Clinical Teacher
Cooperating Teacher
TCU Field Supervisor

Handbook

coe.tcu.edu  817.257.7660
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Texas Christian University
College of Education

Mission/Vision
The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

We are committed to preparing individuals who will contribute to the creation of a humane and just society.

To accomplish this, the TCU College of Education
● Engages students in ethical, responsible, and meaningful scholarship and practice;
● Fosters community collaboration locally and globally; and
● Expects excellence in all college endeavors.

*Approved by the faculty of the College of Education, November 11, 2011

Core Values and Beliefs
As professionals and active citizens in our community, we strive to create a humane and just society in which all individuals can develop their full potential. We are governed by an ethical code that documents our obligations to students, colleagues, and the community which includes:
● Rationality and objectivity in our professional judgments and actions;
● Civility and caring in our interactions with others;
● Encouragement of diverse views on issues of significance to society.

Consistent with the above values, our core beliefs connect a strong foundational knowledge base with professional practice. Professionals in education:
● Study and explain the knowledge base of effective practice;
● Ground their practice in theory and research and acquire expertise through activities in diverse, field-based settings which are exemplars of practice;
● Promote high student achievement and a passion for learning by:
  a. Mastering content knowledge and effective pedagogical skills;
  b. Using multiple strategies, resources, and technologies to plan, implement, and assess instruction and to document effectiveness with students;
  c. Synthesizing knowledge from relevant, academically diverse perspectives and a variety of theoretical orientations and approaches.
● Provide services and leadership in diverse settings, ranging from local to global communities;
● Seek to improve professional settings and society;
● Collaborate with representatives from various groups within and outside the educational community.

*Approved by the faculty of the College of Education, September 29, 2000
### Undergraduate and Accelerated Masters Program Descriptions
The College of Education offers a Bachelor of Science degree in Education within various content areas and certification areas.

#### Early Childhood Education (Grades EC-6)
- Generalist EC-6 with Bilingual and Special Education Option
- Generalist EC-6 with TESOL/ESL and Special Education Option

#### Secondary Education (Grades 7-12)
- Biology
- Business Administration
- Chemistry
- Communication
- Computer Science
- Dance
- English Language Arts and Reading
- History
- Journalism
- Life Science
- Mathematics
- Physical Science
- Physics / Mathematics
- Social Studies

#### Middle School Education (Grades 4-8)
- English Language Arts and Reading
- Mathematics
- Science
- Social Studies

#### All-level Teacher Certification (EC-12)
- Art
- Deaf and Hard of Hearing
- Languages Other Than English (Spanish
- Music
- Physical Education
- Theatre

### TCU Teach Graduate Program Overview
The TCU Teach program prepares candidates for a Master of Arts in Teaching (MAT) degree, as well as certification for middle school (Grades 4-8) or secondary (Grades 6-12). The year-long program consists of coursework, practicum and clinical teaching for the minimum of 28 weeks or 140 days (a minimum of 4 hours per day).

### TCU Teach Content Areas
- English Language Arts and Reading
- Mathematics
- Science
- Social Studies
The TCU College of Education Teacher Preparation Teamwork: Introduction
Preparing a new teacher calls for dedicated TEAMWORK. Members of TCU, College of Education, teacher preparation team includes:

- the Clinical/Student Teacher
- the Cooperating Teacher
- the school Principal or Administrator
- the TCU Field Supervisor
- the TCU Director of Clinical (Student) Teaching
- the TCU Program Coordinator (EC-6, Middle School/Secondary, Art, Deaf & Hard of Hearing, Music & PE)
- the TCU College of Education Career Services Advisor
- the TCU Director of Accreditation, Certification and Assessment
- the TCU Associate Dean of Undergraduate or Graduate Studies

Role of Team Member: Clinical Teacher (Student Teacher)
Clinical teaching is a full-time job. This includes responsibility for the entire class plus any out-of-class responsibilities. Daily attendance and preparation should reflect the seriousness of this responsibility. You are a guest in the assigned school, and thus you are expected to support school policies and personnel. All school rules and regulations must be followed. In general, expect to join the life of the school.

The clinical teacher will:
- dress, talk and act as a professional.
- exemplify professionalism in dealing with confidential information.
- apply professional ethics to relations with students, staff, special teachers, building and grounds maintenance staff, office staff, and other school community members;
- assume responsibility for the quality of the placement experience, by seeking out new involvement possibilities, and asking for new assignments or responsibilities as soon as possible, displaying self-reliance, desire, enthusiasm and initiative.
- take part in out-of-class activities such as PTA/PTO, faculty and professional meetings, book fairs, etc.
- will not serve as a substitute teacher (Page 36).
- be on time and prepared each day, arriving when your cooperating teacher arrives or earlier and staying until your cooperating teacher leaves;
- notify the cooperating teacher and the TCU Field Supervisor as soon as possible if you are sick or in case of an emergency. Absences will need to be made up during the semester. Make-up days will be discussed with the CT and TCU Field Supervisor in order to complete the necessary TEA requirements.
- communicate with the TCU Field Supervisor about problems, progress and visitation/observation times. If you have ANY concerns or problems, discuss them with your CT first. If you cannot resolve the issue in this manner, call, text or e-mail your TCU Field Supervisor immediately!
- develop detailed written lesson plans in advance of delivery of lessons;
- review and discuss the lesson plans with the cooperating teacher before the lesson begins;
- observe the instructional strategies of the cooperating teacher and the classroom management techniques employed;
• learn the names of the students in the assigned class(es), as well as the relevant staff members of the school.
• ask to test new ideas within the structure the cooperating teacher has established, making them available to the cooperating teacher several days in advance of a given lesson;
• be continually involved in the self-evaluation process. This includes examining the goals and outcomes of each instructional activity, soliciting feedback with suggestions for improvement, and seeking immediate answers to problems;
• develop artifacts for self-evaluation of your work, both formative and summative, via TCU Box or FrogFolio.

TCU Box is a cloud-based storage and collaboration service for current employees and students. Using Box, files can be securely stored and accessed easily from any device and is similar to Dropbox. Share large files securely with anyone—even if they are not TCU employees or students. View and comment on any kind of document, and connect with coworkers—no matter what device they use. TCU Information Technology for students: 817.257.5855

FrogFolio (Digication/Metafolio) is an ePortfolio learning platform where TCU students reflect on and showcase their learning experiences from inside and outside the classroom. We provide online resources and one-on-one assistance in the FrogFolio Lab (Rees Jones Hall, Room 101). FrogFolio Director: Dr. Daniel Terry 817.257.7101

Your documentation may be shared with TCU-COE faculty, field supervisors, cooperating teachers, administrators and future employers.

• BE PATIENT WITH YOURSELF. Student teaching is a difficult job. Organize your time; get enough rest; eat well; and avoid undue stress while student teaching. You will perform best if you are fresh and mentally alert. Most importantly, enjoy your experience! TCU Campus Life

Hours: 8:00am-5:00pm Monday-Friday
Location: Sadler Hall, Suite 2006
Phone: 817.257.7926
Fax: 817.257.7314
Email: campuslife@tcu.edu

The TCU Counseling and Mental Health Center has a 24/7 counseling line that offers telephone counseling to all TCU students anytime, day or night, and even during semester breaks. If you feel the need to talk with a counselor, please call 817.257.7233 (SAFE).

In case of after-hour emergencies, please contact the TCU Police at 817.257.7777

Suggested Activities and Experiences
The following suggested activities are presented to facilitate your growth and development during the clinical teaching experience. If the activities do not seem to apply to your current
placement, try to modify them to make them fit your situation. Meeting with your cooperating teacher and discussing the weekly report will help organize your schedule and involvement. These suggested activities/experiences include:

**Understanding the nature of learning and the learner by:**
- Studying individuals and groups both in and outside the classroom; e.g. lunch room, library media center, hallways, outside;
- Having lunch with students, at least once a week;
- Using cumulative records to understand the special learning needs of individual students;

**Developing teaching practices by:**
- Developing, writing, and implementing lesson plans, teaching units, and resource units;
- Developing general and specific objectives to meet the needs of groups and individuals;
- Participating, as appropriate, in the “Campus Improvement Plan” (CIP) /“School Improvement Team” (“SIT), Admission, Review and Dismissal (ARD) process, Response to Intervention (RtI) meetings, Language Proficiency Assessment Committee (LPAC) and/or Individualized Educational Plan (IEP) meetings;
- Preparing materials and activities to align with standards (TEKS);
- Participating in planning the curriculum; participating in team planning sessions (horizontal/vertical teams);
- Promoting teacher-student joint planning;
- Developing critical thinking in students;
- Gaining proficiency in a variety of instructional methods and strategies, including the use of learning centers, technology, and instructional classroom games or other original teaching materials;
- Using manuals, resources, technology and teacher aids;
- Motivating students;
- Making assignments;
- Guiding student study;
- Using basic texts, supplementary materials, and enrichment materials;
- Developing original and creative ideas;

**Focusing on communication strategies:**
- Interacting with students, parents, colleagues, and administrators regarding policies, curriculum, units and lessons;
- Working with classroom instructional aides, paraprofessionals, and volunteers; e.g. parents, senior citizens, university students;
- Clarifying standards (TEKS), purposes, goals and objectives for lessons and units;
- Fostering respect for diversity and the uniqueness of others;
- Working toward resolution of crises, conflicts and behavioral issues;

**Understanding administrative procedures by:**
- Keeping classroom records/data;
Following school procedures for attendance at school-sponsored functions, use of rooms and general equipment, fire and tornado drills, lock-down drills, field trips, etc.;

Understanding promotion and retention policies and procedures;

**Selecting and using materials, equipment and instructional technology by:**
- Using copiers, scanners, audio-visual equipment, document projector, microscopes, computers, tablets, multimedia equipment and multisensory aids;
- Using commercial, teacher-made and student created educational aids;
- Obtaining supplies, caring for and storing equipment;
- Using instructional material centers in the school and community;
- Integrating advanced electronic, computer, and multimedia technology, and the internet, websites, electronic bulletin boards, blogs, applications, social media and e-mail, with traditional and innovative teaching methods;

**Providing for a positive classroom climate by:**
- Familiarizing yourself with classroom routines. During the first week, record notes regarding the daily schedule, classroom management, teaching style, grouping strategies, etc.
- Adjusting and assisting with physical conditions of the room: lighting, temperature, room arrangement, cleanliness, organization, and equipment;
- Caring for materials and supplies;
- Developing a repertoire of techniques for class management and resolving behavior problems;
- Creating individualized behavior management plans including the use of data for decision-making;
- Building rapport with and among students;

**Develop organizational strategies by:**
- Keeping a notebook or idea file; include sources of information and materials, websites, pictures, ideas for learning centers, displays, “minute fill-in” ideas such as games, songs, stories, etc.
- Making directed observations of classroom activities;
- Planning a classroom design; helping the cooperating teacher arrange the classroom;
- Helping group students for instructional purposes;
- Becoming responsible for the general appearance of the classroom;
- Preparing displays / bulletin boards;
- Assisting in planning a class party, assembly or special activity;

**Evaluating learning by:**
- Using various types of standardized tests; creating and using teacher-generated assessments;
- Using various types of observational tools;
- Designing and using authentic assessment techniques;
- Grading and providing feedback to students;
• Recording student progress, especially digitally / electronically;

Connecting with the school community by:
• Establishing relationships with resource persons in the school and community;
• Learning about services sponsored by business and governmental departments;
• Locating places of historical and geographical interest;
• Locating libraries and museums in the community;
• Participating in open houses, parent-teacher conferences and school-parent organizations;
• Finding out about / participating in community programs for children/youth;

Participating in ancillary and professional activities by:
• Assuming supervisory responsibilities for study halls, playground duties, hall or cafeteria duty, etc.;
• Assisting with co-curricular and extracurricular activities; e.g. athletics, debate, clubs, drama, choir, journalism, publications, etc.;
• Attending faculty, departmental, and grade level meetings, school board meetings, teachers’ association meetings, etc.;
• Participating in faculty task forces and study groups, workshops, institutes, convocations, state teachers’ convention, etc.;
• Reading professional literature;
• Participating in informal faculty activities. Develop open and friendly staff relationships; and
• Consistently displaying initiative and a willingness to accept constructive feedback;

Additional Clinical (Student) Teacher Responsibilities
• Each week (designate a day) discuss your lesson plans for the following week with your cooperating teacher (CT). E-mail your plans to your TCU Field Supervisor on Monday morning. Please include an update of how things are going with planning, behavior management, portfolio development, etc. If you are not at school for any reason, you must leave your plans with your cooperating teacher.
• Be prepared to “TOTAL TEACH” for a minimum of 2 full weeks. If there are two placements, then you will teach for 1 full week at each placement. During this time, you will be responsible for all lesson planning, preparation, assessment and teaching. You and your cooperating teacher should discuss his/her role while you are “in charge.”

