are to be prepared week by week in order to be observed through these informal walk-through observations, which are between 10 to 15 minutes in duration. The APiP/clinical teacher supervisor will provide a Walk-Through Observation Form advising the Clinical Teacher of his/her teaching within 48 hours of the walk-through. **NOTE: Walk-through observations of Clinical Teachers are dependent on the clinical teaching model/program student is following** (e.g. semester only, year-long, etc.). Please refer to your clinical teacher supervisor for more information regarding walk-throughs.

E. CTESS Evaluations/POP Cycles

All Clinical Teachers are expected to participate in **two formal observations (CTESS/POP cycle)** per semester that will be conducted by the APiP/clinical teacher supervisor during the clinical year. (***NOTE: Clinical Teachers doing their clinical teaching in one semester ONLY will get three formal observations***). These formal observations consist of a **P**re-Observation Conference, **O**bservation, and **P**ost-Observation Conference (POP) Cycles using the CTESS rubric to guide the evaluations. In addition, all Clinical Teachers will receive **two formal summative evaluations at the end of each semester** given by **both the Mentor Teacher and clinical teacher supervisor**. The summative evaluations will be prepared using the Mentor Teacher Progress Reports, (in)formal walk-through observations, and the POP cycle evaluations.

E.1 Performance Support Plan

In the event that further support is necessary to enable the Clinical Teacher's professional learning growth and success, a [Performance Support Plan \(PSP\)](#) will be co-developed between the APiP/Clinical teacher supervisor and the Clinical Teacher.

E.2 Supplemental Performance Assessment

A supplemental performance assessment (2.5 and/or 4.5) is reserved for Clinical Teachers scoring below minimum expectations on performance assessments #2 and/or #4. Scoring outcomes of this supplemental performance assessment must result in achievement of minimum performance expectations noted in the clinical teaching syllabus in order to continue in the clinical teaching course and program. **NOTE:** Clinical Teachers in the semester only clinical teaching will receive three performance assessments and based on clinical teacher supervisor's evaluation, a fourth CTESS/Performance Assessment might be necessary due to unsatisfactory performance on prior PAs.

Note: A second, UTSA trained CTESS evaluator will INDEPENDENTLY score a supplemental performance assessment in addition to the APiP/Clinical teacher supervisor's scoring. Continued inability to display required performance proficiency levels will result in failing (removal from) the clinical teaching course and dismissal from the teacher certification program.

F. Personal Portfolio

All Clinical Teachers must complete and maintain a personal portfolio to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

G. Year-long Clinical Teaching Calendar/Timeline for Assuming Teaching Responsibilities (PLEASE CHECK WITH INDIVIDUAL C&I COURSE INSTRUCTOR and/or CLINICAL TEACHER SUPERVISOR)

H. Clinical Teaching Log: Clinical Teachers are responsible for maintaining an accurate record of their clinical teaching field experience hours. They are also responsible for maintaining an accurate field log that will be signed weekly by the Mentor Teacher(s) and initialed by the course APiP and/or clinical teacher supervisor. See sample form link in Appendix D.

I. REQUIRED ASSIGNMENTS:

All Clinical Teachers are required to complete all the following sessions:

- **Texas Behavior Support Initiative Training ("TBSI")** Online Course. This is a four-hour on-line training. Find it here: https://www.escweb.net/tx_esc_04/. Find instructions for registering for this on- line course on the clinical teaching website:

http://education.utsa.edu/clinical_teaching. Click on 'Student Section' and look for 'Directions for Accessing TBSI Training'.

When you have completed the training and passed the quiz, print the Certificate of Completion. Keep a copy for your files and turn in one copy to your university clinical teacher supervisor.

- **Bullying Prevention Online Course.** This is a one hour, eight-minute on-line training. Find it here: <https://www.stopbullying.gov>. Find instructions for registering for this on-line course on the clinical teaching website: http://education.utsa.edu/clinical_teaching. Click on 'Student Section' and look for 'Directions for Accessing Bullying Prevention Training'. When you have completed the training and passed the quiz, print the Certificate of Completion. Keep a copy for your files and turn in one copy to your university clinical teacher supervisor.

- **Youth Mental Health First Aid.** You must register for this eight-hour face-to-face session. Find it here: <https://www.eventbrite.com/o/the-center-for-health-care-services-12943405017>.

