



**EDUCATION
& HUMAN DEVELOPMENT**
TEXAS A&M UNIVERSITY

TEACHING, LEARNING & CULTURE

Fall 2018 Clinical Teaching Handbook

(revised April 2018)

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TEXAS A&M UNIVERSITY CLINICAL TEACHING MISSION STATEMENT

Clinical teaching is the culminating experience in the teacher education program at Texas A&M University. It requires one to display the knowledge, skills, and attitudes about teaching and learning that have accrued through the undergraduate experience.

The clinical teaching semester is a valuable professional experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Clinical experiences are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the clinical teaching semester will depend on the cooperative efforts of many people. Our hope is that the clinical teacher, cooperating teacher and the university supervisor will form a triad with closely connected goals - all resulting in a positive and memorable clinical teaching experience. It is both the aim and expectation of the Texas A&M University Clinical Teaching Program that all participants will become reflective professional educators who facilitate successful student learning. It is intended that the schools, the University and the clinical teacher will benefit from this cooperative learning experience.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

ACADEMIC INTEGRITY STATEMENT AND POLICY

For information visit <http://aggiehonor.tamu.edu>.

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

**ACKNOWLEDGMENT OF TLAC CLINICAL TEACHING HANDBOOK
LIABILITY INSURANCE AND TRAVEL DOCUMENTATION**

Name _____

CLINICAL TEACHING HANDBOOK INFORMATION

My signature below acknowledges that I have accessed the Teaching, Learning and Culture Clinical Teaching Handbook online. I have read and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook. I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

PROFESSIONAL LIABILITY INSURANCE

Clinical teaching at Texas A&M University is not covered by professional liability insurance through TAMU or the public-school district. Liability insurance is available through membership in the student branches (Texas Classroom Teachers Association at 888-879-8282 and/or Association of Texas Professional Educators at 800-777-ATPE). Texas A&M University students are required to join one (or both) of these organizations during the clinical teaching semester.

WAIVER OF LIABILITY

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

STUDENT TRAVEL DOCUMENTATION

Students traveling to a campus by a privately-owned vehicle must have a Texas or other state driver's license, possess personal automobile insurance coverage as mandated by the State of Texas and the vehicle must have a current state inspection and registration. TAMU Critical Incident Response Team (CIRT) requires students to complete the online Student Travel Information Form. Students' signature below signifies that this student travel requirement has been met per University Rule 13.04.99.M1.01 Section 3.2.2.

Signature _____

Date _____

Note: Please download, sign and date one copy of this form and give it to your university supervisor at your Clinical Teaching Orientation that occurs by the first official day of clinical teaching.

Kim Parish, Instructor of Record
TLAC Associate Director of Field Experiences

LEARNING OUTCOMES/OBJECTIVES OF THE CLINICAL TEACHING EXPERIENCE

- To be immersed in teaching experiences that allow for a smooth transition from the role of a student at Texas A&M University to the role of a classroom teacher.
- To observe the behavior and learning styles of students in a world of diverse cultures and expectations.
- To develop high levels of teaching competence through guided teaching experience.
- To learn how to create and use effective lesson plans for instruction.
- To become competent in creating and using instructional materials and techniques.
- To effectively use technology for instruction and communication.
- To become familiar with the total public-school organization and programs.
- To establish professional relationships with fellow teachers, students, administrators and parents.
- To engage in self-evaluation and professional goal setting.
- To be of mutual assistance to the cooperating school and the teacher preparation program by establishing cooperative relationships through open communication and the pursuit of common goals.

CLINICAL TEACHING COMPONENTS

OBSERVING

Much of the first week of clinical teaching will be spent in observation of the classroom environment, instructional techniques, and interpersonal communication and relationships. As you observe, it will be helpful to take reflective notes for the purpose of asking questions of your cooperating teacher regarding reasons for her/his interactions and instructional methods. Frequently asking questions of “why” and “how” will provide you with a knowledge base for choosing your own methods for instruction and management. During this period of time, it is also helpful to make and fill in seating charts to quickly learn the names of the students.

Observation of another classroom environment is encouraged. You may observe in a **second environment** in your assigned school up to 5 days during the semester. A good time to schedule these observations is following your first round of full responsibility. Arrangements should be made in consultation with your supervisor.

ASSISTING

After a short period of observation time, you will be ready to become more involved with the students. The cooperating teacher may give specific suggestions for activities that will help you to become involved.

Examples include:

- Monitoring student work at their desks to give one-on-one assistance
- Distributing papers or materials
- Grading papers
- Checking attendance
- Assisting students with make-up work/tutorials

Please let the teacher know when you are ready to become more involved. The cooperating teacher may be reluctant to “push” you. At the same time, be sensitive to your cooperating teacher and do not attempt to “take over” the class too quickly. Demonstrate enthusiasm and initiative.

TEAMING

To initiate your teaching experience in the class, you may begin by co-planning and co-teaching a selected lesson. This may be done in a number of ways. For example:

- Divide the class into two groups with each of you taking a group for instruction.
- Divide the instructional time - one person does the introduction and presentation of skills, while the other person carries out the guided practice and evaluation segments of the lesson.
- One person may present the lesson content while the other one supervises the cooperative group work.
- Teaming allows the clinical teacher to gain some initial experience in front of the class with support from the cooperating teacher. It also allows the students to observe the cooperative relationship of the clinical teacher and cooperating teacher.

TEACHING/LESSON PLANS

After having observed the cooperating teacher model, the preparation for and teaching of lesson plans, the clinical teacher will be able to assume some responsibility for planning and teaching. The lesson plan (long form) will be written and submitted to the cooperating teacher at least **two days** prior to teaching it in order to gain constructive feedback for revisions and ultimate success. The purpose of the long lesson plan format is: (a) to assist in organizing thinking processes while designing an effective lesson; (b) to provide a tool for communicating plans to the cooperating teacher and supervisor; and (c) to give confidence in teaching a lesson in a sequential manner. This process will accelerate throughout the first several weeks until the clinical teacher has had experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day. After a consistent demonstration of success in writing and teaching long lesson plans, generally five long lesson plans per subject/block of time and **upon agreement by the supervisor and cooperating teacher**, the clinical teacher will be allowed to choose a “short form” lesson plan for the remainder of clinical teaching.