Role of Team Member: Cooperating Teacher
Cooperating teachers hold a key position among teacher educators. Studies reveal that teachers describe their student teaching experience as having had a profound influence in determining the kind of teacher they will become. Cooperating teachers are in a unique position to induct newcomers into the profession and to pass on the “torch of experience” to those who will follow in their work and service. This responsibility is a highly significant one and we appreciate the commitment to this school community and university partnership.
Qualifications: TEA requires that cooperating teachers have at least 3 years of classroom experience as well as professional training in mentoring/supervision. To fulfill the training requirement, see TCU Cooperating Teacher Professional Development description, page 13.

The role of the cooperating teacher is to TEACH the candidate what you know about the teaching profession, COACH the candidate so that the clinical (student) teacher’s skills can be developed in a supportive environment, and provide opportunities for the teacher candidate to REFLECT on the many aspects of the teaching and learning process. By encouraging the teacher candidate to analyze his/her own progress and identify problems with possible solutions, the transfer into the role of decision-maker in his/her own classroom will be more easily made. Providing a climate for open and honest discussion of questions and concerns will help to create an environment of growth and support system the teacher candidate needs in order to be successful.

Within the first two weeks of the placement, a 3-way conference will be arranged to meet with your clinical teacher and the TCU field supervisor. Please review the following guidelines in anticipation of the conference so that you can ask for any clarifications.

- Insure adequate continuity, class contact and supervision of the clinical teacher program. The clinical teacher should be a part of a teaching team and should not be considered as a replacement for the regular classroom teacher.
- Define the clinical (student) teacher’s role in terms of his/her duties and responsibilities. To accomplish this, you should:
  -- Conference with the clinical (student) teacher early in the experience to clarify his/her developing role in your classroom;
  -- Provide ample opportunity for the clinical teacher to observe methods that are appropriate to the teaching profession;
  -- Assist the clinical teacher in developing a professional attitude in all of his/her contacts with school and community;
  -- Acquaint the student teacher with the campus and district policies and regulations;
  -- Clarify the clinical teacher’s responsibilities with respect to preparing lesson plans, securing and organizing appropriate materials, and other necessary activities; and
  -- Advise the clinical teacher well in advance of the time when any lesson or unit is expected to be taught.
- Insure the clinical teacher’s induction in actual teaching is at a rate that seems appropriate for a student teacher. A helpful model is a 3-phase process:
  1. The cooperating teacher directly models planning and lesson teaching,
  2. The clinical teacher teaches a comparable lesson using the cooperating teacher’s lesson plans, and
  3. The clinical teacher plans and teaches a lesson, then a series of lessons.
- Make sure the clinical teacher has planned adequately before being permitted to teach. Choose a time to meet daily with your clinical teacher to preview planned lessons and provide feedback and constructive criticisms.
• Keep the clinical teacher informed of progress, making constructive suggestions and criticisms, as necessary. Continue to coach and evaluate the clinical teacher on a regular basis, even after the student teacher has taken over the teaching responsibilities completely.
• Assist the clinical teacher in reflecting upon his/her teaching and to analyze his/her teaching practice.
• Review the clinical teacher’s daily activities, problems, and successes with the TCU field supervisor, who is available to provide assistance in your role of cooperating teacher, and partner with you in clinical supervision. He/she will make an initial visit, plus 4 formal observations for clinical teachers assigned a full semester. Other informal visits may be unannounced and should occur bi-weekly, ensuring ample opportunity to discuss concerns, but you should feel welcome to contact the supervisor at any time. Do not hesitate to ask for assistance or suggestions. Openly communicate with the TCU field supervisor to ensure that any problems or concerns are addressed immediately.
• Participate in reviewing the weekly evaluation report (Page 58) to describe each week’s progress and participation. TEA requires a daily log of your clinical teachers’ activities, which is incorporated in the weekly report. The clinical teacher will help complete this form by hand or electronically, and it will be shared with the TCU field supervisor weekly.
• If weekly progress becomes a concern, and/or if you have a concern with a clinical teacher’s potential for success, you may initiate a supportive intervention using the TCU College of Education form, “Academic Performance and Professionalism Warning” (APPW). The concern may be academic or relate to the clinical teacher’s professional attitude, demeanor, abilities, or preparation. The process operates as follows:
  a. The cooperating teacher fills out the APPW form (Available on the coe.tcu.edu website or from the Director of Student Teaching) describing the situation or concern(s) in as much detail as possible, indicating what steps have been taken with the student to resolve the problem, and detailing recommendations for resolution.
  b. A conference between the clinical teacher and the cooperating teacher is required at the time the form is completed. The TCU field supervisor attends this conference, to assist in discussing their understanding of the circumstances, generating a list of potential solutions, and encouraging the clinical teacher to select a strategy or solution he/she thinks will work. The APPW becomes a “Growth contract” specifying the desired action(s). This contract does not become part of the clinical teacher’s permanent record.
  c. The completed form is submitted to the Director of Clinical (Student) Teaching and the Associate Dean for Undergraduate Studies.
  d. The time frame specified on the form becomes a probationary period allowing you to monitor the clinical teacher’s performance according to the contract. A student failing to follow through on the contract may be withdrawn from the placement, or (in severe cases) considered for termination from clinical (student) teaching or dismissal from the program.
• If you have a concern with a TCU field supervisor, contact the Director of Clinical (Student) Teaching directly via phone 817-257-7662 or email, k.malin@tcu.edu.
• At the mid-point (Approximately the 7th week) and at the end of the clinical teacher’s assignment, please complete a formal evaluation to be shared with both the field supervisor and the clinical teacher, using the TCU Clinical Teacher Evaluation form (Page 61 or 62).
At the end of the placement, please write a letter of reference for your clinical teacher that will go in his/her permanent file and be used for job applications.

TCU Cooperating Teacher Professional Development

TEA and TCU-COE require professional development (Cooperating teacher training) each semester that you host a clinical teacher. The program is designed so that you may participate sufficiently to meet the minimum requirement to acknowledge your commitment to sponsoring a clinical teacher and the understanding of the TCU-COE educator preparation program. We hope that you will learn about best practices for effective mentoring, with opportunities to give feedback regarding TCU’s program, and you will receive professional development credit for further participating by completing additional modules.

Welcome for Cooperating Teachers (Required)
Survey for Cooperating Teachers

TCU-COE Teaching Fellows Program (Optional)
Homepage for TCU Fellows (Cooperating Teachers who would like to complete modules for professional development credit)

Role of Team Member: Building Principal/Administrator

The principal is the building’s chief executive and instructional leader and is ultimately responsible for the welfare of students, teachers and other personnel. Except for the superintendent, the principal is the final authority on all matters that impact the school campus.

The school principal plays a very important role in facilitating and coordinating clinical (student) teachers. He/she provides a positive environment for student teachers within the building, orients faculty to their role in the policies and regulations of the cooperative schools, assists the clinical (student) teachers in becoming acquainted with the faculty community, stays informed about the progress of student teachers, and may observe student teachers and provide feedback.

In order for the partnership to be successful, the principal will:

- Establish guidelines of the expectations of being a part of the school community.
- Be informed of the TCU clinical teacher’s progress. They will receive copies of the clinical teacher’s observation evaluations (4 minimum per semester), benchmark(s) and summary sheet from the TCU field supervisor. He/she must acknowledge receipt of these copies either by email reply or by signing the confirmation form at the end of the clinical teaching assignment;
- Encourage cooperating teachers to expand their knowledge of coaching and mentoring via professional development opportunities within the school, district, local educational service center and/or participating in the TCU, College of Education, Cooperating Teacher Professional Development;
- Try to include the TCU clinical teacher(s) in campus activities (Faculty meetings, PTA/PTO events, extracurricular activities and/or professional development);
- Introduce clinical teachers to parents and volunteers as opportunities arise;
• Will have opportunities to informally and/or formally observe the TCU clinical teacher(s) to provide feedback during the semester.
• Provide encouragement and constructive feedback to support the TCU clinical teacher(s).
• Maintain open communication with all of the partners throughout the semester (Cooperating teacher(s), TCU clinical teacher(s) and TCU field supervisor).

If the principal or campus administrator has any concerns or suggestions for the clinical teaching program, he/she may contact the assigned TCU field supervisor or Director of Clinical Teaching directly via telephone 817.257.7662 or e-mail, k.malin@tcu.edu.

Role of Team Member: TCU Field Supervisor
Supervising clinical (student) teachers is a complex task. In addition to visiting, observing, and conferencing with your candidates, you serve as a key liaison between the university, cooperating teachers and the assigned schools, which requires a mixture of administrative skills and “people” skills. The TCU College of Education not only asks that the TCU field supervisor is a skilled communicator, seminar teacher, mentor, and facilitator, but we also ask that supervisors deliver, monitor, and maintain documentation that can only be completed on-site by the clinical (student) teacher and the cooperating teacher(s).

In your role as liaison, the TCU field supervisor will:
• Maintain professional credentials for the position of field supervisor (current TEA certificate and TEA / T-TESS training);
• Provide a communication link between the TCU College of Education, campus administrator/principal and the cooperating teacher to clarify the goals and objectives for clinical teaching;
• Communicate with clinical teacher candidate(s) and cooperating teacher(s) on a weekly basis via email, digital platform, phone or group text.
• Communicate any suggestions made by the cooperating teacher(s) to the appropriate personnel at TCU, College of Education;
• Maintain communication with the administration at the cooperating school to enlist its assistance in the development and success of TCU, College of Education’s educator preparation and clinical teaching programs.

Below you will find guidelines for supervising the clinical teacher candidates as they work toward teacher certification. Some of the activities fall into the administrative category and must be completed in a timely fashion. Other items listed are for the documentation process.

Pre-Teaching Phase
The TCU Field Supervisor:
• Contacts the cooperating teacher for the second placement (if assigned) prior to the clinical teacher’s arrival;
• Makes an initial phone call or e-mail to check on the clinical teacher placement during the first week of the assignment;
• Arranges a 3-way conference (cooperating teacher, clinical teacher and field supervisor) to take place within the first 2 weeks of the assignment;
• Orients the clinical teacher and cooperating teacher to assignment, calendar, expectations (syllabus and handbook) and procedures to be completed and followed;
• Facilitates a second 3-way conference (cooperating teacher, clinical teacher and TCU field supervisor) within the first 2 weeks of the second placement (if assigned);
• Maintains current documentation of meetings, observations and evaluations on the TEA summary form in the TCU Box.

