



Cooperating/Mentor Clinical Teacher Handbook 2019-2020

CI 4633 Clinical Teaching, 4-8
CI 4626 Clinical Teaching, 4-8
CI 4643 Clinical Teaching, 7-12
CI 4646 Clinical Teaching, 7-12
CI 4713 Clinical Teaching, All Levels
CI 4716 Clinical Teaching, All Levels
CI 4923 Internship in Education

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1. Welcome Secondary Clinical and Mentor Teachers

The administration, faculty and staff in the College of Education and Human Development (COEHD) at The University of Texas at San Antonio (UTSA) is pleased to welcome you.

This handbook is designed to help our secondary clinical teachers with what will possibly be the most exciting and challenging semester(s) of their educational experience! In embarking on this new venture, clinical teachers will be guided by their mentor teacher and a university field supervisor whose prime interests are in working for your successful experiences and develop into a competent and confident professional teacher. Many opportunities for learning, trial and error, and growth will be made available during this time. Use this handbook to help guide you through the process to gain insight and support for completion of your clinical teaching.

The handbook is also designed for our mentor teachers who will be joining or continuing with the team of professionals at UTSA who will contribute to the training of future teachers. Taking on the task of guiding a clinical teacher through those first real experiences in the classroom can be a highly rewarding experience. Our university faculty and staff are prepared to assist mentor teachers in this endeavor, and expect that many questions can be answered by consulting this handbook. If questions or concerns arise during the clinical or mentoring experience in this program, please contact the university clinical field supervisor as soon as a concern arises.

2. COEHD Framework

Mission and Vision

UTSA and its COEHD, as a Hispanic-thriving, urban-serving institution, are uniquely positioned to influence the educational system within the San Antonio area and beyond. Dr. Margo DelliCarpini clearly articulates her vision for the COEHD to become a premier urban serving university 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

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Association of Colleges and Schools and has national and state accredited programs (see Table 1).

The COEHD 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.

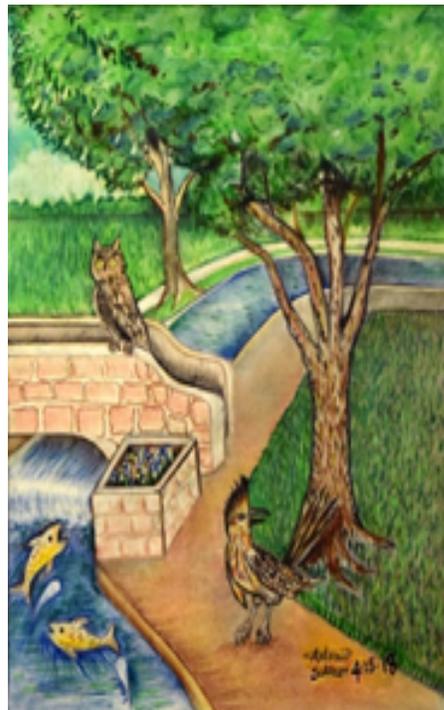
As a result, to best represent our college and prepare graduates who are uniquely positioned to be transformative agents, we embraced the metaphor of the river to capture the essence of our conceptual framework and candidate proficiencies. The San Antonio River, with its ebbs and flows, is symbolic of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



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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 *The word candidate also includes candidate(s) and clinical teacher(s) in pp 6- 18. 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,

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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.

Clinical Teacher 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 Clinical Teachers 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 Clinical teachers 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

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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. Clinical teachers demonstrate active engagement and skills in the development and sustainment of communities.

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(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.

Clinical Teachers demonstrate active community engagement and focus on the development of leadership as found in communities. Community leadership grounds clinical teaches 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.

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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.

3. Benchmark Courses and Key Assignment

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To ensure that our clinical teachers 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 clinical teachers 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?