NOTE: As the clinical teacher assumes more responsibility, lesson plans must be prepared and presented to the cooperating teacher no later than Friday prior to teaching instead of two days prior to teaching. The time requirement for submitting lesson plans to the cooperating teacher is at the discretion of the university supervisor and cooperating teacher. **Students are encouraged to reflect in writing about the success of the lesson.** These reflections should include ideas for changes in future instruction and classroom management, reasons the lesson was/was not successful, etc.

FULL RESPONSIBILITY

A gradual building of teaching responsibility leads to the full responsibility experience. This means that for consecutive days, the clinical teacher has the **full responsibility** of planning and teaching the whole school day as if she/he were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher.

There are two periods of full responsibility (10 days each) during the semester, usually during weeks 5-7 and during weeks 10-13. If preferred, the first full responsibility can be split into 2 one-week sessions. For example, the clinical teacher would have full responsibility week 5, take week 6 to reflect/conference with the cooperating teacher, and continue full responsibility week 7. These times may be flexible to meet individual classroom needs.

OBSERVATIONS/REFLECTIONS

Supervisors conduct a pre-conference prior to each formal observation. Four formal observations are completed by the university supervisor. Following each observation, the supervisor discusses progress during an interactive post-conference with the clinical teacher. Clinical teachers must submit a reflection based on each formal observation. The formal observations are submitted electronically and are based on the T-TESS Appraisal Framework.

THREE-WAY CONFERENCES/EVALUATIONS/REFLECTIONS

At the midpoint and conclusion of clinical teaching, the cooperating teacher and university supervisor meet to discuss progress followed by a three-way conference and evaluation. During the conference, supervisors and cooperating teachers will review development and discuss formal/informal observations. Clinical teachers must submit a reflection based on each evaluation. The evaluations are submitted electronically and are based on the T-TESS Appraisal Framework.

The Texas Teacher Evaluation and Support System (T-TESS) is the new recommended teacher appraisal system for the state of Texas designed by educators to support teachers in their professional growth. For more information, please visit <https://teachfortexas.org>.

CLINICAL TEACHING POLICIES

LENGTH OF SEMESTER

The clinical teaching semester has been designated as 70 full days (but may be extended as necessary) according to TEA, the department guidelines and/or student's performance.

ATTENDANCE

Clinical teachers are expected to be in attendance at their cooperating school each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, university supervisor and school office as soon as possible if absent. All absences must be officially reported through the online Student Data Portal and made up. Unexcused/excessive absences may result in an unsatisfactory grade in clinical teaching. **Only university approved absences are considered excused.** For more details, visit <http://student-rules.tamu.edu/rule07>. An Attendance Log must be submitted (via eCampus) at the end of the semester.

- Absences to substitute teach and/or take certifications exams are **unexcused**.
- **One excused** absence is allowed for a professional interview.

MAKE-UP TIME REQUIREMENTS		
ABSENCES	EXCUSED	UNEXCUSED
Any part of a day up to ½ day	minimum ½-day (full day encouraged)	1 day
Any day (over ½-day)	1 day	2 days
2 days	2 days	4 days
3 days	3 days	Unsatisfactory grade

HOLIDAYS AND STAFF DEVELOPMENT DAYS

During the clinical teaching semester, clinical teachers will observe the holidays scheduled by the school system to which they are assigned regardless of the holidays observed by Texas A&M University. Clinical teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.

RELATIONSHIP WITH STUDENTS/SOCIAL MEDIA

Clinical teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students within the district to which the clinical teacher is assigned without the presence of the cooperating teacher. The clinical teacher should be considered a professional not a "friend." Because it is assumed clinical teachers will adopt the position of a classroom teacher during this semester, students are advised to maintain a professional stance on social networks. Clinical teachers should refrain from 'friending' teachers, students and students' parents.

CORPORAL PUNISHMENT

Corporal punishment is a sensitive issue in many schools and clinical teachers must not resort to this method of behavior control. Texas A&M University policy requires that if corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

SEMINAR ATTENDANCE

Professional development seminars conducted by supervisors are mandatory for all clinical teachers and vary in number and content. Supervisor seminars may not be held during school hours.

WORK/COURSES/GRADING

Clinical teaching is considered a full academic load. Additional course work is not allowed during the clinical teaching semester. Employment during clinical teaching is not advisable due to the tremendous time commitment expected for preparation. If financial needs require that some employment be assumed, this should be limited to 10-12 hours per week, preferably on weekends. Weekday afternoons should be free for seminars, faculty meetings, and curriculum planning. Any issues concerning employment during clinical teaching should be discussed in advance with your supervisor. At the end of the semester, clinical teachers are assigned Satisfactory 'S' / Unsatisfactory 'U'. No letter grade is assigned.

CLINICAL TEACHING ASSIGNMENTS

Download the Clinical Teaching Handbook at <http://tlac.tamu.edu/clinical-teaching-handbook>. Bring a signed copy of the Acknowledgement of Clinical Teaching Handbook to the university supervisor verifying that you have thoroughly read the handbook.

Complete the Cooperating Teacher Information Sheet, turn it in to the supervisor, and include a bell/class schedule.

Submit a Weekly Clinical Teaching Schedule to your supervisors **each week**. This assists the supervisor in scheduling his/her visits for observations. When filling it out weekly, you will only have to add the specifics regarding your periods of instruction. Each supervisor will specify where and when this schedule should be complete. It is your responsibility to email or turn it in **on time** to reflect organization and professionalism.