**Induction Phase**

**The TCU Field Supervisor:**

- Conducts a pre-conference (via email, phone or in person) to discuss the clinical teacher’s plans and determine a focus for the observation, taking the clinical teacher’s suggestions into consideration;
- Conducts formal observations (a minimum of 45 minutes in duration) during the semester using the T-TESS protocol. (Minimum of 4 formal observations per semester).
- Conducts a post-conference to discuss the formal observation within 24 hours of the observation;
- Provides the Director of Clinical Teaching written feedback / documentation for each of the formal observations as well as the 3-way conference via the TCU Box. The information (dates, times and signatures) will be recorded on the TEA summary sheet form. Some visits will be arranged in advance with the clinical teacher and/or cooperating teachers. Some visits will be informal and unannounced. Campus visits should occur each week.
- Shares teaching and learning experiences in the classroom with the clinical teacher(s) and cooperating teacher(s);
- Reviews lesson plans by asking questions and giving suggestions;
- Initiates discussions about teaching styles and facilitates collaboration so that the strategies and styles of the clinical teacher and the cooperating teacher will mesh sufficiently for each to learn from one another;
- Listens to the clinical teacher’s concerns and assists the clinical teacher in articulating his/her goals for improving practice;
- Provides detailed information to the clinical teacher including comments on instructional delivery, use of supportive materials, and classroom management skills. Has discussions with the clinical teacher about:
  a. Literacy concerns of their students;
  b. Student behavior both generally and specifically;
  c. Inclusion situations and students with special needs;
  d. Diversity issues;
  e. Curriculum and instructional practices; and
- Confers with the clinical teacher and the cooperating teacher as often as needed to encourage and assist;
- Assists with challenges encountered in relationships with the cooperating teacher(s), staff and/or students;
- Assesses the clinical teacher’s sense of “self-assessment” and determines any need(s) for further guidance to develop self-assessment skills;
- Evaluates the clinical teacher by:
a. Giving both written and face-to-face feedback to the clinical teacher after each observation;
b. Diagnosing, along with the cooperating teacher, the clinical teacher’s strengths and weaknesses and prescribing methods for achieving competencies;
c. Completing a midterm evaluation, being sure to share it with the clinical teacher before providing a copy to the Director of Student Teaching;
d. Completing the final summative evaluation form and returning it to the Director of Student Teaching in a timely manner;
e. Assigning the final grade (pass/fail or graded). The cooperating teacher gives substantial input into the final grade.
f. Being alert and responsive to potential problems. Initiate reassignment with the Director of Student Teaching if necessary;

- Informs the Director of Student Teaching regarding special situations that may arise and areas of concern; and
- Participates in the Growth Contract /Probation intervention process should it become necessary, assisting the cooperating teacher while also supporting the clinical teacher (see description above or page 64).

**Culmination Phase**

**The TCU Field Supervisor:**
- Assists the cooperating teacher in writing a letter of reference;
- Conducts a final meeting to inform the clinical teacher of procedures for applying for a teaching position, collects materials, and discusses any other pertinent information; and
- Expresses personal appreciation to the cooperating teacher and the principal for their participation and support of the TCU clinical teaching experience (may suggest to the clinical teacher that an appropriate card, flowers, or other small gift would be a nice departing gesture.); and
- Reviews the TCU clinical teacher’s professional materials for job interview process (Cover letter, resume and/or portfolio).

**Role of Team Member: TCU Director of Clinical (Student) Teaching**

**The Director of Clinical (Student) Teaching:**
- Assigns and arranges field placements clinical teachers locally as well as internationally, maintaining partnerships with schools/districts;
- Initiates contact and collaborates with administrative personnel
  --Cooperating with the TCU faculty as well as the public/partner schools in assigning clinical teachers to cooperating teachers and providing an updated list of assignments to the personnel in cooperating schools/districts;
  --Maintaining approved lists of personnel in cooperating schools;
  --Cooperating with the TCU faculty in assigning clinical teachers to TCU field supervisors; and
- Provides leadership in developing and maintaining appropriate clinical experience programs
- Coordinates orientation sessions for clinical teachers and field supervisors at the beginning of each semester
• Coordinates with the TCU-COE Director of Accreditation, Certification & Assessment and TCU-COE Academic Advisor(s) to verify clinical teachers’ eligibility;
• Collects observation forms (4), mid-term and final summative evaluation forms (2-4) for the TCU College of Education Office of Student Teaching;
•Coordinates the yearly Excellence in Education event for cooperating teachers, TCU students and alumni (TCU-COE Alumni Network)
• Works with the TCU Career Services Advisor in organizing the annual TCU-COE Interview Day. Partner schools and districts may begin the registration process in October.
• Represents TCU in its relationship with other institutions, professional organizations and groups, and accrediting agencies;
• Attends meetings and conferences to support the TCU College of Education and current TEA requirements;
• Assists in recruiting, interviewing, and hiring qualified field supervisors
• Provides for field supervisors’ professional development in teacher supervision
• Meets with school faculty and administrators to describe TCU clinical experience programs, answer questions, address concerns, and to solicit recommendations for program improvement.
• Collects data regularly from students, teachers, cooperating teachers, principals, district administrators, TCU-COE field supervisors and program directors for the purpose of program improvement.
• Provides technology support and training to field supervisors and clinical teachers.
• Assists with Criminal Record Checks (CRCs) for field placements
  *Note: In 2007, Senate Bill 9 was passed by the Texas legislature that stated that all individuals working on public school campuses are required to complete a criminal history check. Each TCU College of Education candidate, professor and field supervisor will complete the necessary documentation to the partner district prior to any field experience.
  Each candidate will need to submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI) for the Standard Texas Teaching Certificate application. ($49)
  For more information: National Criminal History Background Check, https://tea.texas.gov/index2.aspx?id=5844

Role of Team Member: TCU Career Services Consultant

The TCU Career Services Consultant:
• Provides one-on-one consulting and professional workshops in topics concerning educators in the workplace and in job-search / interviewing skills;
• Maintains clinical teaching placement files/e-mails for a minimum of 5 years;
• Updates alumni placement files;
• Represents TCU in its relationships, professional associations and groups, and accrediting agencies.
• Helps organize the TCU interview day during the spring semester.
• CAREERS.TCU.EDU

FrogJobs
The FrogJobs online portal allows you to schedule appointments to help you with your cover letter, resume and interviewing skills.
✓ Go to https://careers.tcu.edu/ and scroll down to FrogJobs Student Log in icon.
✓ Select “Login with your FrogJobs SSO” at the top of the page.
✓ You will use your TCU username and password to log in.
✓ Then select “Appointments” on the left navigation bar.
✓ Once you see the calendar, be sure to select “Chris D’Auria” as your career advisor and you will see available appointments there.
✓ Remember, check your profile for correct major and grad year before scheduling!

Interviewed? Received a job or internship offer? Other Plans? Share your success! Click here.

Teacher Associations
There are many professional organizations available to pre-service teachers.

Statewide General Teacher Associations

| American Federation of Teachers, Texas | Texas State Teachers Association |
| Association of Texas Professional Educators | United Educators Association |
| Texas Classroom Teachers Association | |

Content Area Teacher Organizations

| Texas Art Education Association | Texas Council for Social Studies |
| Texas Association of Health, Physical Education, Recreation & Dance | Texas Council of Teachers of English Language Arts |
| Texas Association of Journalism Educators | Texas Council of Teachers of Mathematics |
| Texas Association of Bilingual Educators | Texas Middle School Association |
| Texas Association of Biology | Texas Music Educators Association |
| Texas Business & Technology Educators Association | Texas Teachers of English Speakers of Other Languages |
| Texas Computer Education Association | |
Role of Team Member: TCU Director of Accreditation, Certification and Assessment

The TCU Director of Accreditation, Certification and Assessment:
- Audits course work for certification;
- Verifies TCU student’s eligibility for clinical teaching;
- Provides a release for TExES exam permissions;
- Recommends TCU clinical teacher for TEA certification upon meeting all program requirements, initial exams are passed and degree is conferred.
- Maintains permanent records for a minimum of 5 years.

You will need approval to test. All candidates must pass the TExES Pedagogy and Professional Responsibilities (PPR) EC-12 exam along with their TExES content related exam(s) to be recommended for certification after successfully completing clinical teaching and the TCU degree is conferred.

TEA ID Number: [www.tea.state.tx.us](http://www.tea.state.tx.us)  TEA 1-512-936-8400
*Choose the Educator Login link at the top right side of the page and follow the prompts to create a TEA online account. Keep a record of your TEA number and login/password information.*

There is a 5-time limit on taking a single certification exam. Any tester who has attempted a test (regardless of how many attempts before August 31, 2015) may test up to four more times after September 1, 2015. Additional attempts would require SBEC permission.

As of March 15, 2017, the Texas Education Agency Board requires the implementation of an Accountability System for Educator Preparation Programs (ASEP) technology fee, as required by 19 TAC 229.9(7). This fee is required for each candidate seeking certification; the candidate must pay a $55 fee when admitted to the program for the 2016-2017 and 2017-2018 years. For the 2018-2019 academic year and beyond, certification candidates enrolled in the program will pay a fee of $35 per year. The fee will appear on your TCU student account.

*After initial certification has been approved by TEA, then candidates may register for additional certifications by examination.*
The Texas Education Agency (TEA) is headed by the Commissioner of Education, Mike Morath, who was appointed by Governor Greg Abbott on December 14, 2015. The state agency oversees primary and secondary public education. The mission of TEA is to provide leadership, guidance and resources to help schools meet the educational needs of all students. The state funding is distributed to more than 1,200 school districts and charters (approximately 5 million students).

The work of TEA and the entire public school system is driven by laws created by the Texas Legislature and the U.S. Congress and administrative rules adopted by the commissioner of education, the State Board of Education, and the State Board for Educator Certification. The Commissioner is supported by a hierarchy of deputy commissioners, associate commissioners, division directors, and agency staff. The TEA Organizational Chart (PDF, 18 KB) illustrates agency hierarchy. You can find more information about agency divisions on the TEA Divisions page.

The TEA and the State Board of Education (SBOE) guide and monitor activities and programs related to public education in Texas. The SBOE consists of 15 elected members representing different regions of the state. One member is appointed chair by the governor.

The State Board for Educator Certification (SBEC) was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The Board oversees all aspects of the preparation, certification and standards of conduct of public school educators.

The Texas Education Code (TEC) requires that the governor appoint the following 11 voting members of the SBEC board, for six-year terms: four classroom teachers, one counselor, two administrators, and four citizens. Three non-voting members also serve on the board. The governor appoints a dean of a college of education. The Commissioner of Education appoints a staff member of the Texas Education Agency. The Commissioner of Higher Education appoints a staff member of the Texas Higher Education Coordinating Board.

The Texas Administrative Code (TAC) is a compilation of all state agency rules in Texas. There are 16 titles in the TAC. Each title represents a category and related agencies are assigned to the appropriate title. Texas Administrative Code Title 19 Education Part 7 State Board for Educator Certification: http://texreg.sos.state.tx.us/public/readtac$ext/viewtac

TEA coordinates with 20 Regional Education Service Centers (ESCs) that provide support to school districts and charters. They provide a wide array of training, services such as handling payrolls for districts, meeting space and much more to Texas schools. The agency also has programs supporting military families and homeless students and provides up-to-date information on weather and other disasters affecting Texas school districts.
## Documentation Requirements for All Clinical Teacher Candidates

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>Weekly Reports</th>
<th>4 Formal Observations</th>
<th>Mid/End Benchmarks</th>
<th>TEA Summary Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCU-COE Clinical (Student) Teacher</td>
<td>Completes</td>
<td>Provides lesson plans</td>
<td>Signs</td>
<td>Signs</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>Collaborates &amp; Signs</td>
<td>Approves lesson plans</td>
<td>Completes Mid and/or End</td>
<td>Signs</td>
</tr>
<tr>
<td>TCU-COE Field Supervisor</td>
<td>Receives copies each week</td>
<td>Conducts Pre-Conference, Observation &amp; Post-Conference</td>
<td>Completes Mid/End benchmarks</td>
<td>Completes On-Going Documentation</td>
</tr>
<tr>
<td>Campus Administrator / Principal</td>
<td>*May request copies</td>
<td>Receives copies throughout the semester</td>
<td>Receives copies at the end of each placement</td>
<td>Receives a copy at the end of the placement/semester</td>
</tr>
<tr>
<td>TCU Director of Clinical (Student) Teaching</td>
<td>*All documentation is archived on the TCU-College of Education server for TEA / Certification</td>
<td>*Has access throughout the semester to documentation via TCU Box and the COE server.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCU Director of Accreditation, Certification &amp; Assessment</td>
<td>*Has access throughout the semester to documentation via TCU Box and the COE server.</td>
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</tr>
</tbody>
</table>

***Documentation should be saved and submitted electronically (PDF format preferred) to the TCU Box. Include the last name of the candidate, first initial, assignment, semester (F=fall / S=spring) and year. Example: Frog, Super OBS1 F2018

### TCU Box

The TCU Box is an online server especially for TCU students, faculty and staff. The Director of Clinical Teaching will create a folder for each TCU-COE clinical teacher to be shared with the TCU-COE field supervisor and Director of Accreditation, Certification & Assessment. Documentation will be saved throughout the semester and/or year. The data will be transferred to the TCU College of Education server at the end of each semester for required TEA reporting and the certification process. For more information about the TCU Box, please refer to the TCU Information Technology website [https://it.tcu.edu/](https://it.tcu.edu/)
### Program Comparison Chart