4. The Clinical Teaching Portfolio:

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

Knowledgeable: Every clinical teacher 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 clinical teacher exceeds competency	Program demonstrates that clinical teacher meets competency	Program demonstrates that clinical teacher approaches competency
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Demonstrating Knowledge of Equity	Programs support clinical teachers to have a complete and consistent knowledge base about equity with respect to their fields.	Programs support clinical teachers to have a complete or a consistent knowledge base about equity with respect to their fields.	Programs do not support clinical teachers to have a complete or consistent knowledge base about equity with respect to their fields.
Demonstrating Knowledge of Partnerships	Programs support clinical teachers to have a complete and consistent knowledge base about partnerships with respect to their fields.	Programs support clinical teachers to have a complete or a consistent knowledge base about partnerships with respect to their fields.	Programs do not support clinical teachers to have a complete or consistent knowledge base about partnerships with respect to their fields.
Demonstrating Knowledge of Technology	Programs support clinical teachers to have a complete and consistent knowledge base about technology with respect to their fields.	Programs support clinical teachers to have a complete or a consistent knowledge base about technology with respect to their fields.	Programs do not support clinical teachers 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 clinical teachers 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 clinical teachers 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 clinical teachers 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 clinical teacher/graduate will be able to demonstrate skills in community building and community leadership.

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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	Program supports candidates in the development of proficiency in at least one aspect of being an engaged community membership working with a community leader Program supports candidates in the development of a personal growth plan that implicitly highlights areas of achievement or development as community-based leaders

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.

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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.

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5. Participation in Teacher Academy Learning Community (TALC):

All Residency Clinical Teachers will register for access to TALC (Teacher Academy Learning Community). TALC provides textbooks, tutoring for certification exams, access to an educator networking community, and possible reimbursement or partial funding for the cost of certification exams. To register to become part of the community and receive benefits of membership, follow this link:

<http://ate.utsa.edu/TALC>.

6. Program Roles, Responsibilities and Requirements

6.1. Assistant Professors in Practice/Clinical Teacher Supervisors

All Clinical teaching programs are taught by UTSA College of Education and Human Development (COEHD) Assistant Professors in Practice (APiPs). All APiPs have multiple years of experience in their content area of instruction and working in the field of teacher preparation. APiPs are responsible for adapting UTSA course materials, field experiences, and clinical teaching experiences to meet the high school campus contexts and COEHD program mission while maintaining core components of UTSA's coursework. In addition to their faculty role, APiPs are also instructional coaches and mentors. Clinical Teacher Supervisors (CTSs) also have multiple years of experience working in education in their content areas and in the field of teacher preparation. APiPs and CTSs coach and guide Clinical Teachers on how to prepare and deliver instruction while becoming culturally efficacious. They model effective strategies, and provide individual feedback on course assignments and activities in a multitude of formats - e.g. holding face-to-face and online meetings and providing additional resources and supplementary materials.

One Semester Clinical Teaching Assignments

In the one semester clinical teaching assignments, APiPs/CTSs are expected to meet with and provide support and cognitive coaching and culturally efficacious strategies to Clinical and Mentor Teachers. Depending on the program, APiPs and CTSs are expected to lead monthly clinical teaching seminars, community of practice meetings, mentor monthly meetings, provide the following evaluations:

Performance Assessments/POP Cycles

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In addition, they provide each Clinical Teacher with three Performance Assessments (PA's), which include a **P**re-Conference, formal **O**bservation, and **P**ost-Conference, or POP cycle. These POP Cycles coincide with Texas Education Agency (TEA) requirements and are scheduled to occur in accordance within an approved semester clinical teaching calendar. Pre-Conferences should occur within forty-eight hours prior to the formal observation and include a discussion of the lesson plan, objectives, materials, and C-TESS rubric for each domain. Pre-and Post- Conferences may be held as face to face sessions, video conferences, or phone conferences, Observations must be made in person by the APiPs/CTs providing formal evaluation of the observation using the C-TESS Observation Scripting Form. The duration of time for the formal observation is forty-five minutes. These forms are made available to the Clinical Teacher program participants at the beginning of each semester. Post- conferences are to be held within forty-eight hours of the formal observation. The Post-conference includes review of Reinforcement, Refinement feedback, goal setting, and an action plan for continuous improvement.