Determine if using the code TEACH still applies to receive free tuition.

Because the Youth Mental Health sessions fill up early, you may have to wait until the Fall semester to complete this requirement.

Please note: Be advised that the training will begin promptly at 8:00 am and will continue until 5:00 pm. Late-comers will not be allowed admittance and will be required to reschedule for another session. There will be a short lunch break. You may want to bring a sack lunch and drink.

When you have completed the training, you will receive a Certificate of Completion. Keep a copy for your files and turn in one copy to your university clinical teacher supervisor.

Check the clinical teaching website: http://education.utsa.edu/clinical_teaching/ for updates about clinical teaching.

16. 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.

Added by Acts 1995, 74th Leg., ch. 260, sect. 1, effective May 30, 1995. Renumbered from sect. 22.051 and amended by Acts 2003, 78th Leg., ch 1197, sect. 1, eff. Sept. 1, 2003.

Please note: Student Teachers from the University of Texas at San Antonio receive no pay during their student teaching experience.

17. 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 clinical teacher 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 Mentor Teacher. At the end of the semester, both the Clinical Teacher and Mentor Teacher should sign and date the Log Sheet and the Clinical Teacher should turn the Log Sheet in to the clinical teacher supervisor for inclusion in the Clinical Teacher's file.

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

Per TEA requirements, Clinical Teachers must accrue **70 days** on their campus placements. 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 Mentor Teacher of the absence immediately.
3. Inform the clinical teacher 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 70 days, per TEA requirements.

17.1 Attendance Policy and Documentation

Monitoring Attendance in the Field Placement

Clinical Teacher must report to, attend, and participate fully in all field placement activities, including maintaining the schedule set at the beginning of the semester with the clinical teacher supervisor and mentor teacher. Clinical Teachers are responsible for maintaining an accurate record of their attendance. Clinical Teacher attendance will be monitored by the clinical teacher supervisor through the use of the field log, feedback from the Mentor Teacher, and Walk-through data.

18. Clinical Teacher Evaluation During Clinical Teaching

Co-Teaching During Clinical Teaching

UTSA has adopted a co-teaching model for the field experiences (see Appendix B). Clinical Teachers are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Clinical Teachers should assume greater responsibilities commensurate with their experience as a student teacher as outlined below.

Before the beginning of classes in the school year, the clinical teacher supervisor will meet with Mentor Teachers to review the Educator Preparation Program at UTSA, expectations for the Mentor Teacher, procedures for contacting the clinical teacher supervisor, role of the clinical teacher supervisor, and expectations for Clinical Teachers regarding C&I assignments and co-teaching.

Suggested Co-teach Implementation Schedule for Elementary

Weeks	Co-Teaching Strategies	Minimum Clinical Teacher Responsibilities
1-4	<ul style="list-style-type: none"> One teach one observe One teach one assist Alternative teaching 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan and lead small group activities
5-9	<ul style="list-style-type: none"> Above as well as Station teaching Parallel teaching Team teaching 	<ul style="list-style-type: none"> Co-plan and lead in <u>one</u> subject area or class period
10-15	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>two</u> subject areas or class periods
16-20	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead in <u>three</u> subject areas or class periods
21-30 and beyond	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> Co-plan and lead <u>all</u> subject areas or class periods

Suggested Co-teach Implementation Schedule for Secondary classrooms

Weeks	Co-Teaching Strategies	Minimum Clinical Teacher Responsibilities
1-4	<ul style="list-style-type: none"> One teach one observe One teach one assist Alternative teaching 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan and lead small group activities and lead in <u>two</u> subject area or class period
5-9	<ul style="list-style-type: none"> Above as well as Station teaching Parallel teaching Team teaching 	<ul style="list-style-type: none"> Co-plan and lead in <u>three</u> subject areas or class periods
10-15	<ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area/classroom 	<ul style="list-style-type: none"> Co-plan and lead <u>all</u> subject areas or class periods

19. C&I Assignments

Curriculum and Instruction (C&I) assignments provide opportunities for Clinical Teachers to learn about effective instructional strategies and practices from the UTSA instructors, see those strategies modeled in the college class, practice those strategies within the college class, and then apply those strategies with students in P-12 classrooms. As part of the assignment, the Clinical Teacher will use technology to video

capture the teaching experience while exhibiting the strategies targeted by the particular C&I assignment, review the video, and share the video (on the Swivl website) for peer and instructor evaluation. **Capturing of teaching experience and/or CTESS evaluations using Swivl technology is recommended based on availability of equipment to Clinical Teachers and clinical teacher supervisors.**

Evaluation and grading of Curriculum & Instruction assignments will take place within the context of UTSA courses, but progress toward proficiency during courses does have an impact on successful completion of clinical teaching. Students who consistently complete, self-evaluate and improve instructional competencies, including record keeping and management, will be eligible to complete the year-long clinical or semester clinical teaching.