<table>
<thead>
<tr>
<th>UNDERGRADUATE CLINICAL TEACHING</th>
<th>GRADUATE CLINICAL TEACHING</th>
<th>TCU TEACH - GRADUATE CLINICAL TEACHING</th>
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</thead>
<tbody>
<tr>
<td>One Semester</td>
<td>One Semester</td>
<td>One Year (2 Semesters)</td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>Graded (A, B, C or F)</td>
<td>Graded (A, B, C or F)</td>
</tr>
<tr>
<td><strong>EDEC 42236</strong></td>
<td><strong>EDUC 60980</strong></td>
<td><strong>EDUC 60980</strong></td>
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<tr>
<td><strong>EDMS 40986</strong></td>
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<td></td>
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<td><strong>EDSE 40986</strong></td>
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<tr>
<td><strong>EDUC 40966</strong></td>
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<td></td>
</tr>
<tr>
<td>*Minimum of 70 days (1 day = 7 hours)</td>
<td>*Minimum of 70 days (1 day = 7 hours)</td>
<td>*Minimum of 140 days (1/2 day = 4 hours)</td>
</tr>
<tr>
<td>1-2 School Placement(s) and/or Grade Level(s)</td>
<td>1-2 School Placement(s) and/or Grade Level(s)</td>
<td>Placement 1 – Fall semester Placement 2 – Spring semester</td>
</tr>
<tr>
<td>Graduation in December or May</td>
<td>Graduation in December or May</td>
<td>Graduation in May</td>
</tr>
<tr>
<td>Formal Observations (Minimum of 4)</td>
<td>Formal Observations (Minimum of 4)</td>
<td>Formal Observations (Minimum of 8)</td>
</tr>
<tr>
<td>Mid &amp; End Evaluations (Minimum of 3)</td>
<td>Mid &amp; End Evaluations (Minimum of 3)</td>
<td>Mid &amp; End Evaluations (Minimum of 6)</td>
</tr>
<tr>
<td>1 TCU Field Supervisor</td>
<td>1 TCU Field Supervisor</td>
<td>1 TCU Field Supervisor</td>
</tr>
<tr>
<td>*TCU-COE Research &amp; Pedagogy Festival for Study Abroad Candidates</td>
<td>*TCU-COE Research &amp; Pedagogy Festival - Study Abroad Candidates &amp; Graduates (MS, SE &amp; All Level)</td>
<td>*TCU-COE Research &amp; Pedagogy Festival - Optional</td>
</tr>
</tbody>
</table>

### Possible Partner Schools & Districts

Per TEA TAC §228.35. **Preparation Program Coursework and/or Training**  
(F1(A)(i); 1(B)(ii), 6 and 9(A) clinical teachers will need to be placed in schools that are TEA approved as well as schools that are part of the TCU College of Education partnership.

*Public Schools (Independent School Districts)*  
*Charter Schools*  
*Independent, Private or Parochial schools (non-public schools) that are approved by the Texas Private School Accreditation Commission (TEPSAC)*

The placement process begins with the application online. The application is reviewed and discussed with the program directors as well as the Associate Deans of Undergraduate and Graduate programs. Application meetings will be held with the Director of Student Teaching to discuss application information and placement considerations. Placements are not guaranteed until the district or school approves the placement and all criminal record checks are cleared. TCU College of Education may request placements, but ultimately it is the school district and administrators who will confirm placements.
TCU College of Education Directory

<table>
<thead>
<tr>
<th>CONTACT</th>
<th>TITLE</th>
<th>E-MAIL</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mary Patton</td>
<td>Dean and Associate Professor, College of Education</td>
<td><a href="mailto:m.patton@tcu.edu">m.patton@tcu.edu</a></td>
<td>817-257-6770</td>
</tr>
<tr>
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<td>817-257-6786</td>
</tr>
<tr>
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<td>817-257-6792</td>
</tr>
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<td>817-257-4356</td>
</tr>
<tr>
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<td><a href="mailto:k.kyzar@tcu.edu">k.kyzar@tcu.edu</a></td>
<td>817-257-6079</td>
</tr>
<tr>
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<td>817-257-7041</td>
</tr>
<tr>
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<td>Assistant Professor of Professional Practice, Deaf Education</td>
<td><a href="mailto:t.gonzalez@tcu.edu">t.gonzalez@tcu.edu</a></td>
<td>817-257-6879</td>
</tr>
<tr>
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<td>Professor and Associate Dean for Health Sciences and Research, Harris College of Nursing &amp; Health Sciences</td>
<td><a href="mailto:d.rhea@tcu.edu">d.rhea@tcu.edu</a></td>
<td>817-257-5263</td>
</tr>
<tr>
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<td><a href="mailto:s.neill@tcu.edu">s.neill@tcu.edu</a></td>
<td>817-257-6626</td>
</tr>
<tr>
<td>Karrabi Malin</td>
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<td><a href="mailto:k.malin@tcu.edu">k.malin@tcu.edu</a></td>
<td>817-257-7662</td>
</tr>
<tr>
<td>Nicole Malinowski</td>
<td>Program Specialist, Undergraduate Studies</td>
<td><a href="mailto:n.malinowski@tcu.edu">n.malinowski@tcu.edu</a></td>
<td>817-257-7660</td>
</tr>
<tr>
<td>Shannon Cooper</td>
<td>Academic Advisor, College of Education, Undergraduate Studies</td>
<td><a href="mailto:s.m.coopera@tcu.edu">s.m.coopera@tcu.edu</a></td>
<td>817-257-5523</td>
</tr>
<tr>
<td>Heather Doyle</td>
<td>Director of Accreditation, Certification &amp; Assessment, College of Education</td>
<td><a href="mailto:heather.doyle@tcu.edu">heather.doyle@tcu.edu</a></td>
<td>817-257-7202</td>
</tr>
<tr>
<td>Chris D’Auria</td>
<td>Career Services Consultant</td>
<td><a href="mailto:c.j.dauria@tcu.edu">c.j.dauria@tcu.edu</a></td>
<td>817-257-2222</td>
</tr>
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Undergraduate & Accelerated Masters Suggested Schedules

Each candidate will complete the minimum of 70 days (approximately 14 weeks) of clinical teaching required by TEA and TCU College of Education. The schedule may be extended due to absences or recommendations by the cooperating teacher and/or TCU field supervisor. A full day is 7 hours. Professional development days (Monday-Friday) may count as part of the required days.

All undergraduate clinical teacher candidates will student teach for a “total teach” for a minimum of 10 days total.
1 Placement: 10 days consecutively
*Middle School (Grades 4-8) and High School / Secondary (7-12) Candidates

2 Placements: 5 days consecutively during each 7 week assignment
*EC-6 Candidates– Primary (PreK-2) and Intermediate (grades 3-6) Placements
*Art, Deaf & Hard of Hearing, Music & PE Candidates– Elementary, Middle School and/or High School Placements

*EC-6 Clinical teachers will return to the TCU campus for seminar each week on Tuesday evening. Please refer to the syllabus for each program for specific requirements.

Undergraduate & Accelerated Masters Suggested Transition to Full-Teach Options
Here are some examples of how to begin the process of transitioning to full-responsibility of teaching. Review and discuss the possibilities and timeline for the clinical teaching experience.

<table>
<thead>
<tr>
<th>1 Placement Model - A</th>
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TCU Teach Graduate Suggested Schedules
Each TCU Teach candidate will complete the minimum of 140 days (approximately 28 weeks) of clinical teaching required by TEA and TCU College of Education. The schedule may be extended due to absences or recommendations by the cooperating teacher and/or TCU field supervisor. A half day is 4 hours. Professional development days (Monday-Friday) may count as part of the required days.
All TCU Teach clinical teacher candidates will student teach for a “total teach” for a minimum of 5 days total each semester.

*TCU Teach clinical teachers will return to the TCU campus for seminar each week on Thursday evening. Please refer to the syllabus for each program for specific requirements.

TCU Teach Graduate Suggested Transition Models for Full-Teach Options
Here are some examples of how to begin the process of transitioning to full-responsibility of teaching. Review and discuss the possibilities and timeline for the clinical teaching experience.

<table>
<thead>
<tr>
<th>Placement Model - A</th>
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<td>WEEKS 13 &amp; 14</td>
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</table>

Detailed Timelines
Please note that the following tables are guides. Modifications may be necessary depending on the students, the cooperating teacher and the clinical teacher. This plan assumes one cooperating teacher. If the clinical teacher is working in two fields concurrently, then both cooperating teachers should work closely together to coordinate the activities of the clinical teacher.

Professional development days during the school week and teacher’s contractual days (Monday-Friday) may be counted in the minimum required number of days.

School days that are delayed or cancelled to weather, electricity or other circumstances will be considered on an individual basis.