Walkthroughs

Depending on the program, APiPs/CTs may be required to provide four walkthroughs per semester. These walkthroughs are typically unannounced and have a duration of ten to twenty minutes. The APiPs/CTs provide the Clinical Teacher with a Walkthrough Form, which is provided to all program participants at the beginning of each semester. The Walkthrough Form provides the Clinical Teacher scripting details of the observation including the type of co-teaching observed and evidence regarding areas of reinforcement or refinement.

C-Tess Summative Evaluation

APiPs/CTs are expected to provide the Clinical Teacher with a C-Tess Summative Evaluation based on a summary of all performances observed throughout the semester. See Appendix Form A-3 for the Summative Evaluation Form.

Yearlong Clinical Teaching Assignments

Performance Assessments/POP Cycles

In the yearlong clinical teaching assignments, APiPs/CTs are expected to provide two Performance Assessments (PA's), which include Pre-Conferences, formal

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Observations, and Post-Conferences, or POP cycles per semester for a total of four per yearlong program. These POP Cycles coincide with Texas Education Agency (TEA) requirements and are scheduled to occur in accordance with an approved semester clinical teaching calendar. Pre-Conferences should be made within forty-eight hours prior to the formal observation and include a discussion of the lesson plan, objectives, materials, and C-TESS rubric for each domain. Pre-and Post- Conferences may be held as face to face sessions, video conferences, or phone conferences, Observations must be made in person by the APiPs/CTSs providing formal evaluation of the observation using the C-TESS Observation Scripting Form. Post- conferences are to be held within forty-eight hours of the formal observation. The Post-conference includes review of Reinforcement, Refinement feedback, goal setting, and an action plan for continuous improvement.

In the event that a Clinical Teacher is performing below a proficiency level on any Domain and Dimension in the first two PAs or POP cycles, the APiP/CTS will prepare a Performance Support Plan, which are made available to program participants every semester. The APiPs/CTSs will provide support and coach the Clinical Teacher through an additional POP cycle prior to the end of the semester, in which the Clinical Teacher is to demonstrate proficiency in all Domains before the beginning of the second semester in the yearlong clinical teaching program. If the Clinical Teacher is unable to demonstrate proficiency in all domains after the third POP cycle in the semester, the Clinical Teacher will not be permitted to continue Clinical Teaching.

During the second semester, in the event that a Clinical Teacher is performing below a proficiency level on any Domain and Dimension in the third or fourth PA or POP Cycle, the APiPs/CTSs will meet with the Clinical Teacher and prepare a Performance Support Plan. See Appendix Form A-4. The APiPs/CTSs will provide support and coach the Clinical Teacher through an additional POP cycle prior to the end of the second semester, in which the Clinical Teacher is to demonstrate proficiency in all Domains before the end of the second semester in the yearlong clinical teaching program. If the Clinical Teacher is unable to demonstrate proficiency in all domains after the fifth PA or POP cycle in the semester, the Clinical Teacher will not be permitted to continue and complete Clinical Teaching and will not be able to apply for a teaching certificate

Walkthroughs

Depending on the program, APiPs/CTSs may be required to provide a minimum of four walkthroughs per semester for a minimum total of eight walkthroughs per yearlong program. These walkthroughs are typically unannounced and have a duration of ten to twenty minutes. The APiPs/CTSs provide the Clinical Teacher with a Walkthrough Form, which is made available to Clinical Teacher program participants every semester. The Walkthrough Form provides the Clinical Teacher scripting details of the observation

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including the type of co-teaching observed and evidence regarding areas of reinforcement or refinement.