20. Performance Assessment Cycle and Walkthroughs

Clinical Teachers are formally evaluated four times (*NOTE: This is dependent on model/program clinical teacher is following*) per year by the clinical teacher supervisor using the Performance Assessment Cycle. Bi-monthly Mentor Progress Report, Surveys completed by the Mentor Teacher, and walk-throughs (see Appendix C) completed by the clinical teacher supervisor, are formative assessments used to support the Clinical Teacher's growth in overall teaching performance between Performance Assessments. For Clinical Teachers doing the semester ONLY clinical teaching they will get: 3 POP cycles, walk-throughs dependent on the clinical teaching model/program CT is following, and 2 Summatives forms completed by both the Mentor Teacher and clinical teacher supervisor at the end of the semester.

Logistical requirements. The Clinical Teacher will ensure the following:

- Clinical Teacher conducts the **Performance Assessment (PA)=POP cycle** within the windows designated for each cycle (*NOTE: Please see your specific clinical teaching course syllabus and/or clinical teacher supervisor's calendar*).
- Clinical Teacher uploads video to the Swivl site within 24 hours of the PA observations. (**NOTE: Capturing of teaching experience and/or CTESS evaluation using Swivl technology is recommended based on availability of equipment to Clinical Teachers and clinical teacher supervisors**).

20.1 Expectations for the POP cycle.

The Clinical Teacher will

- a) Schedule with the clinical teacher supervisor **(1)** the pre-conference, **(2)** the formal observation and **(3)** post-conference (48 hours following instruction) during the "Performance Assessment (PA) window."
- b) Create lesson plans for each Performance Assessment, and then submit to the clinical teacher supervisor (and Mentor Teacher, if required) at least 48 hours prior to the PA. Begin the CTESS observation form, if required, using information from the prepared lesson plan.
- c) Attend a pre-conference lesson review with the clinical teacher supervisor at least 48 hours in advance of the formal PA.
- d) Provide instruction for the PA, capture the instructional event using the Swivl app, and upload within 24 hours of the PA.
- e) Upload artifacts to your Performance Assessment captured in Swivl (i.e., lesson plan, assessments, "Lesson Analysis/Reflection" form), and edit video information. (**NOTE: Capturing of teaching experience and/or CTESS evaluation using Swivl technology is recommended based on availability of equipment to Clinical Teachers and clinical teacher supervisors**).
- f) Attend a post-conference lesson review with the clinical teacher supervisor.

Formal observations of teaching performance are preceded by a pre-conference meeting between the clinical teacher supervisor and the Clinical Teacher and are followed by an in-depth post-conference

meeting in which the clinical supervisor provides specific, actionable feedback to the Clinical Teacher in areas of *refinement* and *reinforcement* identified during the Performance Assessment.

Pre-Conference: The Clinical Teacher submits a lesson plan to the Mentor Teacher and clinical teacher supervisor **48 hours in advance of the observation**. Both the Mentor Teacher and clinical teacher supervisor should review the lesson plan and provide the Clinical Teacher with suggestions/strategies/questions designed to improve the lesson.

Formal Observations: The clinical teacher supervisor, Mentor Teacher, and Clinical Teacher schedule Performance Assessments on a mutually agreeable date, with the first Performance Assessment occurring at a designated time period (see clinical teacher supervisor calendar) and the final assessment occurring at the end of the semester. After each Performance Assessment, the clinical teacher supervisor scores the Clinical teacher using the CTESS.

Post-Conference: The clinical supervisor meets with the Clinical Teacher within 48 hours after an observation has taken place to conduct a post-conference where the lesson is analyzed. Clinical Teachers are provided with detailed feedback on one area for reinforcement and one area for refinement, each of which is tied to a specific indicator on the CTESS.