Please refer to the school and/ord district calendars for scheduling purposes. TCU-COE clinical teachers are required to follow the assigned school/district calendar, not TCU. If there are any questions, please contact your TCU-COE field supervisor or the Director of Clinical Teaching.
One Placement Suggested Timeline (Minimum of 14 weeks)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Coordinating Teacher</th>
<th>Clinical Teacher</th>
<th>TCU Field Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Welcomes the TCU clinical teacher (CT)</td>
<td>• Observes teacher, students and classroom routine.</td>
<td>• Makes initial contact / introduction with the school administrator, cooperating teacher and TCU clinical teacher via email or phone call.</td>
</tr>
<tr>
<td></td>
<td>• Introduces the CT to faculty/staff</td>
<td>• Watches classroom management techniques, teaching style of teacher, etc.</td>
<td>• Becomes familiar with school setting, schedule, etc.</td>
</tr>
<tr>
<td></td>
<td>• Acquaints the CT to the school/district policies and practices.</td>
<td>• Learns the class schedule and students’ names.</td>
<td>• Arranges/ conducts a 3-way conference at the assigned campus in person to review the handbook and syllabus.</td>
</tr>
<tr>
<td></td>
<td>• Provides a workspace and access to curricular materials.</td>
<td>• Learns the building setup, the names of administrative staff, etc.</td>
<td>• Begins the TEA Summary Sheet for documentation throughout the semester.</td>
</tr>
<tr>
<td></td>
<td>• Introduces CT to students.</td>
<td>• Begins to participate in classroom with routine activities as opportunities arise.</td>
<td>• Reviews the weekly evaluation report submitted by the clinical teacher that is saved in the shared folder in the TCU Box.</td>
</tr>
<tr>
<td></td>
<td>• Takes initiative for giving suggestions for activities CT may do.</td>
<td>• Writes a letter of introduction for the class(es).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gives clinical teacher as much responsibility as he/she can handle.</td>
<td>• Maintains documentatoin (Daily schedule, campus map, lesson plans, weekly reports, observation forms &amp; evaluations) in TCU Box that is shared with the TCU field supervisor (FS).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reviews &amp; signs weekly evaluation report with CT for TCU field supervisor (FS).</td>
<td>• Prepares &amp; completes weekly evaluation report with cooperating teacher for the FS.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• Assigns student teacher one class or group.</td>
<td>May teach one class or group for the week.</td>
<td>• Conducts 3-way conference in person if not completed during week 1 at the assigned campus.</td>
</tr>
<tr>
<td></td>
<td>• Helps with plans, suggestions, evaluations, etc.</td>
<td>Makes lesson plans in collaboration with the cooperating teacher.</td>
<td>• Schedules a visit to conduct the first formal teaching observation ( Formal observation #1- minimum of 45 minutes) for the third week.</td>
</tr>
<tr>
<td></td>
<td>• May set up team-teaching situation.</td>
<td>Evaluates teaching lessons.</td>
<td>• Reviews the weekly evaluation report in the TCU Box.</td>
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<td>• Models teaching, planning, classroom management, and assessment strategies.</td>
<td>Saves copies of plans and other documentation to the TCU Box.</td>
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<td></td>
<td>• Reviews &amp; signs weekly evaluation report with the CT for</td>
<td>Prepares for Formal Observation and submits lesson plan 24 hours prior to the evaluation.</td>
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<td>Works as team member with cooperating teacher and school faculty/staff.</td>
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<td>Prepares &amp; completes weekly evaluation report with the cooperating teacher for the TCU FS.</td>
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<td>WEEK</td>
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<td>Week 3</td>
<td>• Continues in support role as above.</td>
<td>• Continues to teach subject/period taught during second week.</td>
<td>• Maintains weekly contact with cooperating teacher &amp; clinical teacher.</td>
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<td>• Conferences regularly with clinical teacher.</td>
<td>• Teaches second class or group for the week.</td>
<td>• May assist with lesson planning and/or model lesson planning with cooperating teacher and clinical teacher.</td>
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<td>• Reviews &amp; signs weekly evaluation report with CT for TCU field supervisor (FS).</td>
<td>• Saves copies of plans and other documentation to the TCU Box.</td>
<td>• Reviews the weekly evaluation report.</td>
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<td>• Prepares &amp; completes weekly evaluation report with CT for TCU field supervisor (FS).</td>
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<td>Week 4</td>
<td>• Continues in support role as noted above.</td>
<td>• Teaches third class for the week.</td>
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<td>• Conferences regularly with CT.</td>
<td>• Continues to teach other two classes as directed by cooperating teacher.</td>
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<td>• Reviews weekly evaluation report with clinical teacher for TCU field supervisor.</td>
<td>• Continues to work as a team member for classes that the cooperating teacher is teaching.</td>
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<td>• Saves copies of plans and other documentation to the TCU Box.</td>
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<td>• Prepares for Formal Observation and submits lesson plan 24 hours prior to the evaluation.</td>
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<td>• Prepares &amp; completes weekly evaluation report with cooperating teacher for the TCU field supervisor.</td>
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<tr>
<td>Week 5</td>
<td>• Continues in support role as noted above.</td>
<td>• Continues with schedule.</td>
<td>• Maintains weekly contact with cooperating teacher &amp; clinical teacher.</td>
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<td></td>
<td>• Conferences regularly.</td>
<td>• Saves copies of daily plans and other assignments deemed appropriate to the TCU Box.</td>
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<td>• Discusses the “Total Teach Weeks” timeline (10 consecutive days of teaching all day)</td>
<td>• Prepares &amp; completes weekly evaluation report with cooperating teacher for the TCU field supervisor.</td>
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<td>• Reviews &amp; signs weekly evaluation report with clinical teacher for TCU field supervisor.</td>
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| **Weeks 6-7** | - Mid-Evaluation Report should be completed by for the TCU field supervisor. This evaluation is an indicator of the candidate’s progress (as a clinical teacher and not as an experienced / certified professional) and will remain in the student’s permanent file. Information will be used to support recommendation for certification at the end of the semester.  
- Conferences with the clinical teacher to review the mid-benchmark evaluation by encouraging self-appraisal and goal-setting for the rest of the placement.  
- Reviews & signs weekly evaluation reports with clinical teacher for TCU field supervisor. | - Assumes more classroom / instructional responsibilities with guidance from the cooperating teacher.  
- Saves copies of plans and other documentation to the TCU Box.  
- Reviews mid-evaluation report with cooperating teacher and field supervisor.  
- Reflects on progress and goals for improving practice.  
- Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor. | - Maintains weekly contact with cooperating teacher & clinical teacher.  
- Completes Mid-Evaluation Report and confers with cooperating teacher on clinical teacher’s progress.  
- Reviews the cooperating teacher’s mid-evaluation report.  
- Listens to and encourages the clinical teacher’s reflections regarding progress and goals for improving practice.  
- Reviews the weekly evaluation report. |
| **Week 8-9** | - Continues in support role as above.  
- Reviews & signs weekly evaluation reports with clinical teacher for TCU field supervisor.  
- Discuss how the clinical teacher will have the opportunity to work alone with the class (10 consecutive full days of responsibility “Total Teach”)  
*If the clinical teacher is ready to assume full responsibility for the class, the cooperating teacher will remain in the classroom or on the campus if needed.  
- Reviews & signs weekly evaluation reports with clinical teacher for TCU field supervisor. | - Has opportunity to teach most, if not all, subjects. (“Total Teach” Days)  
- Saves copies of plans and other documentation to the TCU Box.  
- Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor. | - Maintains weekly communication and contact with student teacher and cooperating teacher.  
- Schedules 3rd observation.  
- Reviews the weekly evaluation report. |
| **Weeks 9-10** | - Continues in support role as noted above.  
- Reviews & signs weekly evaluation reports with clinical teacher for TCU field supervisor. | - Teaches most or all subjects (may teach solo, or work in a team situation with the cooperating teacher.)  
- Saves copies of plans and other documentation to the TCU Box.  
- Prepares for Formal Observation and submits lesson plan 24 hours prior to the evaluation.  
- Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor. | - Maintains weekly contact with cooperating teacher & clinical teacher.  
- Makes the third formal evaluation (formal observation #3) visit during the 8th or 9th week, focusing on clinical teacher’s progress and goals for improvement.  
- Reviews the weekly evaluation report. |
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| **Weeks 11-12** | • Continues in support role as above.  
• Reviews & signs weekly evaluation reports with clinical teacher for TCU field supervisor. | • Continues teaching as decided by cooperating teacher or deemed appropriate.  
• Saves copies of plans and other documentation to the TCU Box.  
• Prepares for Formal Observation and submits lesson plan 24 hours prior to the evaluation.  
• Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor. | • Maintains weekly contact with cooperating teacher & clinical teacher.  
• Makes last scheduled visit for the 4th formal observation/evaluation either during this week or the early part of the 12th week.  
• Reviews the weekly evaluation report. |
| **Weeks 13-14** | • Begins to transition toward returning to teach all subjects.  
• Prepares Final Evaluation Report on clinical teacher.  
• Evaluates the student teacher in terms of expected success as a beginning teacher (avoiding comparing him/her with an experienced professional teacher).  
• Discusses Final Evaluation Report with clinical teacher.  
• Submits original copy of Final Evaluation Report to TCU field supervisor for placement in clinical teacher’s permanent file.  
• Writes a reference letter for the clinical teacher.  
• Reviews weekly evaluation reports with clinical teacher for TCU field supervisor. | • Teaching experience begins to “wind down.” With the approval of appropriate parties, this is a good time for the clinical teacher to make short scheduled visits in other classrooms within the building to observe other teachers if possible.  
• Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor.  
• Shows appreciation to the cooperating teacher, faculty and staff for the clinical teaching experience. | • Maintains weekly contact with cooperating teacher & clinical teacher.  
• Completes and shares with clinical teacher Final Evaluation Report.  
• Prepares a packet (digital or hard-copy) of the following items for the campus principal, cooperating teacher, clinical teacher and TCU College of Education director of student teaching:  
  ✓ TEA Summary Sheet (noting dates and times of meetings / evaluations)  
  ✓ 4 formal observations with lesson plans  
  ✓ 2 or 4 Formal Evaluations (mid/end) depending on type placement  
  ✓ Obtains campus principal / administrator acknowledgement of receipt of the packet by signing the Principal Confirmation form or replying to an email with the electronic attachment of the documentation.  
• Shows appreciation to the school partners (Cooperating teacher and administration). |
**Two 2 Placements Suggested Timeline (7 weeks minimum x 2= 14 weeks minimum)**

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<th>Clinical Teacher</th>
<th>TCU Field Supervisor</th>
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| **Week 1** | Welcomes the TCU clinical teacher (CT)  
Introduces the CT to faculty/staff  
Acquaints the CT to the school/district policies and practices.  
Provides a workspace and access to curricular materials.  
Introduces CT to students.  
Takes initiative for giving suggestions for activities CT may do.  
Gives clinical teacher as much responsibility as he/she can handle.  
Reviews & signs weekly evaluation report with CT for TCU field supervisor (FS). | Observes teacher, students and classroom routine.  
Watches classroom management techniques, teaching style of teacher, etc.  
Learns the class schedule and students’ names.  
Learns the building setup, the names of administrative staff, etc.  
Begins to participate in classroom with routine activities as opportunities arise.  
Writes a letter of introduction for the class(es).  
Maintains documentation (Daily schedule, campus map, lesson plans, weekly reports, observation forms & evaluations) in TCU Box that is shared with the TCU field supervisor (FS).  
Prepares & completes weekly evaluation report with cooperating teacher for the FS. | Makes initial contact / introduction with the school administrator, cooperating teacher and TCU clinical teacher via email or phone call.  
Becomes familiar with school setting, schedule, etc.  
Arranges/ conducts a 3-way conference at the assigned campus in person to review the handbook and syllabus.  
 Begins the TEA Summary Sheet for documentation throughout the semester.  
Reviews the weekly evaluation report submitted by the clinical teacher that is saved in the shared folder in the TCU Box. |
| **Week 2** | Assigns student teacher one class or group.  
Helps with plans, suggestions, evaluations, etc.  
May set up team-teaching situation.  
Models teaching, planning, classroom management, and assessment strategies.  
Reviews weekly evaluation report and signs. | Teaches one class or group for the week if assigned by the cooperating teacher.  
Makes lesson plans in collaboration with the cooperating teacher.  
Evaluates teaching lessons.  
Saves copies of daily plans and other assignments deemed appropriate to the TCU Box.  
Works as team member with cooperating teacher.  
Prepares & completes weekly evaluation report with the cooperating teacher for the TCU FS. | Conducts 3-way conference in person if not completed during week 1 at the assigned campus.  
Schedules a visit to conduct the first formal teaching observation (Formal Observation #1-minimum of 45 minutes) for the third week. (If this is the second placement, then it will be Formal Observation #3.)  
Reviews the weekly evaluation report in the TCU Box. |
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<th>TCU Field Supervisor</th>
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|       | • Continues in support role as above.  
| Weeks | • Conferences regularly with clinical teacher.  
| 3     | • Reviews & signs weekly evaluation report with clinical teacher for TCU field supervisor.  | • Teaches second & third class or group for the week.  
|       | • Continues to teach subject/period taught during second week.  
|       | • Saves copies of daily plans and documentation to the TCU Box.  
|       | • Prepares for Formal Observation and submits lesson plan 24 hours prior to the evaluation.  
|       | • Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor.  | • Maintains weekly contact with cooperating teacher & clinical teacher.  
|       | • Conferences regularly with clinical teacher.  
|       | • Reviews & signs weekly evaluation report with clinical teacher for TCU field supervisor.  | • Assists with lesson planning and/or model lesson planning if needed.  
|       | • Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor.  | • Conducts first observation (Formal Observation #1) and post-conference with written feedback. (If this is the second placement, then this is Formal Observation #3.)  
|       | • Saves copies of daily plans and documentation to the TCU Box.  
|       | • Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor.  | • Reviews the weekly evaluation report.  |
|       | • Continues to teach subject/period taught during second week.  
|       | • Reviews the weekly evaluation report.  |       |
| Week  | • Completes Mid or Final/End Evaluation Report for the TCU field supervisor to evaluate the clinical teacher’s progress and will remain in the candidates’s permanent file. Information will be used to support recommendation for certification at the end of the semester.  
| 4     | • Conferences with the clinical teacher, listening and encouraging self-appraisal and goal-setting for the rest of the placement.  
|       | • Reviews & signs weekly evaluation report with clinical teacher for TCU field supervisor.  | • Continues with above schedule.  
|       | • Assumes classroom responsibilities as assigned by the cooperating teacher.  
|       | • Reviews final/end valuation reports with cooperating teacher and field supervisor.  
|       | • Reflects on progress and goals for improving practice.  
|       | • Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor.  | • Maintains weekly contact with cooperating teacher & clinical teacher.  
|       | • Completes Mid or Final/End evaluation report and confers with cooperating teacher on clinical teacher’s progress.  
|       | • Listens and encourages the clinical teacher to reflect regarding progress and goals for improving practice.  
|       | • Reviews the weekly evaluation report.  | • Reviews the weekly evaluation report.  |
| Week  | • Maintains weekly contact with cooperating teacher & clinical teacher.  
| 5     | • Completes Mid or Final/End evaluation report and confers with cooperating teacher on clinical teacher’s progress.  
|       | • Listens and encourages the clinical teacher to reflect regarding progress and goals for improving practice.  
<p>|       | • Reviews the weekly evaluation report.  | • Reviews the weekly evaluation report.  |</p>
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| Week 6 | • Continues in support role as noted above.  
• Reviews weekly evaluation report with clinical teacher for TCU field supervisor. | • Teaches most or all subjects (may teach solo, or work in a team situation with the cooperating teacher.)  
• Prepares for Formal Observation and submits lesson plan 24 hours prior to the evaluation.  
• Saves copies of daily plans and documentation to the TCU Box.  
• Reviews and completes weekly evaluation report with cooperating teacher for the TCU field supervisor. | • Maintains weekly contact with cooperating teacher & clinical teacher.  
• Conducts the second formal evaluation (Formal Observation #2) focusing on clinical teacher’s progress and goals for improvement. (If this the second placement, then this will be Formal Observation #4.)  
• Reviews the weekly evaluation report. |
| Week 7 | • Starts to prepare for the clinical teacher to change placements.  
• Writes a reference letter for the clinical teacher.  
• Reviews weekly evaluation report with clinical teacher for TCU field supervisor. | • Plans to transition to second placement.  
• Submits copies of daily plans and other assignments deemed appropriate by TCU field supervisor.  
• Prepares & completes weekly evaluation report with cooperating teacher for the TCU field supervisor.  
• Shows appreciation for cooperating teacher & faculty/staff. | • Maintains weekly contact with cooperating teacher & clinical teacher.  
• Prepares for the transition to second placement and arranges a three-way conference with the second cooperating teacher.  
• Reviews the weekly evaluation report.  
• Shows appreciation for cooperating teacher and administration.  
❖ Second placement will follow the same schedule. |