C-Tess Summative Evaluation

APiPs/CTSs are expected to provide the Clinical Teacher with a C-Tess Summative Evaluation based on a summary of all performances observed throughout the semester for a total of two C-Tess Summative Evaluations per yearlong program.

6.2. Mentor Teachers

During the Clinical Teaching semester-long or year-long 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 cooperating 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] is seeking certification; who guides, assists, and supports the clinical teacher during the [placement] in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the [Clinical Teacher’s] progress to that [Clinical Teacher’s] field supervisor.”

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 her/his 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).

Mentor teachers model instruction and provide cognitive coaching and culturally efficacious strategies to the Clinical Teacher that are aligned to TEKS and English Learning Proficiency Standards. In addition, they are responsible for monitoring and providing feedback to clinical teachers and their APiP regarding the clinical teacher’s performance and growth. Mentor teachers provide clinical teachers with feedback regarding their instructional performance throughout the semester. The Mentor Teacher provides the Clinical Teacher with oral and/or written feedback regarding the content of lesson plans, and whether these sufficiently meets the needs of the learners and required curriculum content prior to and after the Clinical Teacher delivers the first lesson that is to be included in the Mentor Teacher Progress Reports.

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Mentor Teacher Progress Reports

Mentor Teachers are expected to collaborate directly with the Clinical Teacher throughout the clinical experience to prepare and submit online Mentor Progress Reports, which are due every other week throughout the semester. The expected time for collaboration to complete the Mentor Teacher Progress Reports is approximately thirty minutes in duration. See Appendix Form A-5. A total of six Mentor Progress Reports will be prepared each semester for the final semester of Clinical teaching. A total of twelve progress reports per year will be conducted during the yearlong Clinical Teaching program.

C-Tess Observation Notes

Mentor Teachers are encouraged to provide C-Tess informal observation notes for any formal observation that the APiPs/CTSs conduct of the Clinical Teacher, but they are not required to provide. The notes will be used to provide assistance to the APiPs/CTSs in providing the Clinical Teacher with additional feedback regarding the observations.

C-Tess Summative Evaluation

The Mentor Teacher will provide one (1) summative evaluation report at the end of each semester. The C-Tess Summative Evaluation is based on the Mentor Teacher's daily observation of the Clinical Teacher's co-teaching and teaching throughout the semester, as well as data from the Mentor Progress Reports.

6.3. 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. Clinical teachers are expected to participate and perform at the highest levels. The goal of the Clinical teaching program is to prepare teachers for a successful career in education by adding another dimension to traditional teacher preparation and matching qualified Clinical Teachers with exceptional Mentor teachers. Depending on the program, Clinical Teachers may complete their program by completing their Clinical Teaching within one semester.

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Clinical Teachers may be completing their program in a yearlong Clinical Teaching program with the same Mentor Teacher and students over the course of two semesters. This provides the Clinical Teacher with the opportunity to develop a deeper understanding of classroom culture, student's individual needs and their background knowledge. This model also allows for clinical teachers to work with their mentor teacher to co-plan instruction, progress through a greater variety of co-teaching structures, and monitor student growth.

Clinical Teachers are learning the art and science (pedagogy) of teaching by working side-by-side with an experienced Mentor Teacher in the classroom, and will be reflecting on the process of becoming a culturally efficacious teacher with an APiPs/CTSs and other clinical teachers in the seminar course.

Clinical teachers are encouraged to have a growth mindset, be open to trying new practices, and respond to feedback in a positive and constructive manner while maintaining focus on the engagement and academic advancement of students in the classroom. Though in the apprenticeship stage, all clinical teachers will be leading instruction of individual, small group, and whole classes of students. Therefore, they are expected to conduct themselves as a professional educator, abiding by the district and UTSA's codes of conduct. They participate in research, and have choice as to the extent and type of research they conduct..APiPs/CTSs help lead clinical teachers in additional research such as self-reflective practices of instruction, formation of teacher identity, and implementation of culturally efficacious practices.