During the post conference, the clinical teacher supervisor and the Clinical Teacher analyze how particular strength of the lesson **contributed to student learning** and discuss how the Clinical Teacher can continue to build on that area of strength in future lessons (*reinforcement*). They then analyze an element of the lesson that could be improved to maximize student learning and discuss how the Clinical Teacher can work to strengthen his/her practice in the identified area of *refinement*.

It is expected that the clinical teacher supervisor provide the Clinical Teacher with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement.

Clinical Teachers are expected to exhibit growth in instructional competencies as evaluated by the CTESS. **NOTE: Please refer to clinical teaching course instructor and/or clinical teacher supervisor for scoring of your PA/CTESS evaluation.** Failure to meet expectations in your PA/CTESS evaluations will prompt supervisor to enact procedures to help Clinical Teacher improve in areas of concern and/or take other necessary actions as outlined in the C&I syllabus.

Follow-up Support: The supervisor and the Mentor Teacher provide the Clinical Teacher with follow-up support after the post conference by conducting walkthroughs/on-the-spot coaching, demonstration lessons, or modeling teaching strategies in university coursework.

21. CAMPUS SURVEY

Directions: Provide the following information. Type your responses on a separate page.

- 1) School district, school name, school phone number, school address, school web address
- 2) Mentor Teacher's name, email address, and conference period time.
- 3) Personnel names:
Principal and **principal's email address**
Vice-Principal(s)
Secretary(s)
Nurse
Librarian
- 4) Active Shooter Drill: Signal and Procedure. Clinical Teachers should request access to their assigned school district's websites, resources, and/or video training at the beginning of their campus placement.
- 5) Fire Drill: Signal and Procedure
- 6) All Other Drills: Signal and Procedure
- 7) Notification procedure in the event of an accident or illness of a student while at school.
- 8) Re-entry procedure for return of a student to school after an illness or accident.
- 9) Describe each of the following:
Community served by the school
Size and nature of the class
- 10) List the special pupil support services used by students in your classroom. What additional staff works with students from your classroom? Special Education Aide? Speech Therapist? Physical Therapist? Others?
- 11) Regarding management of the classroom:
 - a) List the classroom rules and / or discipline program used by your Mentor Teacher.
 - b) Observe and describe how your Mentor Teacher handles inappropriate behavior.

- c) Observe and describe how your Mentor Teacher encourages and praises appropriate behavior.
- 12) Become acquainted with the district's discipline policy.
- 13) Make a seating chart listing all your students.
- 14) List at least 5 websites where lesson activities can be found.
- 15) Describe the high point of the first week in "your" classroom.
- 16) Observe and describe your mentor teacher's procedures for the following:
 - a) Procedures for beginning the day
 - b) Lining up students
 - c) Walking in the halls
 - d) Sharpening pencils
 - e) Going to the restroom and water breaks
 - f) Assigning classroom helpers
 - g) Taking grades; accepting late or incomplete work
 - h) Providing re-teaching
 - i) Taking the students to lunch
 - j) Dismissing students at the end of the day
 - k) Communicating with parents
 - l) Completing assignments before the end of the period
 - m) Passing out papers and collecting completed work
 - n) Names of campus specialists (e.g. Bilingual, ESL, Sp.Ed., counselor, etc.)
- 17) Provide a current class schedule.

22. 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 on 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

23. 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 on weekdays or on weekends.
2. Clinical teachers must complete practice test and/or TExES 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/texas>.
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 clinical teachers 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**. Clinical teachers 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.

TEExES 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 TEExES! 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](#). 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](#).


 Take a [diagnostic test](#) 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 TEExES Resources](#) page.

 Take the content practice test as soon as practical. Generally the COEHD will not teach you content. The TEExES exams are aligned to the Texas Essential Knowledge and Skills ([TEKS](#)), so if you know the TEKS you should do well on the content test.


 UTSA provides [practice tests](#) 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](#) to Dr. Vriesenga or the Teacher Education Services office, then schedule and pass the real TEExES 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 TEExES 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 TEExES exams, apply for certification through your [TEAL/ECOS account](#).

 Arrange for [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

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

Name	Phone	Email

24. 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 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 what program you are completing:

_____ the undergraduate program?

_____ the post-baccalaureate program?

_____ MA with Certification

Letters will be emailed to the clinical teacher 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 email the IDED advising center at idedadvising@utsa.edu.