Discuss a Pacing Schedule with your cooperating teacher. Begin filling out the Projected Clinical Teaching Schedule. Preferably turn this in to the university supervisor by the end of the third week.

Organize a Clinical Teaching Notebook using a large three-ringed binder with individual dividers. Keep this notebook on your desk so that the supervisor may access it for during each visit. The notebook should contain the following components:

- o Attendance Log must be initialed by the cooperating teacher daily & signed by the supervisor at the final evaluation.
- o Calendar of events - TAMU clinical teaching calendar of events and a school district calendar.
- o Lesson Plans - Place a lesson plan in your notebook for each lesson that you teach. Use the lesson plan formats provided in the handbook. Ask that the cooperating teacher initial the plan before you place it in your notebook. Keep the most recent lesson plans at the front of this section.
- o Reflective Journal - One technique that will help you practice reflective skills is to keep a daily journal of your clinical teaching experiences and your personal reactions to those events. You may also reflect on a lesson you have taught by writing on the back of the lesson plan. Questions to help with these reflections are found below.
- o Cooperating Teacher/Supervisor Observations - Your cooperating teacher and supervisor will observe you and give written feedback frequently. These observations should be in your notebook.
- o Seminars/Meetings - Place handouts and notes here.
- o General Information - Include school and office memos, questions to be answered, university information, etc.
- o Instructional and Management Techniques - Gather and organize best practice ideas for use in your classroom.
- o Clinical Teaching Handbook - Place your copy of the handbook here for quick reference.

JOURNAL

Becoming a skilled reflective thinker is a requirement for being an effective teacher. You may do this on a personal basis, or you may choose to share your journal with your cooperating teacher and/or your supervisor in order to be involved in an on-going “conversation” and problem-solving process. Taking time for journaling is valuable as a stress release, as a critical thinking tool, and as a way to capture those humorous or successful interactions with students that you do not wish to forget. As you develop self-reflective evaluation skills, you may ask yourself the following questions:

- o What did I do effectively? What are my best qualities as a teacher? What did I do that was not effective?
- o Where do I need improvement as a teacher? How can I improve the lesson content, activity, materials, etc.?
- o What are some other ways to present the lesson that would be just as effective or more effective?
- o What problems arose that I didn't expect? How did I handle them? What are some alternative actions I could've used?
- o How effective is my classroom management plan?
- o What changes could I make to more effectively meet student's needs and enhance success in learning?

ECAMPUS

Clinical teachers will complete assignments/discussions on eCampus throughout the clinical teaching experience.

FORMAL OBSERVATION/EVALUATION REFLECTIONS

Clinical teachers must submit reflections electronically within 48 hours of receipt of each observation/evaluation.

END OF SEMESTER EVALUATION

All clinical teachers will complete an online evaluation on their cooperating teacher and university supervisor.

CAREER FAIR

The Department of Teaching, Learning and Culture hosts the College of Education Career Fair. All clinical teachers are excused from their classrooms that day and are required to attend.

CLINICAL TEACHER RESPONSIBILITIES

DEDICATION

- **Report to school on time and remain until the designated end of the school day.**
- Make clinical teaching a top priority for the semester.

ORGANIZATION

- Turn in a weekly teaching schedule to your university supervisor as designated by him/her. **Notify your supervisor immediately if changes occur in this schedule.**
- Notify the school, the cooperating teacher and the university supervisor as soon as possible if absent. Submit all absences and make-up days in the Student Data Portal.

PREPARATION

- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to alleviate misuse of time and misbehavior of students.
- Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
- Plan for the most efficient methods for carrying out classroom procedures and lesson transitions.
- Allow for flexibility in teaching by planning for interruptions or time constraints.

INSTRUCTION

- Know and understand the major principles and concepts of the material to ensure high levels of teaching competence.
- Sequence instructional events to enhance student understanding.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Present directions in a clear, sequential manner.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Encourage creativity by accepting students' ideas to enrich class experiences.

STUDENT RELATIONS

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Develop with the cooperating teacher a specific classroom management plan that complements both the existing plan and your strengths as a new teacher.
- Maintain a firm, but friendly relationship with each student.
- Be aware of the students' social and emotional needs.
- Be a respectful listener.

PROFESSIONALISM

- **Wear appropriate professional attire.**
- Develop an individual plan for self-evaluation/reflection.
- Set short-term goals.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Be discreet with any confidential information.
- Become familiar with public school organizations and programs by attending any school and/or parent meetings when appropriate.
- Attend all supervisor seminars.
- Collaborate with other faculty members/clinical teachers in your building in sharing instructional ideas, materials and technology.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.
- Be familiar with school policies and procedures.
- Contact your supervisor with questions/concerns.

COOPERATING TEACHER RESPONSIBILITIES

PREPARATION

- Prepare the classroom students to receive the clinical teacher as a professional co-worker.
- Prepare a workspace for the clinical teacher with a desk, chair, shelves, curriculum guides and teaching materials.
- Participate in a cooperating teacher orientation session with the university supervisor.

ORIENTATION

- Orient the clinical teacher to the students, the school calendar/daily schedule, the building facilities and resources, the personnel – administrators, faculty, and staff, school policies/procedures, the community, and professional opportunities.

INDUCTION

- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and clinical teacher are both in the classroom.
- Choose a specific time for planning together on a daily/weekly basis.
- Guide the clinical teacher toward effectiveness by: monitoring effective use of time, requiring written lesson plans two days in advance of teaching, creating a climate that encourages questioning and self-reflection, praising and encouraging, keeping interactive lines of communication open and discuss problems frankly, one at a time, sharing professional experiences and materials, capitalizing on the special interests, talents, and abilities of a clinical teacher in order to enrich the curriculum, encouraging the use of alternative instructional and management techniques, and guiding the acceptance of varied school duties and tasks which represent a teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the clinical teacher to assume full responsibility of the classroom instruction and management for two two-week sessions during the semester.
- Give specific instruction on how to set up a classroom for the beginning of the year.