Please work collaboratively to discuss the timeline, expectations and scheduled observations.
Absences
Clinical teachers are expected to be in attendance at their assigned school each day. Leaving the school campus during the day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, TCU field supervisor and the school office as early as possible in case of illness or forced absence. All absences are subject to be made up by the clinical teacher. Excessive absences due to medical or family will be reviewed on a case by case basis by the Director of Student Teaching and Associate Dean of Undergraduate or Graduate Studies.

Attendance
Attendance and initiative are part of your commitment to the teaching profession and a demonstration of your professionalism. Clinical teaching is a critical time to develop professional behaviors (dependability, reliability and responsibility). To insure success, active participation in the school community and university seminars will provide opportunities to learn and reflect upon educational practices. Please note the school schedule (start and end times). TCU clinical teachers are to follow the partner school/district calendar and cooperating teacher’s workday.

Calendar: Holidays & Start Dates
During the clinical teaching semester, clinical teachers will observe the holidays and staff development days scheduled by the school/district calendar regardless of the TCU calendar. Clinical teachers will follow the assigned district calendar with respect to start dates, holidays, and breaks.

Corporal Punishment
Corporal punishment is a sensitive issue in many schools/districts. TCU clinical teachers must not resort to this method of behavior control. This form of punishment should be used at the discretion of the district personnel not a clinical teacher. Refer to Texas Education Code Chapter 37: Discipline; Law and Order
http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

Criminal Record Check
In accordance with Article 6252-13c, Texas Civil Statutes, the Commissioner of Education may suspend or revoke a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime, which directly relates to the duties and responsibilities of the teaching profession. The Texas Education Agency and TCU (at request of TEA) have begun a regular procedure for criminal record search of all certificate applicants. School districts now require that any person who will be in contact with students must show proof that they have no past criminal record. In such cases a criminal record search waiver must be signed and returned to the school district giving them permission to conduct the check. This paperwork is handled through the Director of Student Teaching and field experience office.

Evaluations
Written documentation of the clinical teacher’s performance is vital. The feedback should be both specific and systematic with suggestions for improvement. TCU field supervisors and
cooperating teachers have specific forms to be used in measuring the student’s development and progress (See Appendix C). Copies of all evaluations should be shared between the TCU field supervisor, cooperating teacher and clinical teacher. Four formal observations of the clinical teacher will be conducted by the TCU field supervisor. The post-conference will include the clinical teacher and TCU field supervisor and possibly the cooperating teacher. Original copies of formal observation forms and lesson plans will be sent to the TCU College of Education undergraduate office. Copies will be provided to the cooperating teacher, clinical teacher and campus administrator.

Cooperating teacher(s) will each complete the Midterm and Final evaluation forms. The TCU field supervisor will also complete mid and end evaluation forms. Final evaluations should be professional in appearance, reviewed by the clinical teacher and signed/dated by the evaluator. Both the clinical teacher and evaluator will receive a copy of the completed form.

Evaluators should send original Mid/Final evaluation forms to the TCU College of Education undergraduate office for TEA documentation. Copies will be provided to the cooperating teacher, clinical teacher and campus administrator. TCU College of Education staff and TCU field supervisors review the evaluations to determine strengths and weaknesses of TCU’s educator preparation programs.

**Full-Time Student Status**
Occasionally, an insurance provider or financial aid office needs clarification about a student’s full-time status. Those needing documentation of their status as full-time students during clinical teaching can request a letter from the Director of Student Teaching.

**Identification Badges**
All TCU College of Education teacher candidates should obtain and wear and an ID badge whenever visiting a school, a school district’s administrative office, a PTA event or other school related meeting. Badges can be ordered for a fee of $10 at the TCU Bookstore. **Contact:** Smokie Shepard, 817-257-5979 smokie.shepard@tcu.edu.

**Individuals with Disabilities Education Act Public Law 105.17 (IDEA 2004)**
All teachers must follow the Individualized Educational Program (IEP) developed for any student in special education in any/all classrooms. Teachers may request an Admission, Review and Dismissal (ARD) meeting to change the IEP, but they cannot ignore the IEP. Teachers are liable for implementing and maintain the IEP.

**Job Interviews**
TCU College of Education and TCU Career Services collaborate to host an interview day each spring semester. Clinical teachers are encouraged to attend the one-day event. This day is not an excused absence and will need to be made up during the semester. Other interviews should be arranged before or after school hours. For more information, please contact our TCU Career Services Consultant, Chris D’Auria, 817-257-2222 or c.j.dauria@tcu.edu for more assistance. [http://coe.tcu.edu/about/career-services-center/](http://coe.tcu.edu/about/career-services-center/)
Relationships with Students
TCU Clinical teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to date high school students within the district to which the clinical teacher is assigned. Please establish boundaries with social media as well. Clinical teachers are to adhere to the TEA Educator’s Code of Ethics. *Felony offense (p. 26, Standards 3.2-3.9)
http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

STAAR & Testing Days
During administration of STAAR tests, only certified teachers are allowed in the classroom as proctors. Clinical teachers should report to the school office in order to serve in other capacities (e.g. hall monitor, cafeteria monitor) or should arrange to observe/assist in classes where tests are not administered. https://tea.texas.gov/student.assessment/calendars/

Student Teacher NOT to Serve as Substitute Teacher
A clinical teacher candidate from Texas Christian University fulfilling the TEA requirements for clinical teaching and certification shall not be used as a substitute teacher for a cooperating teacher or any other teacher. The rationale for this policy is that clinical teachers are not licensed and would be teaching in an isolated situation without immediate supervision by a certified teacher.

Termination of Clinical Teaching Assignment
Occasionally, there are circumstances that warrant the termination of the clinical teaching experience of a TCU teacher candidate. When such action is deemed necessary, there are specific reasons and procedures that should be followed, collaboratively, by all parties involved.

Reasons for Termination
1 Mutual consent and agreement for termination by the clinical teacher, cooperating teacher and TCU field 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 Failure by the clinical teacher to abide by the policies of the cooperating school and/or cooperating teacher.
4 Unprofessional conduct toward school personnel or students.

Procedures for Termination
Termination of the assignment of the clinical teacher for the reasons previously stated in numbers 2-4 should follow these prescribed procedures in a sequential manner:

1 The clinical teacher shall be informed by the cooperating teacher and TCU field supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and written documentation of any infractions of
school policy or professionalism. A clinical teacher may not be terminated for minor or undocumented problems.

2 When it is evident that the clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Warning shall be initiated by the cooperating teacher and/or field supervisor. The warning will be presented to the clinical teacher during a 3-way conference, to generate a course of action and contract. The contract shall be signed by the clinical teacher, the cooperating teacher and the TCU field supervisor. A copy of the contract will be sent to the TCU Director of Clinical Teaching and the Associate Dean for Undergraduate Studies.

3 Within the probationary time frame provided on the contract, the clinical teacher, the cooperating teacher and the TCU field supervisor will confer to assess progress.

4 If adequate progress has not been achieved, the cooperating teacher and TCU field supervisor may request that an observation and evaluation be administered by the director of student teaching. This will be completed at the assigned campus. A conference of all concerned parties will occur after the observation to consider the clinical teacher’s withdrawal from the placement, dismissal from student teaching for the rest of the semester, or termination from the program and no certification.

**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 director of student teaching within 3 days from the date of being notified of termination.

2. The director of student teaching will convene a committee to process the appeal. This committee will consist of at least two of the following people:
   a. Faculty member from the clinical teacher’s program of study
   b. TCU Field Supervisor
   c. Director of Clinical Teaching

3. The committee will review the case consisting of written evaluations, the Academic Performance and Professional Warning form, other written documentation of clinical teacher infractions, the procedures followed by the TCU field supervisor and cooperating teacher, and the appeal letter from the clinical teacher.

4. The committee will vote to accept or reject the appeal. The Associate Dean of Undergraduate Studies will meet with the clinical teacher candidate to inform him/her of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher, director of student teaching and the director of teacher certification.

5. The Director of Clinical Teaching will be responsible for communicating with the school/district partners and administering any actions determined by the committee.
TCU College of Education Clinical Teacher Dress Code

Our clinical teachers have a very positive presence and reputation in the cooperating school districts. We want this to continue. Being the very best professional includes looking professional. The following dress code was created by TCU College of Education faculty, cooperating teachers, and school district principals. Please review carefully.

✓ All clinical teachers should wear a TCU engraved name badge or the assigned school’s ID badge at all times (see p. 20).
✓ Dress consistently with the school dress code. Please refer to your cooperating teacher, school administration, employee handbook, or student code of conduct.
✓ Follow the school policies with regard to piercings and tattoos.
✓ Shirts or blouses (not t-shirts) should have sleeves. If you wear a top that is sleeveless or has spaghetti straps, you will need to also wear a jacket or sweater at all times during the school day.
✓ Pants, slacks, or dress pants should be mid-calf in length or longer. Low-slung pants/hip-huggers are not permitted. Your pants must be high enough to cover your lower back and undergarments when bending over.
✓ Skirts or dresses should be knee-length or longer, with slits no more than 4” above the knee.
✓ Wear professional, sensible shoes appropriate to the setting. Avoid flip-flops and sneakers. (Physical education teachers may wear athletic shoes.)
✓ Avoid clothing that is suggestive, excessively tight, or revealing. In the classroom setting, loose clothing is “in.” No bare midriffs, sleeveless, or low-cut tops. You must be able to sit and bend over without running the risk of exposing yourself or undergarments.
✓ Do not wear t-shirts, jeans, shorts, sneakers, or hats unless allowed by school administration for special occasions.
✓ From time to time a school will have special days, field trips or events. Please refer to your cooperating teacher for suggestions concerning appropriate attire on those days.
Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
(N) **Standard 1.14.** The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) **Ethical Conduct Toward Professional Colleagues.**
   
   (A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
   
   (B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
   
   (C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
   
   (D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
   
   (E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
   
   (F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
   
   (G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) **Ethical Conduct Toward Students.**
   
   (A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
   
   (B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
   
   (C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
   
   (D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
   
   (E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
   
   (F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
   
   (G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
   
   (H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

Link: http://ritter.tea.state.tx.us/sbecrules/tac/chapter247/index.html

APPENDIX B: Education Code – Civil Immunity

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SUBCHAPTER B. CIVIL IMMUNITY

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, school counselor, nurse, and teacher's aide employed by a school district;

(2) a teacher employed by a company that contracts with a school district to provide the teacher's services to the district;

(3) a student in an education preparation program participating in a field experience or internship;
(4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;

(5) a member of the board of trustees of an independent school district; and

(6) any other person employed by a school district whose employment requires certification and the exercise of discretion.

(b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

Added by Acts 2003, 78th Leg., ch. 204, Sec. 15.01, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1197, Sec. 1, eff. Sept. 1, 2003.