25. 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 the 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.

26. CLINICAL TEACHER INFORMATION

_____ @
Last Name First Name MI Maiden Name Banner ID

Current Address City Zip Phone Number & Cell Number

Marital Status Number of Children and Ages

Date of Birth Email Address

Certificate will be completed at student level of:
Undergraduate _____
Post-Baccalaureate _____
Seeking MA & Certification _____

If Undergraduate: Date you plan to graduate: _____

If Post-Baccalaureate: previous degree: _____

Date degree earned: _____ **Subject Area:** _____ **Institution:** _____

Current Employment: _____ **Number of hours per week:** _____

Other classes this semester: _____

Days/times of those classes: _____

Experiences/activities with children: _____

Work Experiences: _____

What are your greatest concerns about clinical teaching? _____

On one typed page, write your autobiography. Include information about your background and professional goals

27. My Story Autobiography

Due date: TBD by course instructor

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 mentor 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 mentor teacher's classroom, and (2) have an opportunity to demonstrate your skills in the use of technology in the 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 **two-to-four minute** digital story using the creative medium that best suits your project. You may use Adobe Spark, PowerPoint, PowerPoint Office Mix, Prezi, iMovie, You Tube Editor, Sway, 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 mentor teacher. Mentor 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**:

- ❖ 1. Describe events and/or individuals in your life that have had an impact on your decision to become a teacher.
- ❖ 2. How have your previous experiences influenced your thoughts about the kind the teacher you want to become?
- ❖ 3. What expectations do you have for your clinical teaching?
- ❖ 4. What do you need to do to become the kind of teacher you want to be? What goals have you set?

Specifics: Your presentation should be about **2-4 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, once approved, you will send it electronically to your Mentor Teacher.

Open Lab Help Sessions will be offered! No reservation is necessary. Please check the UTSA website for current dates of Lab hours.

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. **Adobe Spark:** <https://spark.adobe.com/about/video>; **Power Point:** <http://office.microsoft.com/en-us/powerpoint/> ; **Power Point Office Mix:** <https://mix.office.com/> ; **Prezi:** <http://prezi.com/>; **iMovie:** <http://www.apple.com/support/imovie/>; **Sway:** <https://sway.com/>; **You Tube Editor:** <https://www.youtube.com/editor> Check **Live Binders** for more information about each application: <http://www.livebinders.com/play/play?id=938790>

28. 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. It should include a Table of Contents. Photos of students engaged in activities planned by the Clinical Teacher enhance its appearance and credibility. An electronic portfolio is highly recommended.

Critically reflect:

How do you demonstrate that you are a culturally efficacious agent of change who is knowledgeable, community-based, and professional?

- 1-2 page essay (APA format) responding to above prompt

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.

_____ Observation forms from university supervisor and mentor teacher

_____ CTESS forms used for Performance Assessments and Summative forms from university supervisor and mentor teacher

C. Lesson Plans

_____ Key Assignment Lesson Plan with supplemental materials (ppt, pictures of anchor charts, handouts, and assessment instruments with rubrics).

_____ De-identified 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 Professional Experiences:

- Professional development (in-services attended, conferences, etc.)
- Professional memberships
- Publications and/or presentations
- Letters of Appreciation, Commendation, or Recommendation
- Community Service
- Informal Learning Communities

ADVANTAGES TO THE PROFESSIONAL YEAR-LONG CLINICAL TEACHING EXPERIENCE

- Allows for a mix of coursework and field experience resulting in full-time immersion into the work of a teacher.
- During the course of the academic year, Clinical Teachers apply what they are learning in their methods courses in their campus assignment.
- During clinical teaching, students assume greater responsibility for teaching, which results in **refinement** and **reinforcement** of their teaching and classroom management skills.
- Students take a 'deep dive' into the curriculum and practices of their assigned campus and district.