EVALUATION

- **Provide weekly written and verbal feedback to the clinical teacher.**
- Promote daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the clinical teacher's effectiveness in the planning/teaching process.
- Assist the clinical teacher in implementing recommendations received during the daily evaluation sessions.
- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth/Probation Plan whenever necessary to encourage timely change.
- Free the student to confer with the university supervisor following the observation.
- Complete a mid-point and final evaluation of the clinical teacher's progress.
- Participate in a mid-point and final conference with the clinical teacher and supervisor.
- Contact the university supervisor with questions/concerns.

PROFESSIONALISM

- Accept each clinical teacher as an individual and refrain from comparison of her/him with previous clinical teachers.
- Free the clinical teacher to attend all required seminars, which are part of her/his clinical experience.
- Leave the clinical teacher alone in the classroom so that she/he can have a feeling of independence and an opportunity to learn from her/his mistakes. Be sure this occurs gradually and indicate where you may be located in case of emergency.
- Introduce the clinical teacher to professional journals, resources and organizations.
- Invite the clinical teacher to campus meetings, parent meetings, and parent/teacher conferences when appropriate.
- **Qualifications:** 3+ years teaching experience; current Texas teaching certification (in primary certification category of clinical teacher); accomplished educator (as shown by student learning); willingness to complete cooperating teacher training and report clinical teacher's progress to supervisor; commitment to guide, assist and support clinical teacher in planning/classroom management/instruction/assessment/working with parents/obtaining materials/district policies.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

LIASION

- Act as a liaison between the participating schools and the Field Experiences Office.
- Communicate regularly with principals, cooperating teachers, clinical teachers and the Field Experiences Office.
- Provide guidance and support to the cooperating teacher in assuming his/her role.

INSTRUCTION

- Before the clinical teacher arrives, conduct a cooperating teacher orientation that provides information concerning the program, required responsibilities, and effective communication with the clinical teacher, cooperating teacher and university supervisor.
- By the first official day of the clinical teaching semester, conduct a clinical teacher orientation that reviews the handbook, emphasizes responsibilities (academic, moral, ethical, legal) and shares information needed to make a smooth transition from being a university student to being a successful teacher.
- Plan and facilitate at least 2 seminars for the professional development of clinical teachers. Possible seminar topics include: the lesson cycle, learning styles, interviewing skills, first year teaching expectations.

OBSERVATION/ EVALUATION

- Pre-conference with clinical teacher prior to each formal observation.
- Conduct 4-formal, 45-minute observations to assess and evaluate clinical teachers on teaching, planning, management and professionalism. Complete the online observation form for each of the 4-formal observations within 48 hours. Once the student reflects on the observation, a copy will be sent to the clinical teacher, cooperating teacher, campus administrator, university supervisor and the Field Experiences Office. Additional observations should be conducted if the clinical teacher is not progressing satisfactorily.
- Lead an interactive post-conference following each formal observation.
- Facilitate a mid-point and final conference with the clinical teacher and cooperating teacher.
- Complete a mid-point and final evaluation of the clinical teacher's progress. Submit an electronic copy of the evaluation within 48 hours on the conference, including comments from the cooperating teacher.
- Guide the clinical teacher's growth in reflective thinking and self-evaluation.
- Evaluate the clinical teacher's lesson plans and offer feedback.
- Monitor the clinical teacher's notebook - read cooperating teacher feedback and clinical teacher journal entries.
- Document any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. Notify the Field Experiences Office and complete a Growth/Probation Contract online if there are areas of concern.

PROFESSIONALISM

- Continue professional development by attending and participating in supervisor seminars, reading professional journals and attending conferences.
- Write recommendation letters for clinical teachers who are applying for initial teaching jobs.
- Serve as a mentor to a new clinical teaching supervisor, if requested.
- Communicate regularly with the Field Experiences Office with concerns or suggestions for programmatic changes.
- **Qualifications:** 3+ years teaching experience; Master's degree; current Texas teaching certification (in primary certification category of clinical teacher) and/or current principal or superintendent certification; accomplished educator (as shown by student learning); experience mentoring new teachers; T-TESS Field Supervisor or Appraiser trained; commitment for one academic year, if needed.

TERMINATION OF CLINICAL TEACHING ASSIGNMENT

The clinical teaching program is a cooperative relationship between Texas A&M University, partnering school districts, mentor teachers and the clinical teacher. Each clinical teacher is to be made aware that her/his presence in the district, and in a particular classroom, is that of a **guest**. Occasionally there are circumstances that warrant the termination of the clinical teaching experience. Termination may be initiated by the clinical teacher, the school district, or Texas A&M University. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the clinical teacher, cooperating teacher/school, and university supervisor for reasons of illness, injury, or other unforeseen problem.
2. Failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
3. The following actions may result in immediate removal from clinical teaching: (procedures begin with step 5 listed below)
 - a. failure by the clinical teacher to abide by the policies of the university and/or the cooperating school.
 - b. unprofessional conduct towards school personnel or students.

