

SPRING 2025

CLINICAL TEACHING HANDBOOK

TEACHING, LEARNING & CULTURE



Field Experiences
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TEXAS A&M UNIVERSITY
Education &
Human Development

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Subject to changes pending any TEA, CEHD and/or TLAC updates.

SPRING 2025 TLAC CLINICAL TEACHER ACKNOWLEDGEMENT

CLINICAL TEACHING HANDBOOK INFORMATION

I acknowledge 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, including the Educators Code of Ethics. I understand that I must 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 or concerns or need further explanation.

PROFESSIONAL LIABILITY INSURANCE

I acknowledge that 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). I acknowledge that I have joined one (or both) of these organizations for my clinical teaching semester.

WAIVER OF LIABILITY

I acknowledge, 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

I acknowledge that 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. I acknowledge that the student travel requirement has been met per University Rule 13.04.99.M1.01 Section 3.2.2.

NAME: _____ **UIN:** _____

SIGNATURE: _____ **DATE:** _____

Note: This form must be submitted in the AEP

Dr. Sharon Matthews, Instructor of Record
TLAC Clinical Professor and Associate DH for Undergraduate Programs

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 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. We hope that the clinical teacher, cooperating teacher and the university supervisor will form a triad with closely connected goals, resulting in a positive and memorable clinical teaching experience. The Texas A&M University Clinical Teaching Program aims and expects 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 at 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

ACADEMIC INTEGRITY STATEMENT AND POLICY

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

Honor Code

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, the responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Failure to comply with the honor code in any way can lead to dismissal from the program. The decision to be removed from the program is made at the departmental level.

For further information: <https://student-rules.tamu.edu/aggiecode/>

Academic Honesty

Academic honesty is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. All students within the Department of Teaching, Learning, and Culture must comply with the Honor System Rules with regard to all aspects of community responsibility and academic misconduct. Students identified as violating academic honesty will be reported to the Aggie Honor Code office. Any academic misconduct confirmed by the Honor Council will result in dismissal from the TLAC program.

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 observing 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 your cooperating teacher questions regarding reasons for her/his interactions and instructional methods. Frequently asking “why” and “how” questions will provide you with a knowledge base for choosing your methods for instruction and management. During this period, it is also helpful to make and fill in seating charts to quickly learn the students' names.

Observation of another classroom environment is encouraged. You may observe in a **second environment** in your assigned school for 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 and cooperating teacher.

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 / co-teaching a selected lesson.

This may be done in any number of ways. For example:

- Divide the class into two groups, each 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 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 between the clinical teacher and the 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 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 consistently demonstrating success in writing and teaching long lesson plans, 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.

RECOMMENDATION:

- If the cooperating teacher has 1 preparation - 8 long lesson plans and approval from cooperating teacher before transitioning to 'short form.'
- If the cooperating teacher has 2 or more preparations - 4 long lesson plans for the first 2 preparations, at least 1 long lesson plan for all other preparations, and approval from the cooperating teacher before transitioning to 'short form'

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 university supervisor's and cooperating teacher's discretion. **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 is responsible for 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 11-14. 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. Supervisors and cooperating teachers will review development and discuss formal/informal observations during the conference. 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 students' performance.

ATTENDANCE

Clinical teachers are expected to be in attendance at their cooperating school each day. Leaving the 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>. A Time Log must be submitted in the AEP daily and approved weekly by the cooperating teacher.

- Absences to take certification exams are **unexcused**.
- **One excused** absence is allowed for a professional interview.
- **Substitute teaching is not allowed during the TEA-required 70-day placement.**

| 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 participate in professional development programs when appropriate. These days should be recorded in the time log.

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 classroom teacher during this semester, students are advised to maintain a professional stance on social networks. Clinical teachers should refrain from posting pictures of students, '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. Supervisor seminars will not be held during school hours.

WORK/COURSES/GRADING

Clinical teaching is considered a full academic load. Additional coursework is not allowed during the clinical teaching semester (except for approved 4+1 classes). 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 a satisfactory 'S' or an unsatisfactory 'U'. No letter grade is assigned.