Amended by: Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 17, eff. June 14, 2013.

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.

(d) A school district may not by policy, contract, or administrative directive:

(1) require a district employee to waive immunity from liability for an act for which the employee is immune from liability under this section; or

(2) require a district employee who acts in good faith to pay for or replace property belonging to a student or other person that is or was in the possession of the employee because of an act that is incident to or within the scope of the duties of the employee's position of employment.
Sec. 22.053. SCHOOL DISTRICT VOLUNTEERS.  (a) A volunteer who is serving as a direct service volunteer of a school district is immune from civil liability to the same extent as a professional employee of a school district under Section 22.0511.

(b) In this section, "volunteer" means a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses.

(c) This section does not limit the liability of a person for intentional misconduct or gross negligence.

Sec. 22.054. LIABILITY OF CERTAIN INSTITUTIONS OF HIGHER EDUCATION.  (a) A private or independent institution of higher education is not liable for damages arising from an act or omission of a person associated with the institution, including an employee or student, arising in the course and scope of that person's activities as a volunteer in a primary or secondary school.

(b) A school district may agree to provide or pay for attorney services for the defense of a private or independent institution of higher education if:

(1) the institution is assisting in the provision of volunteer services to primary or secondary schools in the district;

(2) a claim for damages is brought against the institution in relation to those services; and

(3) the board of trustees of the school district reasonably believes that the institution is not liable for the claim under Subsection (a).

(c) In this section:

(1) "Private or independent institution of higher education" has the meaning assigned by Section 61.003.

(2) "Volunteer" means a person rendering services for or on behalf of a public school who does not receive compensation from the district in excess of reimbursement for expenses. The person may receive compensation from a person other than the district.
Sec. 22.0835. ACCESS TO CRIMINAL HISTORY RECORDS OF STUDENT TEACHERS AND VOLUNTEERS BY LOCAL AND REGIONAL EDUCATION AUTHORITIES. (a) A school district, open-enrollment charter school, or shared services arrangement shall obtain from the department and may obtain from any other law enforcement or criminal justice agency or a private entity that is a consumer reporting agency governed by the Fair Credit Reporting Act (15 U.S.C. Section 1681 et seq.), all criminal history record information that relates to:

(1) a person participating in an internship consisting of student teaching to receive a teaching certificate; or

(2) a volunteer or person who has indicated, in writing, an intention to serve as a volunteer with the district, school, or shared services arrangement.

(b) A private school or regional education service center may obtain from any law enforcement or criminal justice agency all criminal history record information that relates to a person who volunteers or has indicated, in writing, an intention to serve as a volunteer with the school or service center.

(c) A person to whom Subsection (a) or (b) applies must provide to the school district, open-enrollment charter school, private school, regional education service center, or shared services arrangement a driver's license or another form of identification containing the person's photograph issued by an entity of the United States government.

(d) A person to whom Subsection (a) applies may not perform any student teaching or volunteer duties until all requirements under Subsections (a) and (c) have been satisfied.

(e) Subsections (a) and (c) do not apply to a person who volunteers or is applying to volunteer with a school district, open-enrollment charter school, or shared services arrangement if the person:

(1) is the parent, guardian, or grandparent of a child who is enrolled in the district or school for which the person volunteers or is applying to volunteer;

(2) will be accompanied by a school district employee while on a school campus; or

(3) is volunteering for a single event on the school campus.

(f) A school district, open-enrollment charter school, or shared services arrangement may obtain from any law enforcement or criminal justice agency all criminal history record information that relates to a person to whom Subsection (e) applies.

(g) A school district, open-enrollment charter school, private school, regional education service center, or shared services arrangement may require a student teacher, volunteer, or volunteer applicant to pay any costs related to obtaining criminal history record information under this section.
Sec. 22.0837. FEE FOR NATIONAL CRIMINAL HISTORY RECORD INFORMATION. The agency by rule shall require a person submitting to a national criminal history record information review under Section 22.0832, 22.0833, or 22.0836, to pay a fee for the review in an amount not to exceed the amount of any fee imposed on an applicant for certification under Subchapter B, Chapter 21, for a national criminal history record information review under Section 22.0831. The agency or the department may require an entity authorized to collect information for a national criminal history record information review to collect the fee required under this section and to remit the funds collected to the agency.

Added by Acts 2007, 80th Leg., R.S., Ch. 1372 (S.B. 9), Sec. 9, eff. June 15, 2007.

Sec. 22.08391. CONFIDENTIALITY OF INFORMATION. (a) Information collected about a person to comply with this subchapter, including the person's name, address, phone number, social security number, driver's license number, other identification number, and fingerprint records:

(1) may not be released except:

(A) to comply with this subchapter;

(B) by court order; or

(C) with the consent of the person who is the subject of the information;

(2) is not subject to disclosure as provided by Chapter 552, Government Code; and

(3) shall be destroyed by the requestor or any subsequent holder of the information not later than the first anniversary of the date the information is received.

(b) Any criminal history record information received by the State Board for Educator Certification as provided by this subchapter is subject to Section 411.090(b), Government Code.

(c) Any criminal history record information received by the agency as provided by this subchapter is subject to Section 411.0901(b), Government Code.

(d) Any criminal history record information received by a school district, charter school, private school, regional education service center, commercial transportation company, or education shared services arrangement or an entity that contracts to provide services to a school district, charter school, or shared services arrangement as provided by this subchapter is subject to Section 411.097(d), Government Code.
Sec. 22.902.  INSTRUCTION RELATED TO CARDIOPULMONARY RESUSCITATION AND USE OF AUTOMATED EXTERNAL DEFIBRILLATOR.  (a) A school district shall annually make available to district employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator, as defined by Section 779.001, Health and Safety Code.

(b) The instruction provided in the use of an automated external defibrillator must meet guidelines for automated external defibrillator training approved under Section 779.002, Health and Safety Code.

(c) Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other school employee specified by the commissioner and each student who serves as an athletic trainer must participate in the instruction in the use of an automated external defibrillator. A person described by this subsection must receive and maintain certification in the use of an automated external defibrillator from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

(d) The commissioner shall adopt rules as necessary to implement this section.

(e) This subsection applies only to a private school that receives an automated external defibrillator from the agency or receives funding from the agency to purchase or lease an automated external defibrillator. A private school shall adopt a policy under which the school makes available to school employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator. The policy must comply with the requirements prescribed by this section and commissioner rules adopted under this section, including the requirements prescribed by Subsection (c).
**APPENDIX C: TEA Educator Standards (EC-12)**


*November 10, 2016*

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>(A) Teachers design clear, well organized, sequential lessons that build on students’ prior knowledge.</td>
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<td>(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.</td>
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<td>(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.</td>
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<tr>
<td>(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.</td>
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<td>(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning</td>
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</tbody>
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(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 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.
APPENDIX D: Evaluation and Documentation Forms

- TCU Clinical Teacher Commitment Form (Page 52)
- TCU Clinical Teacher Assumption of Risk Form (Page 53)
- TCU-COE Safety Guidelines (Page 54)
- Cooperating Teacher Commitment Form (Page 55)
- Semester Summary sheet / TEA Checklist for use by TCU Field Supervisors (Page 56)
- Weekly Evaluation and Daily Checklist/Log for use by the Clinical Teacher and Cooperating Teacher (Page 57)
- Undergraduate Classroom Observation Form (Page 58)
- Graduate Classroom Observation Form (Page 59)
- Undergraduate Midterm or End/Final Evaluation Form for use by Cooperating Teachers and Field Supervisors (Page 60)
- Graduate Midterm or End/Final Evaluation Form for use by Cooperating Teachers and (optionally) Field Supervisors (Page 61)
- TCU-COE Principal Confirmation (Page 62)
- Academic Performance and Professionalism Warning (Page 63)
- Retention in the Teacher Education Program (Page 64)
I, the undersigned, commit to the following:

1. Maintaining the academic requirements for clinical teaching.
2. Fully participating as a clinical teaching candidate.
3. Engaging in motivated learning, reflection and improvement throughout the clinical teaching experience.
4. Modeling professionalism. I will uphold the behaviors of a professional educator as stated in the Texas Education Agency, Texas Administrative Code of Ethics and Educator Standards (EC-12).
   a. Maintain open communication with my assigned mentor(s)/cooperating teacher(s) and TCU field supervisor.
   b. Accept duties and responsibilities within the school community in order to gain knowledge and experience.
   c. Reflect upon feedback from observations, verbal and written, to help develop teaching strategies and improve.
   d. Complete a teaching schedule that allows time to teach students and experience “full-teach weeks” as outlined in the TCU clinical teaching program.
   e. Participate in the three-way conference with the cooperating teacher(s) and TCU field supervisor.
   f. Maintain electronic database of weekly reports/reflections, observations, lesson plans and evaluations.
   f. Work cooperatively with the assigned mentor(s)/cooperating teacher(s) and TCU field supervisor or faculty member.

TCU Clinical Teacher Name (printed)  TEA ID #

TCU Clinical Teacher Signature  Certification Area / Level(s)

E-Mail Address

Semester: ☐ SPRING ☐ SUMMER ☐ FALL
Year

Date
TEXAS CHRISTIAN UNIVERSITY
INFORMED CONSENT AND ASSUMPTION OF RISK
IMPORTANT – READ ENTIRE AGREEMENT BEFORE SIGNING
Texas Christian University is a non-profit educational institution. References to Texas Christian University include “TCU”, its trustees, officers, officials, employees, volunteers, students, agents, and assigns.

I (print your name)________________________
understand I am to participate in the
(henceforth referred to as the Program)

fully understand and appreciate the dangers, hazards and risks inherent in participating in the Program, in the transportation to and from the Program, and in any independent esearch or activities undertaken as an adjunct to the Program.

I agree that participating in any activity is an acceptance of some risk of injury and/or loss of damage to property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that it is my responsibility to know what I will need for the Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do anything that would pose a hazard to myself, or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Program.

In consideration of my participation in this Program, I agree as follows:

SPECIFIC HAZARDS OF TRAVEL OR PROGRAM: Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous and that I may be injured and/or lose or damage personal property as a result of participation in the Program. Therefore, I ASSUME ALL RISKS RELATED TO THE ACTIVITIES including, but not limited to:

death, injury or illness from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.

Theft, loss or damage of my personal property while in transit or participating in the Program.

Natural disaster or other disturbances, and alteration or cancellation of the Program due to such causes.

Host trips to hospitals, schools and community service centers require travel through or parking in high crime areas. Please review the attached safety guidelines.

listed below are specific dangers endemic in this Program’s area of travel or endemic to the Program.

INSTITUTIONAL ARRANGEMENTS: I understand that TCU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Program. I understand that TCU may provide these services only as a convenience to participants and that accordingly, TCU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that TCU is not responsible for matters that are beyond its control. I acknowledge that TCU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by TCU.

INDEPENDENT ACTIVITY: I understand that TCU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any TCU activity. In addition, I understand that any travel that I do independently on my own before or after the TCU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I recognize that TCU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

TCU RULES, REGULATIONS AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of TCU while participating in the Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Program group, fail to meet a departure airplane, bus, or train, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

Signature of Program Participant __________________________
Signature of Parent or Legal Guardian (if minor) ______________
Date ______________
Date ______________
Safety Guidelines
Suggestions For Your Safety Off-Campus...

Walking to and from your car...

- Have entry/ignition keys in hand before starting for your car so you’re not trying to find them while you walk to the car or standing at the car door.
- Stay alert when crossing the parking lot and watch for suspicious persons.
- If you have a cell phone, have it within easy reach
- Even if your car was locked when you left it, check the interior prior to entry for uninvited guests.
- If a stranger approaches you, continue walking to your car, politely decline requests for money or information. Don’t stop walking toward your car.
- If asked for help, offer to call the police or suggest they return to the business. DO NOT offer assistance yourself or allow a stranger to use your cell phone.
- If a situation seems suspicious, look for someone to help you or dial 9-1-1.

While driving...