PROCEDURES FOR TERMINATION

Termination of the assignment of a clinical teacher for the reasons previously stated in number 3 should follow these prescribed procedures in a sequential manner:

1. The clinical teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance.
This shall be done through a written evaluation from the university supervisor, a joint conference between the student, cooperating teacher and supervisor, and written documentation of any infractions of school policy or professionalism.
(A clinical teacher may not be terminated for undocumented problems.)
2. When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal **Growth/Probation Plan** shall be initiated by the university supervisor and cooperating teacher and presented to the clinical teacher during a three-way conference. This contract shall be submitted by the university supervisor in the Student Data Portal. An electronic copy is sent to the clinical teacher, cooperating teacher and the Field Experiences Office. Students must submit a reflection to address concerns.
3. Within a specified timeframe, the clinical teacher, the cooperating teacher, and the university supervisor will confer to assess progress.
4. If inadequate progress in teaching effectiveness and/or unprofessional conduct continues, a formal **Probation Contract** will be administered with a clear time limit for compliance. A copy will be submitted to the Field Experiences Office. The cooperating teacher and university supervisor may request additional outside observations. A conference of all concerned parties will follow.
5. When a clinical teacher is placed on probation and reassessment indicates unfavorable progress, the clinical teacher will visit with the Field Experiences Office to discuss possible options. The options offered will depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the clinical teacher, the school, the cooperating teacher and the students in the classroom. **Some options** that may be considered are:
 - a. Movement to another classroom for the remainder of the semester. This may be in another school or district and will be done ONLY if a classroom placement is available and the school schedule permits. (Clinical teaching may be extended.)
 - b. Withdrawal from clinical teaching with the option to reapply for clinical teaching after waiting at least one semester and no more than three (3) semesters. During the interim time, there may be prescriptive growth experiences created by the Field Experiences Office and university supervisor that must be completed and submitted for review prior to reassignment for clinical teaching. **All returning students will be placed in the local area.**

- c. Withdrawal from clinical teaching with a decision to transfer to another college within the University for pursuing a different degree. (Withdrawal will be allowed only if it is prior to the end of Q-drop date for the semester.)
 - d. Termination of clinical teaching with a failing grade.
6. If the clinical teacher is to be terminated or withdrawn from clinical teaching, she/he will be given a letter stating the decision made, the reasons for that decision, and whether or not an opportunity for application to clinical teach again at a later date will be permitted. The letter will also specify any growth assignments that are expected prior to reassignment to clinical teaching.
 7. The clinical teacher will meet with personnel in the office of the Assistant Dean for Undergraduate Academic Affairs for guidance in withdrawal and re-admittance procedures.

The final decision to terminate a clinical teacher is the responsibility of the Field Experiences Office with the consensus and approval of the Department Head. This decision will be based upon input from the school principal, the cooperating teacher, the university supervisor and the clinical teacher.

APPEAL PROCEDURE

If the clinical teacher wishes to contest the decision to terminate the assignment, specific procedures must be followed.

1. The clinical teacher must submit a written appeal to the Field Experiences Office within three (3) days from the date notified of termination.
2. The Field Experiences Office will convene a panel to process the appeal. Panel members may include:
 - Field Experiences Office
 - Department Head
 - Department designated elementary or secondary program coordinator
 - University Supervisor
 - Faculty member from student's program of study
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of clinical teacher infractions, the procedures followed by the university supervisor and cooperating teacher and the appeal letter from the student.
4. The committee will vote to accept or reject the appeal. The Field Experiences Office will inform the student of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher, the Assistant Dean for Academic Affairs and the Department Head.
5. The Field Experiences Office will be responsible for administering all follow-up actions determined by the committee.
6. Refer to Aggie Honor System for appeal procedures: <http://aggiehonor.tamu.edu>

SUPPLEMENTS

- Formal Observation
- Midpoint/Final Evaluation
- Observation Suggestions for Clinical Teachers
- Lesson Plans
- Pacing Schedule
- Semester Projected Schedule
- Weekly Clinical Teaching Schedule
- Cooperating Teacher Information
- Growth/Probation Plan
- Attendance Log
- Code of Ethics and Standard Practices for Texas Educators
- Immunity Status for Clinical Teachers
- Texas Teacher Standards

TEACHING, LEARNING & CULTURE

CLINICAL TEACHING FORMAL OBSERVATION

Clinical Teacher: _____ Pre-Conference Date: _____
 Grade/Subject: _____ Observation Date / Time In/Out: _____
 Observer: _____ Post-Conference Date / Time In/Out: _____

Overall Rating: _____ (4 = Accomplished 3 = Proficient 2 = Developing 1 = Improvement Needed)

Overall Comments/Recommendations:

4 = Accomplished 3 = Proficient 2 = Developing 1 = Improvement Needed NO = Not Observed

Domain I – Planning	Rating	Comments
1. Aligns goals to state content standards		
2. Aligns objectives to the lesson's goal		
Domain II – Instruction		
3. Secures whole class attention to begin lesson		
4. Transitions using motivational techniques		
5. Connects lesson to students' prior knowledge and future learning		
6. Sets academic expectations		
7. Establishes purpose by connecting learning to real world experiences		
8. Conveys accurate content knowledge		
9. Provides clear (written and verbal) explanations while modeling the learning		
10. Encourages students to communicate effectively with the teacher and their peers		
11. Uses questioning strategies to encourage higher-order thinking and problem solving		
12. Monitors the quality of student participation and performance		
13. Adjusts instruction and activities to maintain student engagement		
14. Provides differentiated instructional methods to address individual needs		
15. Recognizes student misunderstandings and responds appropriately		
16. Uses formal and informal assessments to monitor progress		
17. Engages all students in lesson closure		
Domain III – Learning Environment		
18. Implements the classroom behavior system		
19. Organizes activities, resources, technology and instructional materials		
20. Establishes and uses effective routines and procedures		
21. Uses time efficiently (start time/pacing/transitions)		
22. Moves with purpose throughout the classroom		
23. Redirects off task/inappropriate behavior in a fair/firm and consistent manner		
24. Reinforces/praises students' academic efforts and desired behavior		
25. Establishes a climate of courtesy and positive rapport		
26. Uses effective verbal/non-verbal communication		

Student Reflection:

Reflecting on your lesson, University Supervisor's written observation report and interactive conference, please answer the following questions.

1. What worked well? Provide at least one example.
2. What would you have done differently?
3. Identify at least one short-term goal and explain plan of action for achieving goal (refinement).