CLINICAL TEACHING ASSIGNMENTS

OVERVIEW

- Clinical Teaching Handbook. Submit the Clinical Teaching Acknowledgment to the University Supervisor.
- Complete the Cooperating Teacher Information Sheet, turn it in to the supervisor, and include a bell/class schedule.
- Complete the Clinical Teacher Emergency Contact Form (p. 27) and provide to the required parties.
- Submit a Weekly Clinical Teaching Schedule to your supervisor 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 second week.

NOTEBOOK

Organize a Clinical Teaching Notebook. This may be kept digitally so that the supervisor and cooperating teacher may access it. The notebook should contain the following components:

- Calendar of events - TAMU clinical teaching calendar and a school district calendar.
- Lesson Plans - Keep lesson plans in your notebook for each lesson that you teach. Use the lesson plan formats provided in the handbook.
- Cooperating Teacher/Supervisor Observations - Your cooperating teacher and supervisor will observe you and give written feedback frequently.
- Seminars/Meetings - Handouts and notes.
- Instructional and Management Techniques - Gather and organize best practice ideas for use in your classroom.
- Reflective 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?

TIME LOG

Submit daily attendance in the AEP, the cooperating teacher will approve weekly.

CANVAS

Clinical teachers will complete assignments/discussions on CANVAS throughout the clinical semester.

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 of Education Career Fair. All clinical teachers are required to participate in the event, which does not count toward the 70 TEA-required field days.

CLINICAL TEACHER RESPONSIBILITIES

DEDICATION

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

ORGANIZATION

- Turn in a weekly teaching schedule to your university supervisor. 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 they are absent. Submit all absences and make-up days in the AEP.

PREPARATION

- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare all teaching materials/technology in advance 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 to share 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.
- Review the training materials provided by the University Supervisor.
- Submit the Cooperating Teacher Acknowledgement in the AEP.

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 discussing 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 instructions on how to set up a classroom for the beginning of the year.

EVALUATION

- Approve weekly time log in the AEP.
- 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.
- Participate in a mid-point and final conference with the clinical teacher and supervisor.
- Complete a mid-point and final evaluation of the clinical teacher's progress. Submit an electronic copy of the evaluation in the Data Portal within 48 hours of the conference.
- Contact the university supervisor with questions/concerns.
- Submit Recommendation for Standard Certification in the AEP.

PROFESSIONALISM

- Accept each clinical teacher as an individual and refrain from comparing 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 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

LIAISON

- 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, provide training materials to the cooperating teacher, including program information, 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 seminar 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.
- Submit the University Supervisor Acknowledgement in the AEP within the first week of the semester.
- Plan and facilitate at least 3 additional 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 the 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 in the AEP 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 in the AEP within 48 hours of the conference.
- 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.
- Submit Recommendation for Standard Certification in the AEP.

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 problems.
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.
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 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 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 the following semester. 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 to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the Q-drop date for the semester.)
 - d. Termination of clinical teaching with an Unsatisfactory 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.

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 Staff
 - 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 Department Head and the Assistant Dean for Academic Affairs.
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

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
- Clinical Teacher Emergency Contact Form
- Concern/Opportunity/Acknowledgment Form
- Code of Ethics and Standard Practices for Texas Educators
- Immunity Status for Clinical Teachers
- Texas Teacher Standards

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
CLINICAL TEACHING FORMAL OBSERVATION

Clinical Teacher: _____ Cooperating Teacher: _____ University Supervisor: _____

Observation Date: _____ Time In/Time Out: _____ Interactive Conference Date: _____ Overall Rating: _____