Pilot year: Fall 2019-Spring 2020

For the initial year, 2019-2020, we are working with the following groups of students for their year-long clinical teaching:

- EC-6 Core Subjects
- EC-6 Core Subjects + Bilingual + ESL
- 7-12 ELAR and Social Studies

Programs to be added using edTPA in upcoming semesters

- Grades 4-8
- Grades EC-12
- Grades 7-12 Math and Science

UTeachSA: Carey Walls

Appendix A

Terms and Definitions

- **Clinical Teaching** - These are the two semesters, or one depending on program clinical teacher is following, and blocks of courses that are taken during the final year in the program. The Clinical Teacher will report to their field placement with a single Mentor Teacher for the required time period expected by TEA and/or program.
- **Assistant Professor in Practice (APiP)/ Clinical Supervisors** - The UTSA faculty member(s) assigned to supervise, coach, and evaluate Clinical Teachers during the residency year-long placement. APiPs/Clinical Supervisors function as links between schools, school districts, and the university.
- **Sites-** APiPs/Clinical Supervisors will be assigned a school or schools (sites) in which their cohort will complete their field placements. Schools will be arranged to provide a diverse teaching experience and align to the Clinical Teacher certification (e.g., Bilingual, ESL, SPED).
- **Clinical Teachers (CT)** – A Clinical Teacher is a student admitted into the teacher education program at the University of Texas at San Antonio. CTs may be in an “early phase” consisting of pre-teaching and developing teaching semesters that take place prior to the student teaching year; or in a “later phase” consisting of the final two semesters when they are completing the Clinical Teaching year.
- **Mentor Teacher (MT)-** The P-12 classroom teachers in the partner school district who have agreed to have a CT in their classroom.
- **Performance Assessment (POP Cycle)-** The evaluation process used at the University of Texas at San Antonio. A POP “cycle” consists of (a) a Pre-conference to review the Clinical Teacher’s lesson; (b) a formal Observation and scripting of the lesson by the APiP/ Clinical Supervisor to gather evidence for evaluation; (c) Post-conference meeting with the CT to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the CT and APiP or Clinical Teacher Supervisor. PA Assessment dates will be provided by CTs specific supervisor.
- **CTESS Rubric-** This is an evaluative rubric modeled after the Texas Teacher Evaluation and Support System (T-TESS) together with Professional Responsibilities and Dispositions and Culturally Efficacious Practices and Pedagogies. APiPs and Clinical Supervisors will use the rubric during the POP cycles. From the entire rubric, five domains and 23 dimensions have been selected to serve as the evaluation standards for UTSA.
- **Classroom Walkthrough (CW)-** Short (5-15 minute) observation that allows the APiP/ Clinical Supervisor to collect a “snapshot” of information on co-teaching, professionalism, cultural efficaciousness and overall development of the Clinical Teacher.
- **Performance Gates-**are benchmarks that must be met in order to successfully complete the certification program.
- **Professional Support Plan (PSP)-** Support tool created by University Supervisor when issues arise with Clinical Teacher or when they are at risk of not meeting performance gates.

- **Student Teaching Class-** is a weekly class taught by the APiP in which CTs develop their instructional and professional knowledge. This course includes multiple assignments that aid the CT in applying theory and best practices to the classroom.

Appendix B
Co-Teaching Strategy Definitions & Examples

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the lead teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other circulates to check for understanding, assists students with their work, or monitors behaviors.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
Parallel Teaching	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio.</p> <p>Example: Both teachers are leading a ‘question and answer’ discussion on specific current events and the impact they have on our economy.</p>
Alternative Teaching	<p>This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.</p> <p>Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
Team Teaching	<p>Well -planned, team- taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

The strategies are not hierarchical – they can be used in any order and/or in any combination to best meet the needs of the P-12 students in the classroom. (with adaptations from) Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education Teacher Quality Enhancement Grant

Appendix C – CTESS Evaluation Forms (links will be provided via supervisor)

- a. Walkthrough Forms
- b. Observation Scripting Form/Performance Assessment
- c. Mentor Teacher Progress Report
- d. Summative Evaluations
- e. Performance Support Plan (PSP)

Appendix D- Clinical Teaching Log (link will be provided via supervisor)

Appendix E Websites

Code of Ethics:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Fitness to Teach: http://education.utsa.edu/certification_program/fitness_to_teach_policy/

SWIVL: <https://www.swivl.com/>

Teaching Certification preparation resources:

http://education.utsa.edu/texas/texas_preparation_resources/

<https://www.240tutoring.com/>

Texas Education Agency: <https://tea.texas.gov/>

Appendix F

Contact Information

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Administrative Services Officer I

Appendix G
Clinical Teacher Signature Page

I have received the UTSA Clinical Teacher Handbook. I understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it.

Clinical Teacher Signature

date

Clinical Teacher name (printed)