Adapted from the T-TESS

**TEACHING, LEARNING & CULTURE
CLINICAL TEACHING MIDPOINT/FINAL EVALUATION**

Clinical Teacher: _____ Cooperating Teacher: _____
 Grade/Subject: _____ Univ. Supervisor: _____
 Interactive Conference Date: _____ Time In/Time Out: _____

Rating scale: 4 = Accomplished 3 = Proficient 2 = Developing 1 = Improvement Needed NO = Not Observed

Domain I – Planning	Rating	Comments
1. Prepares clear, well-organized, sequential lesson plans appropriate for diverse learners		
2. Integrates technology to enhance mastery of goals		
3. Plans instructional groups based on the needs of all students		
Domain II – Instruction		
4. States purpose, objectives, and procedures for lessons/closes lessons		
5. Uses appropriate and accurate oral and written communication		
6. Differentiates instruction to address individual needs		
7. Keeps students on task/actively engaged		
8. Persists with the lesson until most students demonstrate mastery of the objective		
9. Checks for understanding through probing and critical thinking questioning strategies		
Domain III – Learning Environment		
10. Reinforces appropriate behavior and academic choices		
11. Maintains a safe, assessable and efficient classroom		
12. Establishes, communicates and maintains clear expectations for student behavior		
13. Leads a mutually respectful and collaborative class of actively engaged learners		
Domain IV – Professional Practices and Responsibilities		
14. Behaves in accordance with the Code of Ethics and standard practices for Texas Educators		
15. Models all professional standards (attendance, professional appearance and behaviors)		
16. Adapts to new situations and challenges with a positive attitude		
17. Demonstrates organizational skills		
18. Works cooperatively with students, teachers, staff and supervisor		
19. Is discreet with confidential information		
20. Sets short-term goals based on self-assessment, reflection and supervisor feedback		
21. Meets short-term goals		
22. Takes initiative in performing tasks		
23. Is receptive to suggestions		
24. Engages in professional development activities/seminars/campus meetings		

Overall Comments/Recommendations:

Student Reflection:

Reflecting on your three-way interactive conference with your Cooperating Teacher and University Supervisor, please answer the following questions.

1. What are two specific areas of professional strength (reinforcement)?
2. What are two specific areas of professional growth (refinement)? Explain plan of action to address areas needing refinement.

Adapted from the T-TESS

OBSERVATION SUGGESTIONS FOR CLINICAL TEACHERS

CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

CLASSROOM ROUTINE - (Details are important!)

1. Starting procedures
 - What does the teacher do as students arrive in the classroom?
 - Does she/he have instructions on the board or activities for engagement?
 - How are class roll, lunch count, etc. conducted?
2. Distribution of materials
 - Are instructional materials ready for use?
 - What are student responsibilities regarding materials?
3. Restroom procedures
 - May students move freely to the restroom?
 - Are passes available to use under certain guidelines?
 - Must the teacher give permission before a student may be excused?
4. Lunch procedures
 - How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
 - How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?
5. Other "housekeeping tasks"
 - How are students guided in the upkeep of the room and learning materials?

RECORD KEEPING

1. Attendance
 - Are there any special codes used by the teacher?
 - Does she/he allow students to assist?
2. Grading (Watch carefully how the teacher grades papers – accuracy is a must!)
 - Does the teacher use different types of evaluation symbols? (100%, √+)
 - How is the grade book set up? (tests in red ink, computer program, etc.)
 - How does she/he deal with participation grades?
3. Referrals
 - How are disciplinary actions and follow-up procedures handled?
 - How are other referrals (speech, counselor) handled?

CLASSROOM MANAGEMENT (Influenced by school and individual teacher policies)

1. Discipline plan
 - What are the rules?
 - How were they chosen?
 - How are they enforced? (praise, consequences)
2. Tardy policy
 - How is the policy enforced?
 - What does the teacher/school feel are acceptable excuses for tardiness?
3. Seating arrangement
 - How does the teacher determine seating? (alphabetical, discipline)
 - Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)
4. Grouping
 - Are students grouped for projects, reading, etc.?
 - How does the teacher determine this grouping?

TEACHING PROCEDURES (Look for a sequence of events that allows the students to achieve objectives.)

1. Lesson
 - Introduction and teaching
 - How is the purpose of the lesson set?
 - How does the teacher motivate students' interest?
 - How does the teacher relate lesson content to the students' prior knowledge?
 - What type of questioning is used to determine student understanding?
 - Student activities
 - How are students monitored for degree of understanding?
 - How does the teacher produce a smooth transition from teaching procedures to student practice?
 - How are students kept on-task?
 - Enrichment/re-teach activities
 - What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
 - What modifications and re-teach opportunities are provided for those who have not mastered the objective?
 - Closure
 - How does the teacher involve the students in a brief review of the lesson objective?
 - Evaluation
 - How does the teacher evaluate whether the lesson's goals were achieved?
 - How does the teacher readjust the lesson if needed?
2. Homework/Make-up work/Late work/Tutorials
 - How does the teacher grade homework?
 - What is the policy for late work?
 - What is the policy for students who have been absent?
 - What is the policy for helping students before, during, or after school?
3. Transition techniques/Fillers
 - What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
 - If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

- How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)
- How does the teacher bring all students into the learning environment and keep them on-task?
- How does the teacher redirect off-task behaviors? What nonverbal signals are used?
- How are appropriate behaviors reinforced?
- How are students moved from whole group to small group and vice-versa? How is the classroom discipline plan implemented?

PARENT/TEACHER INTERACTION

- How does the teacher communicate expectations of the child to parents?
- How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

Compiled by Diane Graham in consultation with College Station ISD teachers.

**Texas A&M University
Lesson Plan Form**

Name: _____ **Cooperating Teacher Initials:** _____
Subject: _____ **Date Turned In:** _____ **Date Taught:** _____

Objective(s)/Learning Goal(s):

TEKS:

Materials:

Teaching Procedure: (introduction)

1. **Motivation:**
2. **Prior Learning:**
3. **Statement of Objective:**
4. **Purpose (statement/question):**
5. **Instructional Steps:** (also include sample higher level questions, guided practice, independent practice, etc.)