| T-TESS Domain | Concept | Observable behaviors and practices | What does this strand evaluate? | 4 - Accomplished | 3 - Proficient | 2 - Developing | 1 - Improvement Needed | |
|-------------------------|---|--|--|---|--|--|---|--|
| Instruction | Lesson delivery | Delivers clear, well-organized, sequential lessons that align with standards | Evaluates the extent of goal alignment to state content standards | Delivers all activities, materials, and assessments that align to state content standards | Delivers most activities, materials, and assessments that align to state content standards | Delivers some activities, materials, and assessments that align to state content standards | Delivers few to no activities, materials, and assessments that align to state content standards | |
| | | Aligns lesson from objective through assessment | Evaluates the extent of objectives aligned to the lesson goal | Aligns and logically sequences all objectives to the lesson's goal through informal or formal assessment. | Aligns and logically sequences most objectives to the lesson's goal through informal or formal assessment. | Aligns and logically sequences some objectives to the lesson's goal through informal or formal assessment. | Aligns and logically sequences few to no objectives to the lesson's goal. | |
| | | Plans and uses a variety of instructional supports (i.e., activities, resources, technologies, and materials) | Evaluates degree of completeness AND alignment with instructional objectives | Plans and uses instructional supports that are complete, aligned to instructional objectives, and are varied. | Plans and uses instructional supports that are mostly complete and aligned to instructional objectives. | Plans and uses instructional supports that are somewhat complete and aligned to instructional objectives. | Plans and uses instructional supports that are incomplete and misaligned to instructional objectives. | |
| | | States purpose, objectives and procedures for lesson | Evaluates the extent the purpose, objectives, and procedures are stated clearly. | States purposes, objectives and procedures clearly. | States purpose, objectives and procedures. | States purpose, objectives or procedures. | Does not state purpose, objectives and procedures. | |
| | | Connects lesson to students' prior knowledge and life experiences | Evaluates the extent the lesson connects with knowledge and experiences. | Connects lesson to students' prior knowledge, life experiences or interests, and future learning expectations. | Connects lesson to students' prior knowledge and life experiences. | Connects lesson to students' prior knowledge or experiences. | Does not connect lesson to students' prior knowledge and experiences. | |
| | | Uses questioning strategies to encourage higher-order thinking and problem solving to promote thought and/or discussion | Evaluates the extent that all students are encouraged to engage in higher-order thinking and problem solving. | Uses questioning strategies that encourage all students to engage in higher-order thinking and problem solving. | Uses questioning strategies that encourage most students to engage in higher-order thinking. | Uses questioning strategies that encourage some students to engage in higher order thinking. | Uses questioning strategies that encourage few to no students to engage in higher-order thinking. | |
| | Data use | Engages students in lesson closure | Engages students in lesson closure | Evaluates the extent that all students are engaged in lesson closure. | Engages all students in lesson closure. | Engages most students in lesson closure. | Engages some students in lesson closure. | Engages few to no students in lesson closure. |
| | | | Uses formal or informal assessments to monitor progress of all students | Evaluates the extent that the progress of all students is assessed and monitored. | Uses formal or informal assessments to monitor progress of all students | Uses formal or informal assessments to monitor progress of most students. | Uses formal or informal assessments to monitor progress of some students. | Uses formal or informal assessments to monitor progress of a few to no students. |
| | | Content knowledge | Monitors (and adjusts as needed) instruction and activities to maintain student engagement | Evaluates the extent that all students are kept engaged by monitoring and adjusting instruction when needed. | Monitors and adjusts as needed instruction and activities to maintain engagement of all students. | Monitors and adjusts as needed instruction and activities to maintain engagement of most students. | Monitors and adjusts as needed some instruction and activities to maintain engagement of some students. | Monitors and adjusts as needed some instruction and activities to maintain engagement of few to no students. |
| | | | Conveys accurate content knowledge | Evaluates the extent that the teacher conveys accurate content knowledge. | Conveys a depth of content knowledge that allows for differentiated explanations. | Conveys accurate content knowledge in multiple contexts. | Conveys accurate content knowledge. | Conveys inaccurate content knowledge that leads to student confusion. |
| | | Communication | Recognizes student misunderstandings and responds appropriately | Evaluates the extent that the teacher is aware of, and appropriately responsive to, student misunderstandings. | Recognizes student misunderstandings and proactively addresses obstacles to learning. | Recognizes student misunderstandings and responds with teaching techniques to clarify concepts. | Recognizes student misunderstandings and responds with limited teaching techniques to clarify concepts. | Is sometimes unaware of or unresponsive to student misunderstandings. |
