

Fall 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 and TEA, CEHD and/or TLAC updates.

Fall 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. 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. I acknowledge that I am required to obtain professional liability insurance.

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 engage, plan, implement, and evaluate instructional materials and techniques to meet the varied learning needs of students.

The success of the clinical teaching semester will depend on the cooperative efforts of many people. The expectation is that the clinical teacher, cooperating teacher and the university supervisor 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.**

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 of students.
- To develop high levels of teaching competence through guided teaching experience.
- To create and use effective lesson plans for instruction.
- To become familiar 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 interact, 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 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 orientation time, you will directly engage more with students. The cooperating teacher may give specific suggestions for activities that will help you integrate.

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

Demonstrate enthusiasm and initiative. 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.

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 the 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. 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, annotate on lesson plan (pacing), 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.

FORMAL 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.

INFORMAL OBSERVATIONS/REFLECTIONS

The university supervisor will conduct 3 informal observations throughout the semester based on a targeted goal to guide growth and development.

THREE-WAY CONFERENCES/EVALUATIONS/REFLECTIONS

At the initial 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 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 AEP 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.**
- **Only add extra days for unexcused absences**
- **Any excused absences do not count against you, but 70 days are still required prior to graduation.**

| UNEXCUSED ABSENCES | |
|--------------------|----------------------|
| ½ day absence | 70.5 total days |
| 1 day absence | 71 total days |
| 2 day absence | 72 total days |
| 3+ day absence | Unsatisfactory grade |

HOLIDAYS AND STAFF DEVELOPMENT DAYS

During the clinical teaching semester, clinical teachers 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

Four Professional development seminars conducted by supervisors are mandatory for all clinical teachers. Supervisor seminars will not be held during school hours. The first seminar is an orientation prior to the first day of school.

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'. See syllabus for P/F components.

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 into 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.
- Weekly Clinical Teaching schedule- Submit your plan each week on what you are anticipating to do.
- 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 necessary 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 on CANVAS throughout the semester.

FORMAL OBSERVATION/EVALUATION REFLECTIONS

Clinical teachers must submit reflections electronically within 48 hours of receipt of each formal 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 Education Career Fair. All clinical teachers are required to participate in the event.

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 that reflect constructive feedback provided by the university supervisor & cooperating teacher.
- 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.
- Report concerns to the Field Experiences Office in a timely manner to insure the Clinical Teacher has appropriate time for remediation & growth.
- 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

- Orientation 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.
- Conduct 3 informal observations that are a minimum of 15 minutes based on a targeted goal to guide growth & development. Submit the informal observation form in the AEP after the meeting with the clinical teacher.
- Lead an interactive post-conference following each formal observation.
- Facilitate an initial, mid-point, and final conference with the clinical teacher and cooperating teacher.
- Complete an initial, 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. 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.
- 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.
- Report concerns to the Field Experiences Office in a timely manner to insure the Clinical Teacher has appropriate time for remediation & growth.

PROFESSIONALISM

- Continue professional development to enhance your mentorship.
- 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.
- 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.
 - c. The university retains the right to immediately remove a preservice teacher from a clinical teaching placement in cases where the clinical teacher fails to adhere to the clinical teaching expectations outlined in the clinical teaching handbook, contravenes the Texas Teaching Code of Ethics and/or a district employee recommends that the student not continue the placement.

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 it is determined that the clinical teacher assignment must be terminated, the clinical teacher will visit with the Field Experiences Office and the Associate Department Head 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.** Withdrawal will be allowed only if it is prior to the end of the Q-drop date for the semester.
 - c. 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
 - Associate Department Head
 - Department designated methods coordinator
 - University Supervisor
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, and the Associate Department Head 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
- Informal Observation
- 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

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. |
| | | 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. |
| | Data use | 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. |
| | | 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. |
| | Content knowledge | 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. |
| | | 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. |
| | Communication | 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 . |
| | | 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. |
| | Differentiation | 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 . |
| | | 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. |
| Learning Environment | Classroom routines and procedures | 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. |
| | | 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. |
| | Behavioral expectations | 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 . |
| | | 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 EVALUATION FORM

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.

Adapted from the T-TESS

TEXAS A&M UNIVERSITY – DEPARTMENT OF TEACHING, LEARNING & CULTURE
ENGAGEMENT 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. |
| • Motivation: | |
| • Prior Learning: | Recall previous lesson/s or learning. Connect this lesson to previous learning or lesson/s. |
| • Statement of Objective: | Clearly state the lesson objective. |
| • 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. |
| • Model: | |
| • 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. |
| • 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?) |
| • Review: | |
| • 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 | Engage, 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 Initial Evaluation CANVAS Assignment 1 |
| 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. Informal Observation 1 Formal Observation 2 MID-POINT EVALUATIONS 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. Informal Observation 2 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 Informal Observation 3 Formal Observation 4 FINAL CONFERENCES DURING WEEKS 13/14 CANVAS Assignment 2 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 | | | |
|---|--------|---|---|----|
| 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 | | | | |
| <i>Student signature acknowledges and understands expectations.</i> | | | | |
| | | | | |
| 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

CONCERN OPPORTUNITY

If you have a concern, see an opportunity, or would like to acknowledge something, please follow this link to complete the Qualtrics form:

https://tamucs-my.sharepoint.com/personal/sharon_matthews_tamu_edu/Documents/Desktop/tx.ag/concernsandopportunities