Closure:

Review:

Future Learning:

Lesson Extension and/or Modification:

Assessment of Learning:

Self-reflections on the back

(What went well with this lesson? What did not go well? What could be done differently in the future?)

**Texas A&M University
Lesson Plan Components**

Name: _____ **Cooperating Teacher Initials:** _____
Subject: _____ **Date Turned In:** _____ **Date Taught:** _____

Objective(s)/Learning Goal(s): Write in specific terms. State what you want students to know or be able to do by the end of the lesson.

TEKS: List the TEKS that are covered by the lesson.

Materials:

List all materials that will be needed for the lesson. Be sure materials are ready ahead of time.

Examples: textbook, reference materials, technology, art, music, lab equipment.

Teaching Procedure:

1. **Motivation:** Use pictures, brainstorming, real objects, thought - provoking questions, riddles, poems, books, games, personal experiences, experiments, role play, etc. to FOCUS students on what is to be learned.
2. **Prior Learning:** Recall previous lesson/s or learning. Connect this lesson to previous learning or lesson/s.
3. **Statement of Objective:** State clearly the lesson objective.
4. **Purpose (statement/question):** Give a purpose – (Tell students why it is important to learn this and how it will help them in the future.) Share real life examples and/or ask students to share how this might be helpful in their own lives.
5. **Instructional steps:**
 - a. Present new information and relate it to current student experiences
 - b. Model examples of the new skills and demonstrate to the student exactly what they are to do (include visuals whenever possible)
 - c. Recap important points often
 - d. Question throughout to check for understanding
 - e. Include sample question; remember to include higher level/critical thinking questioning
 - f. Write everything you will do, and in general, everything you will say
 - g. Involve the students throughout the lesson
 - h. Include *guided* (completed with teacher's assistance) and *independent* activities (without teacher's assistance) that reinforce the lesson objective (Label these activities with GP and/or IP)
 - i. Monitor student responses to assess students' needs

Closure:

Review:

- ☐ Recap the main points by referring back to the objective
- ☐ Keep closure student – centered (What did you learn today? Why did you learn it? How will it help you?)

Future Learning:

- ☐ Ask questions that will give you feedback on student mastery of the lesson objective
- ☐ Relate to future learning (“Tomorrow...” or “Next week ...”)

Lesson Extension and/or Modification:

- ☐ Provide extension activities for those who have mastered the objective
- ☐ Provide remediation for those who did not master the objective

Assessment of Learning:

Ask yourself, "How will I measure to see if learning has occurred?" This may be accomplished through observation of specific work habits, worksheets, group projects, tests, oral discussions, illustrations, etc.

Self-reflections on the back

(What went well with this lesson? What did not go well? What could be done differently in the future?)

**Texas A&M University
Clinical Teacher Pacing Schedule/Calendar**

WEEK	RESPONSIBILITIES
0	Orientation with University Supervisor
1	Observe, assist, team-teach The majority of time is focused on learning classroom routines and observing students and cooperating teacher. Team teaching is appropriate.
2	Co-plan and teach 1-2 classes/subjects Preplan with the cooperating teacher. Write detailed lesson plans based on preplanning sessions. Observe the cooperating teacher model how to teach lesson/s that were discussed. Note any needed adjustments to the prepared lesson plans before independently teaching the lesson/s to other class periods. Seminar with University Supervisor
3	Independently plan and teach 2-3 classes/subjects Formal Observation 1
4	Independently plan and teach 3-4 classes /subjects eCampus 1 Discussion
5-7	Full Responsibility -10 consecutive days during these weeks for full responsibility. Formal Observation 2 MID-POINT CONFERENCES DURING WEEKS 6/7 eCampus 2 Discussion Option following 1st Full Responsibility: Second Environment
8-10	Plan and teach 2-3 classes Rotate subjects/periods to prepare for the second full responsibility. Note: Second Environment remains an option. Formal Observation 3 Seminar with University Supervisor
11-14	Second Full Responsibility Choose 10 consecutive days during these weeks for full responsibility. Career Fair Formal Observation 4 FINAL CONFERENCES DURING WEEKS 13/14 eCampus 3 Discussion Seminar with University Supervisor The last week may also be used as a 'transition' week. Attendance Log – upload signed copy in eCampus after last day in field

Note: This is a recommended schedule, but can be adjusted to meet individual needs.
The Clinical Teaching Handbook provides details for semester requirements.

Texas A&M University
Semester Projected Clinical Teacher Schedule

Name _____ Cooperating Teacher _____ School _____

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Dates														
Subject														

Texas A&M University
Weekly Clinical Teaching Schedule

Clinical Teacher _____ Phone _____ Date _____ Week # _____

Cooperating Teacher _____ School _____ School Phone _____

Your university supervisor will use this in planning her/his visiting schedule. Indicate for each period the subject, time, and your responsibilities. Show any planning periods, assemblies, holidays, tests, etc. Be sure to inform your university supervisor of changes in this schedule. This is to be prepared each week and arrangements must be made to get it to the university supervisor.

Subject & Time									
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Texas A&M University
Cooperating Teacher Information Sheet

Clinical Teacher _____ School _____
 Cooperating Teacher _____ Room Number _____
 Cooperating Teacher Cell _____ Conference Period (with time) _____

This will be used by your university supervisor in planning her/his visiting schedule. Please indicate your daily class schedule with subject, time periods, and any preparation periods. Be sure to inform the university supervisor of changes in this schedule.