6.3.1. Teacher Certification Requirements/Background Checks

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 weblink for detailed descriptor of each standard:

6.3.2. Professionalism

Clinical Teachers are expected to conduct themselves in a professional manner that includes dressing in professional attire; completing and submitting all course assignments in a timely manner; maintaining consistent open communication with administrators, Mentor Teachers, APiPs/CTSs, and students. Clinical Teachers are expected to conform to the dress code of the requirements of the school district handbook in which they are placed to complete their clinical teaching.

6.3.3. Grade Point Average

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Clinical teachers must maintain a grade point average (GPA) of 2.75 or above depending on the program and throughout their duration of clinical teaching. Failure to maintain the required GPA may result in removal from the program.

6.3.4. edTPA Performance Based Portfolio

Depending on the clinical teaching program, Clinical Teachers must complete and submit an edTPA performance-based, subject-specific personal portfolio assessment and support system used to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

6.3.5. Legal Status of the Clinical Teacher

The legal status of the Clinical Teacher (Student Teacher) is governed by Chapter 22 of the Texas Education Code.

Chapter 22.051 Subchapter B: Civil Immunity states as follows:

DEFINITION; OTHER IMMUNITY. (a) In this subchapter, “professional employee of a school district” includes:

(3) a student in an education preparation program participating in a field experience or internship;

(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.

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.

6.3.6. Fitness To Teach Policy

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

The University of Texas at San Antonio College of Education and Human Development STUDENT FITNESS TO TEACH POLICY is listed as follows:

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

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

A. Required Documentation

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

1. In October and March a reminder will be sent to faculty to use the Referral Forms for Identification of Outstanding TCP Students or the Faculty Concerns Regarding Fitness to Teach. Faculty may submit the referral forms at any time prior to or during the professional level courses.
2. The completion of these forms will allow the COEHD to identify teacher candidates who display outstanding knowledge and/or skills that deserve recognition and identify those who may have some difficulties that raise concerns about the candidate's ability to successfully complete the program. All forms completed will be sent to the Associate Dean for Teacher Education.
3. Students must be in good standing with the UTSA.
 - a) Students seeking admission to the Undergraduate Teacher Certification Program who have ever been referred to UTSA's Office of Student Conduct and Community Standards ("SCCS") may have those referrals and the outcomes of

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those referrals considered by the Associate Dean for Teacher Education in determining whether to grant admission to the Program. Admission is at the discretion of the Associate Dean for Teacher Education.

b) Students requesting admission to the Program who have cases pending with the SCCS will not be admitted until the SCCS case has been fully adjudicated.

B. Fitness to Teach Criteria

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

1. Completed Criminal History Review

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

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school district. If the offense is one that will preclude any further field work, the student will be dismissed from the teacher education program.

2. Academic Requirements

a. Teacher candidates attend all classes as required. Preparedness for class and punctuality are expected at all times.

b. Teacher candidates complete course assignments in a professional manner according to the timelines designated by the course instructor.

c. Teacher candidates complete all field experiences in a professional and timely manner as required.

d. Scholastic Integrity

The teacher candidate demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

e. Communication Skills.

The teacher candidate demonstrates written and oral skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings.

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

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

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

3. Personal and Professional Requirements

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a. A teacher candidate does not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.

b. Teacher candidates demonstrate interpersonal skills that are required for successful professional teaching. These skills include:

(1) an openness to accepting and testing the results of unfamiliar ways of teaching;

(2) the ability to accept and act upon reasonable criticism;

(3) the ability to understand others' perspectives about teaching;

(4) the ability to separate personal and professional issues when in the classroom or completing course work;

(5) the ability to work collegially with parents, teachers, staff, and administrators in school settings and elsewhere;

(6) the ability to work collegially and productively with classmates in course assigned group projects

(7) the disposition to act always for the benefit of all students.

c. The teacher candidate does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with their students, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.

d. Teacher candidates demonstrate positive personal hygiene habits.

e. Teacher candidates dress appropriately for their professional contexts.

f. Teacher candidates adhere to the Code of Ethics and Standard Practices for Texas Educators.