| | | | Provides clear (written and verbal) explanations while modeling the learning | Evaluates the extent of the time that verbal and/or written explanations are clear. | Models learning by providing and using (written and verbal) explanations that are clear all the time. | Models learning by providing and using (written and verbal) explanations that are clear most of the time. | Models learning by providing and using (written and verbal) explanations that are clear some of the time. | Models learning by providing and using (written and verbal) explanations that are not clear or fails to model learning at all. |
| Learning Environment | Differentiation | Encourages students to communicate effectively with the teacher and their peers | Evaluates the extent that all students are encouraged and provided opportunities to communicate effectively with the teacher and their peers. | Encourages and provides opportunities for all students to communicate effectively with the teacher and their peers. | Encourages and provides opportunities for most students to communicate effectively with the teacher and their peers. | Encourages and provides opportunities for some students to communicate effectively with the teacher and their peers. | Encourages and provides opportunities for few to no students to communicate effectively with the teacher and their peers. | |
| | | Monitors the quality of student participation and performance | Evaluates the extent of the time that the teacher monitors student participation. | Monitors the quality of student participation and performance all of the time. | Monitors the quality of student participation and performance most of the time. | Monitors the quality of student participation and performance some of the time. | Monitors the quality of student participation and performance little to none of the time. | |
| | Classroom routines and procedures | Differentiates instruction, aligning methods and techniques to diverse student needs | Evaluates the extent that all students receive differentiated instruction. | Differentiates instruction to address individual needs of all students. | Differentiates instruction to address individual needs of most students. | Differentiates instruction to address individual needs of some students. | Differentiates instruction to address individual needs of few to no students. | |
| | | Implements and uses effective routines and procedures | Evaluates the extent that routines, transitions and procedures are implemented AND the extent that implemented routines, transitions and procedures are effective and efficient. | Implements effective AND efficient routines, transitions and procedures. | Implements effective routines, transitions, and procedures. | Implements some routines, transitions, and procedures. | Implements few to no routines, transitions, and procedures. | |
| | Behavioral expectations | Uses time efficiently (start time/pacing/transitions/activities) | Evaluates the extent of the lesson that start time/pacing/transitions/activities are used. | Uses time efficiently through start time/pacing/transitions/activities throughout the entire lesson. | Uses time efficiently through start time/pacing/transitions/activities through most of the lesson. | Uses time/pacing/transitions/activities through some of the lesson. | Does not use time/pacing/transitions/activities which results in lost instructional time. | |
| | | Establishes and/or maintains the established classroom behavior standards | Evaluates the extent of the lesson that meets established classroom behavior standards. | Establishes and/or maintains the established classroom behavior standards throughout the entire lesson. | Establishes and/or maintains the established classroom behavior standards through most of lesson. | Establishes and/or maintains the established classroom behavior standards through some of the lesson. | Does not establish and/or maintain the established classroom behavior standards. | |
| Behavioral expectations | Establishes a climate of courtesy and positive rapport (e.g., tone of voice, body language, facial expressions) | Evaluates the extent that all learners are appropriately supported with an established climate of courtesy and positive rapport. | Establishes and promotes a climate of courtesy and positive rapport that appropriately supports all learners. | Demonstrates and promotes a climate of courtesy and positive rapport that appropriately supports most learners. | Demonstrates and promotes a climate of courtesy and positive rapport that appropriately supports some learners. | Demonstrates and promotes a climate of courtesy and positive rapport that appropriately supports few to no learners. | | |
| | Reinforces positive student behaviors and intercepts misbehaviors (if needed) | Evaluates the extent of the time that the teacher reinforces positive student behaviors and addresses misbehaviors when needed. | Reinforces positive student behaviors and anticipates and intercepts misbehaviors (if needed) all of the time. | Reinforces positive student behaviors and intercepts and redirects misbehaviors (if needed) most of the time. | Reinforces positive student behaviors and intercepts misbehaviors (if needed) some of the time. | Reinforces positive student behaviors and intercepts misbehaviors (if needed) little to none of the time. | | |