Daily Class Schedule

Subject & Time									
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

**TEACHING, LEARNING & CULTURE
STUDENT EXPECTATIONS AND COMPETENCIES
(GROWTH / PROBATION PLAN)**

Student: _____

Instructor/Course: _____

Rating scale: 3= Meets Expectations 2= Needs Improvement 1= Unacceptable NA=Not Applicable
(Circle applicable rating)

Expectations and Competencies	Rating			
1. Is dependable/reliable/punctual/abides by school operation schedule	3	2	1	NA
2. Takes initiative in performing tasks	3	2	1	NA
3. Adapts in a flexible manner	3	2	1	NA
4. Demonstrates organizational skills	3	2	1	NA
5. Is receptive to suggestions	3	2	1	NA
6. Uses reflective thinking to analyze instruction	3	2	1	NA
7. Recognizes need for improvement and implements change	3	2	1	NA
8. Maintains professional dress and behavior	3	2	1	NA
9. Works cooperatively with teachers, staff and supervisor	3	2	1	NA
10. Engages in professional development activities/seminars/ campus	3	2	1	NA
11. Is discreet with confidential information	3	2	1	NA
12. Respects learning and cultural diversities	3	2	1	NA
13. Exemplifies attributes for morals, ethics and values of teaching	3	2	1	NA
14. Exhibits dispositions conducive to professionalism (including	3	2	1	NA
15. Other:	3	2	1	NA

Instructor/Supervisor Comments and Suggested Intervention Strategies

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Student Signature/Date	
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Student signature acknowledges and understands expectations.

TLAC Representative Signature	
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TLAC Representative Position	
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Date of conference	
---------------------------	--

Date to return reflection/form	
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Date to reconvene	
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**Student: Reflecting on your conference, explain your plan of action to address areas needing improvement.
(May use back for additional comments)**

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FALL 2018 TLAC CLINICAL TEACHER ATTENDANCE LOG

70 full-days

Clinical Teacher Name _____ Teacher Name _____
 Clinical Teacher Email _____ Supervisor Name _____
 Campus Times _____ District/Campus _____

Date	Arrival Time	Depart Time	Coop T Initial	Date	Arrival Time	Depart Time	Coop T Initial	Date	Arrival Time	Depart Time	Coop T Initial
AUG 13				SEPT 24				NOV 5			
AUG 14				SEPT 25				NOV 6			
AUG 15				SEPT 26				NOV 7			
AUG 16				SEPT 27				NOV 8			
AUG 17				SEPT 28				NOV 9			
AUG 20				OCT 1				NOV 12			
AUG 21				OCT 2				NOV 13			
AUG 22				OCT 3				NOV 14			
AUG 23				OCT 4				NOV 15			
AUG 24				OCT 5				NOV 16			
AUG 27				OCT 8				NOV 19			
AUG 28				OCT 9				NOV 20			
AUG 29				OCT 10				NOV 21			
AUG 30				OCT 11				NOV 22			
AUG 31				OCT 12				NOV 23			
SEPT 3				OCT 15				NOV 26			
SEPT 4				OCT 16				NOV 27			
SEPT 5				OCT 17				NOV 28			
SEPT 6				OCT 18				NOV 29			
SEPT 7				OCT 19				NOV 30			
SEPT 10				OCT 22				DEC 3			
SEPT 11				OCT 23				DEC 4			
SEPT 12				OCT 24				DEC 5			
SEPT 13				OCT 25				DEC 6			
SEPT 14				OCT 26				DEC 7			
SEPT 17				OCT 29				DEC 10			
SEPT 18				OCT 30				DEC 11			
SEPT 19				OCT 31				DEC 12			
SEPT 20				NOV 1				DEC 13			
SEPT 21				NOV 2				DEC 14			

Clinical Teacher Signature/Date: _____ Cooperating Teacher Signature/Date: _____
 Total Number of Days: _____ University Supervisor Signature/Date: _____

Clinical Teacher: enter arrival time/departure time daily, sign and upload into eCampus at the end of the semester.
 Cooperating Teacher: initial daily, sign at the end of the semester. University Supervisor: sign at final evaluation.

Code of Ethics and Standard Practices for Texas Educators
(effective December 2016)

§247.1. Purpose and Scope; Definitions.

- (a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.
- (b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- (c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.
- (d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:
 - (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
 - (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
 - (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.
- (e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.
 - (1) Abuse--Includes the following acts or omissions:
 - (A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
 - (B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
 - (C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
 - (D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.
 - (2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.
 - (3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.
 - (4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.
 - (5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

- (6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.
- (7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.
- (8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.
- (9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.
- (10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.
- (11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.
- (12) Minor--A person under 18 years of age.
- (13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.
- (14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.
- (15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.
- (16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.
- (17) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.
- (18) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.
- (19) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.
- (20) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(21) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Statutory Authority: The provisions of this §247.1 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA).

Source: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329.

§247.2. Code of Ethics and Standard Practices for Texas Educators.

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
- (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

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

- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
 - (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
 - (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
 - (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
 - (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
 - (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (3) Ethical Conduct Toward Students.
- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
 - (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
 - (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
 - (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
 - (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
 - (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
 - (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
 - (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
 - (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA).

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

Immunity Status for Clinical Teachers

TEXAS EDUCATION CODE - SECTION 22.0511. IMMUNITY FROM LIABILITY. Senate Bill No. 930; SECTION 1. Subchapter B, Chapter 22, Education Code, is amended by amending Section 22.051 and adding Sections 22.0511 through 22.0517 to read as follows:

Sec. 22.051. 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.

Sec. 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.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.22.htm>

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter AA. Teacher Standards

(effective June 30, 2014)

§149.1001. Teacher Standards.

- (a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
- (b) Standards.
- (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
 - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
 - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
 - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

- (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
- (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
- (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
 - (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
- (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
 - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
 - (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
 - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
 - (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
 - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

- (3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
- (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
 - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
 - (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
 - (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
 - (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
 - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- (A) Teachers implement both formal and informal methods of measuring student progress.
 - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 - (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
 - (C) Teachers regularly collect, review, and analyze data to monitor student progress.
 - (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 - (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
 - (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
- (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
 - (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
 - (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
 - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
 - (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
 - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
 - (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
 - (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.