4. Cultural and Social Attitudes and Behavior

a. Teacher candidates exhibit respect for superiors, peers, and children and youth in all settings.

b. Teacher candidates understand and appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.

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- c. Teacher candidates exhibit acceptance of and provide accommodations for exceptional learners.
- d. Teacher candidates are able to work productively with their peers.
- e. Teacher candidates are able to speak in a manner appropriate to the context of the classroom.
- f. Teacher candidates must display positive attitudes toward faculty, colleagues, and students;
- g. Teacher candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.

5. Physical Skills

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

Note:

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

6. Emotional Dispositions

a. Stress Management

The teacher candidate demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she handles stress

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effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

b. Emotional and Mental Capabilities

The teacher candidate uses sound judgment.

The teacher candidate demonstrates the emotional and mental health required to function effectively as a teacher.

c. Cognitive Dispositions

(1) Teacher candidates think analytically about educational issues.

(2) Teacher candidates are thoughtfully reflective about their practice.

(3) Teacher candidates are flexible, open to new ideas, and willing and able to modify their beliefs and practices.

(4) Teacher candidates question and test their assumptions about teaching and schooling.

C. Admission to Teacher Certification Program at UTSA

1. Provisional Acceptance

All teacher candidates at UTSA are provisionally admitted to the

Teacher Certification Program upon application and satisfactory completion of all admission criteria.

2. Unconditional Acceptance

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

3. Probationary Acceptance

Teacher candidates are placed on probationary status in the case of a Level 1 or 2 Formal Review. (See below.) Teacher candidates will remain on probationary

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status until such time as they have successfully completed a remediation plan or a decision to revoke candidacy has been made. If a student successfully completes a remediation plan and additional Fitness to Teach referrals arise, the student's full program history will be reviewed to determine the student's status in the program.

D. Conditions for Completion of Student Teaching/Internship

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

E. Review of Teacher Candidates at UTSA

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

1. Informal Review

An informal review involves a faculty member and a teacher candidate. When a faculty member has concerns about a teacher candidate meeting any of the fitness to teach criteria, the faculty member will:

- a. discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;

- b. advise the appropriate department head and the dean or his or her designee of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;

- c. document dates and content of meetings with teacher candidates.

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

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2. Formal Review: Level 1

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

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

3. Formal Review: Level 2

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

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

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

6.3.7. 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 20 different districts, it would be impossible to simulate the district plans in our curriculum.

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Clinical teachers should request access to their assigned school district's websites, resources, and/or video training at the beginning of their campus placement.

6.3.8. Cell Phone Use

Clinical teachers should be aware of the impression that their outgoing cell 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. Cell phones are to be turned off during the day while clinical teachers are in their school placement or in UTSA classes/seminars.

6.3.9. Social Networking Sites

Clinical teachers must exercise extreme caution with social networking sites, such as Facebook, Instagram, Snapchat, etc. 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 any of their personal social networking sites. It should be assumed that the information published on social networking sites will be examined by school district personnel officers prior to hiring. APiPs/Clinical teacher supervisors reserve the right to examine clinical teachers' social networking sites.

6.3.10. 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 LIBRE Model has been established as an effective method of dealing with conflict and should be followed after professional learning on this problem based solution has been provided at the beginning of each semester.

6.3.11 Removal of a Clinical Teacher from 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. 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 tardies or absences from school or UTSA seminars, unprofessional conduct by the Clinical Teacher toward school personnel or students, or failure by the Clinical Teacher to establish a satisfactory level of performance in the classroom.