Overall Comments/Recommendations:

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).

**TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
CLINICAL TEACHING MIDPOINT/FINAL EVALUATION**

Clinical Teacher: _____ Cooperating Teacher: _____

Grade/Subject: _____ Univ. Supervisor: _____

Interactive Conference Date: _____ Time In/Time Out: _____

Overall Comments/Recommendations:

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, accessible 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 | | |

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.

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
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)?

**Texas A&M University – Department of Teaching, Learning & Culture
Lesson Plan Form**

Lesson Plan: _____ Week #: _____

Name: _____ Cooperating Teacher Initials: _____

Subject: _____ Date Turned in: _____ Date Taught: _____

| | |
|---------------------------------------|--|
| Objective(s)/Learning Goal(s): | |
| TEKS: | |
| Materials: | |
| Introduction: | |
| • Motivation: | |
| • Prior Learning: | |
| • Statement of Objective: | |
| • Purpose: | |
| Instructional Steps: | |
| • Model: | |
| • Guided Practice: | |
| • Independent Practice: | |
| Closure: | |
| • Review: | |
| • Future Learning: | |
| Lesson Extension: | |
| Modifications: | |
| Assessment of Learning: | |

Self-evaluations 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 – Department of Teaching, Learning & Culture
Lesson Plan Components

Lesson Plan: _____ Week #: _____

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. |
| Introduction: | 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. |
| <ul style="list-style-type: none"> • Motivation: | |
| <ul style="list-style-type: none"> • Prior Learning: | Recall previous lesson/s or learning. Connect this lesson to previous learning or lesson/s. |
| <ul style="list-style-type: none"> • Statement of Objective: | Clearly state the lesson objective. |
| <ul style="list-style-type: none"> • Purpose: | 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. |
| Instructional Steps: | Present new information and relate it to current student experiences. Model examples of the new skill/s and demonstrate to the students exactly what they are to do (include visuals whenever possible). Recap important points often. Question for understanding. Include higher level/critical thinking questioning. Monitor student responses to assess students' needs. |
| <ul style="list-style-type: none"> • Model: | |
| <ul style="list-style-type: none"> • Guided Practice: | Include a description or examples of the activities that are related to the lesson objective and will be completed with the teacher's assistance. |
| <ul style="list-style-type: none"> • Independent Practice: | Include a description or examples of the activities which reinforce the lesson objective but will be completed without the teacher's direct assistance. |
| Closure: | Question students about the main points of the lesson. The questions should be directly related to the lesson objective/s. Keep this student-centered. (What did you learn today? Why did you learn it? How will it help you?) |
| <ul style="list-style-type: none"> • Review: | |
| <ul style="list-style-type: none"> • Future Learning: | Ask questions that will give you feedback on student master of the lesson objective. Relate to future learning ("Tomorrow..." or "Next week...") |
| Lesson Extension: | Provide extension activities for those who have mastered the objective. |
| Modifications: | 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-evaluations 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 – Department of Teaching, Learning & Culture
Clinical Teacher Pacing Schedule**

| WEEK | RESPONSIBILITIES |
|--------------|---|
| 0 | Orientation Seminar with University Supervisor Upload/Submit required forms |
| 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. |
| 3 | Independently plan and teach 2-3 classes/subjects Second Seminar with University Supervisor |
| 4 | Independently plan and teach 3-4 classes/subjects Formal Observation 1 CANVAS 1 Discussion |
| 5-7 | Full Responsibility Choose 10 consecutive days during these weeks for full responsibility. When not in full responsibility, plan and teach 2-3 classes/subjects. Formal Observation 2 MID-POINT CONFERENCES DURING WEEKS 6/7 Option following 1st Full Responsibility: Second Environment |
| 8-10 | Plan and teach 2-3 classes/subjects Rotate subjects/periods to prepare for the second full responsibility. Formal Observation 3 Third Seminar with University Supervisor Second Environment remains an option. |
| 11-14 | Second Full Responsibility Choose 10 consecutive days during these weeks for full responsibility. When not in full responsibility, plan and teach 2-3 classes/subjects. Career Fair Formal Observation 4 FINAL CONFERENCES DURING WEEKS 13/14 CANVAS 2 Discussion Fourth Seminar with University Supervisor The last week may also be used as a 'transition' week. |