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

6.3.12 Clinical Teacher Compensation

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

- a. Substitute Teacher
- b. Tutor
- c. Coach
- d. Athletic Trainer
- e. Club Sponsor

After the clinical teaching semester has been completed, Clinical Teachers are eligible for employment in any position for which they are qualified.

6.3.13. 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 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;

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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>:

6.3.14. Clinical Teacher Attendance

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

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

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

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.

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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:

- a. 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.
- b. Inform or telephone the Mentor Teacher of the absence immediately.
- c. Inform the university supervisor of the absence.
- d. In emergency cases, the rule of prudent judgment should apply, including emergencies that may occur during the school day.
- e. 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,

6.3.15. 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:

- a. Notify the school nurse as soon as possible after the accident or injury occurs.
- b. Notify the cooperating teacher and university supervisor as soon as possible after the accident or injury occurs.
- c. In emergencies, the rule of prudent judgment should apply.
- d. 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.

6.3.16. 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.

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6.3.17. Recording of Observed Lessons/Self-Reflection

Depending on the clinical program, Clinical Teachers will utilize swivl video technology to capture their lessons for each Performance Assessment observation and to prepare edTPA tasks. The videos will be reviewed by the clinical teacher for self-evaluation using the C-TESS rubric, self-reflection, and uploaded to the swivl cloud and shared with the APiP via Blackboard, for feedback and professional growth.

Note: Any video which includes incidental footage of students must be kept secure (unlisted); all equipment is provided by UTSA and is the responsibility of the clinical teacher.

6.3.18. Certification Exams

Clinical Teachers are required to passing the content exams related to the certification area(s) in order to teach in the state of Texas. The TEA TExES website can provide more information on the tests:

https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation/,

In lieu of the PPR (Pedagogy and Professional Responsibilities) exam, residency clinical teachers will be participating in a pilot of the edTPA. A copy of the edTPA handbook(s) related to area(s) of certification to create an assessment portfolio will be provided and discussed in the clinical residency course and seminars.

6.3.19. Compensation Day for Mentor Teacher

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. 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 APiPs/CTSs. Other districts require only verbal approval from the Mentor Teacher and the university. Whatever format the campus/district uses, this notice serves as documentation for university approval.

Contact the university supervisor if you have any questions.

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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, or depending on the program the Clinical Teacher is paid for the Substitute Teaching assignment.

7. Co-Teaching Structures and Suggested Timeline

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

After the two week, the Mentor and Clinical Teacher will begin the process of scaffolding into the Co-Teaching model using six approaches to Co-Teaching:

- One Teach, One Observe. ...
- One Teach, One Assist. ...
- Parallel Teaching. ...
- Station Teaching. ...
- Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. ...
- Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time.

The suggested timeline for the Co-Teaching structures to be taught is as follows:

Within the first six weeks of placement, the first three approaches are recommended:

- One teach/one observe
- One teach/one assist
- Alternative teaching

By the second six weeks, all of the strategies are recommended to be taught together by the Mentor Teacher and Clinical Teacher in the classroom.

- All of the above strategies
- Station teaching
- Parallel teaching
- Team teaching, and
- Any co-teaching strategy appropriate for the subject area.

8.Required Clinical Teacher Assignments:

All Clinical Teachers are required to complete all the followed sessions

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8. 1. 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 field supervisor.

8.2. 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 field supervisor.

8.3. 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 field supervisor.

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

8. 4. Family & Community Events: Clinical Teachers are asked to immerse themselves in the campuses they visit. The campus is encouraged to extend invitations for campus family and community events while the teacher candidates are on site.

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8.5. Professional Learning Portfolio: Clinical Teachers will create a professional learning portfolio cataloguing their academic and professional growth throughout the program. Teacher candidates are encouraged to keep electronic and hard copies of portfolio items. In their final portfolio, teacher candidates will respond to the following prompt:

Critically reflect how you demonstrate that you are a culturally efficacious agent of change who is knowledgeable, community-based, and professional.

Additional contents of the portfolio may include, but are not limited to the following items:

- Lesson plans
- Swivl videos
- Feedback, reflection, and site visit observation forms
- Documentation of participation in professional learning sessions (certificates)
- Self-assessment inventories/surveys
- Artifacts of school-related events and/or family engagement activities
- Professional presentations and publications

Note: This handbook is a live document and will be revised as needed to comply with TEA, UTSA, and NISD policies and requirements.

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Appendix A – Forms

- A.1. C-Tess Observation Scripting Form*
- A. 2. Walkthrough Form
- A. 3. C-Tess Summative Evaluation Form
- A. 4. Performance Support Plan Form
- A. 5. Mentor Teacher Progress Report Form

*These forms are provided to the Clinical Teaching participants every semester. For Clinical Teacher field forms see the UTSA website.

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Appendix B – Terms and Definitions

Assistant Professor in Practice (APiP)/Clinical Supervisors - The UTSA faculty member(s) assigned to supervise, coach, and evaluate clinical teachers during the residency yearlong placement. APiPs/Clinical Teacher Supervisors function as links between schools, school districts, and the university

Classroom Walkthrough (CW) - Short (10-20 minute) observation that allows the APiP/ Clinical teacher supervisor to collect a “snapshot” of information on co-teaching, professionalism, cultural efficaciousness and overall development of the clinical teacher.

Clinical Teacher – A clinical teacher is a teacher candidate completing the clinical teaching year.

Clinical teaching seminars – The clinical teaching seminars are monthly classes taught by APiPs/Clinical teacher supervisors in which clinical teachers develop and practice their instructional and professional knowledge. This course includes multiple assignments that aid the clinical teachers in applying theory and best practices to the classroom.

Clinical teaching year – This is the yearlong field placement with a single mentor teacher that meets TEA guidelines and requirements of the campus/district residency program agreement.

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/Clinical teacher 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.

Mentor Teacher (MT) - The P-12 classroom teachers in the partner school district who have agreed to have a clinical teacher in their classroom.

Mentor Teacher Meetings- are regular meetings facilitated by the APiP/Clinical teacher supervisor to train the mentors on CTESS, co-teaching, coaching strategies—including reviewing clinical teacher data and discussing next steps for clinical teacher success.

Performance Assessment (POP Cycle) - 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 teacher supervisor to gather evidence for evaluation; (c) post-conference meeting with the clinical teacher to review evidence,

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coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by APiP/Clinical teacher supervisor into Blackboard.

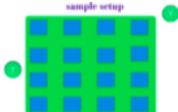
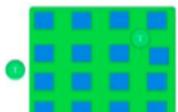
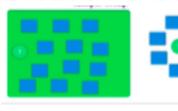
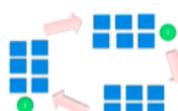
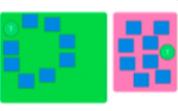
Professional Support Plan (PSP)- Support tool created by APiP/Clinical teacher supervisor when issues arise with clinical teachers or when they are at risk of not meeting performance gates.

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., ESL, SPED).

Swivl- video technology that enables teachers to record classroom interactions for observation and reflection.

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Appendix C – Co-Teach Structures

<p>One Teach, One Observe</p> 	<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>
<p>One Teach, One Assist</p> 	<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>
<p>Alternative Teaching</p> 	<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>
<p>Station Teaching</p> 	<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>
<p>Parallel Teaching</p> 	<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>
<p>Team Teaching</p> 	<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 student’s 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>

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Appendix D

Clinical Teacher Evaluation and Support System (CTESS) Rubric*

This form has also been revised and is distributed to the Clinical Teaching participants every semester during the program.

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/>

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Appendix F

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Appendix H - References

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I have received the UTSA Clinical Residency Handbook. I understand and acknowledge 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)