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 – Department of Teaching, Learning & Culture
Semester Projected Clinical Teacher Schedule**

Name: _____ Cooperating Teacher: _____ Campus: _____

| Week Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Dates | | | | | | | | | | | | | | | | |
| Subject & Time | | | | | | | | | | | | | | | | |
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Texas A&M University – Department of Teaching, Learning & Culture
Weekly Clinical Teaching Schedule

Clinical Teacher: _____ Phone: _____ Date: _____ Week #: _____

Cooperating Teacher: _____ Campus: _____ Campus 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 shared with your university supervisor.

| Subject & Time | | | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|--|--|
| Monday | | | | | | | | | |
| Tuesday | | | | | | | | | |
| Wednesday | | | | | | | | | |
| Thursday | | | | | | | | | |
| Friday | | | | | | | | | |

**Texas A&M University – Department of Teaching, Learning & Culture
Cooperating Teacher Information Sheet**

Clinical Teacher: _____ Campus: _____

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 | | | | | | | | | |

Texas A&M University – Department of Teaching, Learning & Culture

Student: _____

Instructor/Course: _____

**STUDENT EXPECTATIONS AND COMPETENCIES
(GROWTH / PROBATION PLAN)**

Rating scale: 3= Meets Expectations 2= Needs Improvement 1= Unacceptable NA=Not Applicable

| Expectations and Competencies | Rating | | | |
|---|--------|---|---|----|
| | 3 | 2 | 1 | NA |
| 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 meetings | 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 technology) | 3 | 2 | 1 | NA |
| 15. Other: | 3 | 2 | 1 | NA |

Instructor/Supervisor Comments and Suggested Intervention Strategies

Student Signature/Date _____

Student signature acknowledges and understands expectations.

TLAC Representative Signature _____

TLAC Representative Position _____

Date of conference _____

Date to return reflection/form _____

Date to reconvene _____

Student: Reflecting on your conference, explain your plan of action to address areas needing improvement. (May use back for additional comments)

TLAC FIELD EXPERIENCE EMERGENCY CONTACT FORM

Aggie Pre Service Teacher Name: _____

Cell Phone: _____

Emergency Contact Name 1: _____

Emergency Contact Relationship: _____

Emergency Contact Phone: _____

Emergency Contact Name 2: _____

Emergency Contact Relationship: _____

Emergency Contact Phone: _____

Course Instructor/Supervisor Name: _____

Course Instructor/Supervisor Email or Phone: _____

Semester/Year: _____

Provide the completed form to:

- Campus Administrator/Front Office

FOR EMERGENCIES, please contact:

TLAC Field Experiences
979/845-8254
Clinical-teaching@tamu.edu

TEXAS A&M UNIVERSITY - DEPARTMENT OF TEACHING, LEARNING & CULTURE
Concern/Opportunity/Acknowledgment Form (COAF)

Name: _____ **UIN:** _____ **Date:** _____

Address: _____
Street City Zip

Telephone: (Home/Cell) _____ (Work) _____

Email: _____

Major: _____ **Course:** _____

Circle: Freshman Sophomore Junior Senior Graduate

Projected Graduation (Semester/Year): _____

My concern or acknowledgment: _____

Explain Opportunity/Concern /Acknowledgement (Please be specific with your narrative.)

If this is a concern, what are the possible solutions?

a. _____

b. _____

Professor/Advisor/Mentor/Administrator Recommendation:

Advisor/Professor/Facilitator

Date

Department Head Recommendation:

Department Head/Designee

Date

Action//Follow-up:

Code of Ethics and Standard Practices for Texas Educators

(Effective October 2018)

§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 that 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) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
- (18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.
- (19) 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.
- (20) 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.
- (21) 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.
- (22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.
- (23) 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.

Source Note: 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; amended to be effective October 21, 2018, 43 TexReg 6839

§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 intentionally, knowingly, or recklessly 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 that are used 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, knowingly, or recklessly 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, abuse, or distribution of controlled substances, 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.

(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.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

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

(v) whether the communication was sexually explicit; and

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

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

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.

<https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title-19-part-2>