- Follow established roadways. Use familiar streets, not back roads or “shortcuts”.
- Make sure all doors are locked while driving.
- Put purses and/or other valuables out of sight, if possible, or cover item(s) with a towel.
- Stay alert at stop signs and traffic lights. If a stranger approaches your car at a traffic light, drive away.
- Don’t leave your car’s engine running while you’re out of or away from the car.
- If your car breaks down or you have a flat, call for assistance from within your (locked) car and remain inside until help arrives.
- Don’t travel to remote areas by yourself.
- Be sure you have plenty of gas before you start a trip.
- Plan your route. Get driving directions from the Internet if necessary.

If you should become involved in an accident:

- At night, drive (if possible) to a lighted area.
- If the occupants of the other car make you uncomfortable, call the police from within your (locked) car and remain inside until the police arrive.
- Jot down the description and license number of the other car while you wait for the police.
Cooperating Teacher Commitment Form
Texas Christian University
College of Education

I, the undersigned, commit to the following:

1. Fully participating as the cooperating teacher in support of the Texas Christian University, College of Education clinical teaching candidate.

2. Modeling professionalism. I will uphold the behaviors of a professional educator as stated in the Texas Education Agency, Texas Administrative Code of Ethics and Educator Standards (EC-12).
   a. Maintain open communication with the TCU-COE candidate and TCU-COE field supervisor.
   b. Define the clinical teacher’s duties and responsibilities within the school community.
   c. Provide support and feedback to the TCU-COE candidate with observations, verbal and written, to help develop teaching strategies.
   d. Allow TCU-COE candidate(s) time to teach students as outlined in the TCU-COE clinical teaching program.
   e. Complete the three-way conference and online survey to fulfill the cooperating teacher professional development.
   f. Work cooperatively with the TCU-COE candidate and TCU-COE field supervisor and/or faculty member.

Cooperating Teacher Name (printed)  TEA ID # or Full Name on Certificate

Cooperating Teacher Signature

E-Mail Address

Campus / School  *District Name (if applicable)

Semester:  SPRING  SUMMER  FALL
Year

Date
# TCU Clinical Teacher Semester Summary

TCU-EOE CLINICAL/STUDENT TEACHER

TCU ID# _______________ TEA ID# __________

Last Name ___________________ First Name ____________ MI __________

Year _______ [FALL] [SPRING] ____________

SCHOOL 1 [DISTRICT]

COOPERATING TEACHER (Placement 1)

Last Name ___________________ First Name ____________ Grade/Subject ____________

E-Mail: ________________________ TEA ID # ____________

TCU FIELD SUPERVISOR (Placement 1)

Last Name ___________________ First Name ____________ TEA ID # ____________

Start Date (mm/dd/yy) ____________ End Date (mm/dd/yy) ____________ # of Days: ________

SCHOOL 2 [DISTRICT]

COOPERATING TEACHER (Placement 2)

Last Name ___________________ First Name ____________ Grade/Subject ____________

E-Mail: ________________________ TEA ID # ____________

TCU FIELD SUPERVISOR (Placement 2)

Last Name ___________________ First Name ____________ TEA ID # ____________

Start Date (mm/dd/yy) ____________ End Date (mm/dd/yy) ____________ # of Days: ________

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Date</th>
<th>Beginning Time</th>
<th>End Time</th>
<th>TCU Clinical Teacher Signature</th>
<th>Cooperating Teacher Signature</th>
<th>TCU Field Supervisor Signature</th>
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<td>#4 Observation Documentation</td>
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<td>End Evaluation</td>
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TOTAL MINUTES Refer to Observation Form & Notes

---

**TEA ID #s needed for Cooperating Teacher(s), Clinical Teacher & Field Supervisor.  ** Required for 2nd Placement/Assignment**  6/2018
This report is designed to give the TCU College of Education student information at regular intervals concerning his/her progress toward completing the necessary requirements of the clinical teaching practicum. The TCU-COE candidate will be responsible for completing and submitting the document in collaboration with the cooperating teacher. The information during the week is pertinent and will help reflect and prepare for the upcoming week.

The TCU student was engaged in the following activities during the week:

(Check as many as apply).

- [ ] Tutoring
- [ ] Teaching Small Groups
- [ ] Teaching Entire Class
- [ ] Assisting with Instruction
- [ ] Grading / Evaluations
- [ ] Attendance
- [ ] Developing Lesson Plans
- [ ] Assisting supervised activities
- [ ] Other: ______________________

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>TOTAL DAYS PRESENT</th>
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</table>

**DATE**

**TEA DAY #**

**Percentage of Instruction**

- [ ] %

**Start & End Time**

**Hours : Minutes**

**TOTAL TIME (H:M)**

Participated in supplementary events such as: parent conferences; professional development workshops; ARD, faculty/department meetings; extra-curricular events; etc.

Subject area(s) taught this week

Suggestions/recommendations

Signature of Cooperating Teacher ___________________________ Date: ________________

* A copy will be provided to the Cooperating Teacher, TCU-COE Candidate & TCU-COE Field Supervisor.

This form may be photocopied or electronically submitted as a PDF.
The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

<table>
<thead>
<tr>
<th>TCU Clinical Teacher</th>
<th>Cooperating Teacher</th>
<th>TCU Field Supervisor</th>
<th>Grade/Subject School/District</th>
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</thead>
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</table>

**CLASSROOM OBSERVATION**

**TEACHING EFFECTIVENESS**

1. **Improvement Needed**
2. **Developing**
3. **Proficient**
4. **Accomplished**
5. **Distinguished**

<table>
<thead>
<tr>
<th>Written Lesson Plan</th>
<th>Effective Use of Instruction Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted 24 hours prior</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN 1: PLANNING**

- 1.1 Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
- 1.2 Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- 1.3 Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
- 1.4 Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

**DOMAIN 2: INSTRUCTION**

- 2.1 Supports all learners in their pursuit of high levels of academic and social-emotional success.
- 2.2 Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 2.3 Clearly and accurately communicates to support persistence, deeper learning and effective effort.
- 2.4 Differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.5 Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

**DOMAIN 3: LEARNING ENVIRONMENT**

- 3.1 Organizes a safe, accessible and efficient classroom.
- 3.2 Establishes, communicates and maintains clear expectations for student behavior.
- 3.3 Leads a mutually respectful and collaborative class of actively engaged learners.

**DOMAIN 4: PROFESSIONAL PRACTICE & RESPONSIBILITIES**

- 4.1 Meets district expectations for attendance, professionalism, appearance, decorum, procedural, ethical, legal and statutory responsibilities.
- 4.2 Reflects on his/her practice.
- 4.3 Enhances the professional community.
- 4.4 Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

**REINFORCEMENT & REFINEMENT GOALS**

**POST OBSERVATION CONFERENCE**

- In Person
- Telephone
- Video
- Electronic

**TCU FIELD SUPERVISOR SIGNATURE**

**TCU CLINICAL TEACHER SIGNATURE**
The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

TCU Clinical Teacher
Classroom Observation #_

Date

TCU Clinical Teacher
Cooperating Teacher
TCU Field Supervisor
Principal

Lesson Beginning Time
End Time

Grade/Subject
School/District

Observation Total: _____ minutes

<table>
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<tr>
<th>1 – Improvement Needed</th>
<th>2 – Developing</th>
<th>3 – Proficient</th>
<th>4 – Accomplished</th>
<th>5 – Distinguished</th>
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</thead>
<tbody>
<tr>
<td>Written Lesson Plan</td>
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</tbody>
</table>

*Submitted 24 hours prior

Effective Use of Instruction Time

Domain 1: PLANNING

☐ 1.1 Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

☐ 1.2 Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

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☐ 1.4 Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Domain 2: INSTRUCTION

☐ 2.1 Supports all learners in their pursuit of high levels of academic and social-emotional success.

☐ 2.2 Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

☐ 2.3 Clearly and accurately communicates to support persistence, deeper learning and effective effort.

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☐ 4.1 Meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

☐ 4.2 Reflects on his/her practice.

☐ 4.3 Enhances the professional community.

☐ 4.4 Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Reinforcement & Refinement Goals

Post Observation Conference ☐ In Person ☐ Telephone ☐ Video ☐ Electronic Time: ___ : ___ AM PM ; ___ : ___ AM PM Date: ___ - ___

TCU Field Supervisor Signature ___________________________ TCU Clinical Teacher Signature ___________________________

TOTAL: A = 17-21 points
B = 14-16 points
C = 10-13 points

59
### TCU-Clinical Teacher Evaluation

**UNDERGRADUATE**

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

#### TCU Clinical Teacher

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>TCU ID#</th>
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<th>TCU Field Supervisor</th>
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<th>Semester:</th>
<th>Fall</th>
<th>Spring</th>
<th>Year</th>
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<tr>
<th>Midterm</th>
<th>Final</th>
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</table>

Please rate the TCU clinical teacher’s demonstrated competence utilizing the following scale:

- 1 – Improvement Needed
- 2 – Developing
- 3 – Proficient
- 4 – Accomplished
- 5 – Distinguished

#### DIMENSIONS

<table>
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<tr>
<th>COMPETENCIES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>SPECIFIC COMMENTS</th>
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<tr>
<td>Planning</td>
<td></td>
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</tr>
<tr>
<td>1.1 Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</td>
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<td>1.2 Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</td>
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<td>1.4 Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</td>
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<tr>
<td>Instruction</td>
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<td>2.5 Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</td>
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<td>Learning Environment</td>
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<tr>
<td>3.1 Organizes a safe, accessible and efficient classroom.</td>
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<tr>
<td>Professional Practices and Responsibilities</td>
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<td>4.2 Reflects on his/her practice.</td>
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<tr>
<td>4.3 Enhances the professional community.</td>
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<td>4.4 Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</td>
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#### Reinforcement & Refinement Goals

Signature of Evaluator: ____________________________ Position: ____________________________ Date: ____________________________

Rev. 8.15.2017
### TCU-Clinical Teacher Evaluation

**TCU Clinical Teacher**

**Certification Area**

**TCU Field Supervisor**

**Cooperating Teacher**

**Specialization**

**School-Level**

**District**

**Semester:**

- [ ] Fall
- [ ] Spring
- [ ] Year

**Year**

**SCORE:**

### Developing Effective, Ethical Educators with a Passion for Learning.

Please rate the TCU clinical teacher’s demonstrated competence utilizing the following scale:

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<tbody>
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<td>2. Instruction</td>
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<td>Enhances the professional community.</td>
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<td>Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</td>
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### Reinforcement & Refinement Goals

**SCORE:**

A = 42-48 points
B = 32-41 points
C = 17-31 points

**Signature of Evaluator:** ___________________________  **Position:** ___________________________  **Date:** ___________________________  **Rev. 8.17.2017**
Texas Education Agency

Required Documentation for Campus Principal

Date: ______________________
To Principal: ____________________________________________
School: __________________________ District: ______________________
Semester: ☐ FALL ☐ SPRING Year: ______________________
Cooperating Teacher: __________________________ Grade/Subject: _________
TCU Clinical Teacher: ________________________________

TEA Administrative Code 228.35 requires that I present to you copies of my documentation pertaining to my
post observation/interactive conferences with my TCU clinical teacher after he/she teaches for a maximum
of 45 minutes. Enclosed/attached you will find copies pertaining to four (4) TCU required observations and
four (4) post observation/interactive conferences.

TCU Field Supervisor: ________________________________
817-257-7660 Office TCU Box 297900
817-257-7480 Fax Fort Worth, Texas 76129

Principal or Principal Designee
Signature of Receipt: _________________________________________
Date: ______________________
**TCU College of Education Academic Performance and Professionalism Warning**

This form must be completed and signed by the TCU Clinical Teacher (student), Cooperating Teacher, and/or TCU Field Supervisor and shared with the TCU COE Director of Clinical Teaching.

<table>
<thead>
<tr>
<th>TCU Clinical Teacher</th>
<th>TCU ID #</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>School / District</th>
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<tr>
<th>TCU Field Supervisor</th>
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</table>

**Concerns (also include steps attempted for addressing concerns prior to this warning):**

<table>
<thead>
<tr>
<th>Potential Strategies &amp; Solutions:</th>
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</table>

**Strategies and Solutions should be completed by:**

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Cooperating Teacher Signature</td>
<td>Date</td>
</tr>
<tr>
<td>TCU Field Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>TCU Director of Clinical Teaching Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Associate Dean’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

*Please return completed form to the office of the Associate Dean - Bailey Building 201  CC: Campus Life*
Retention in the Teacher Education Program

Students must maintain acceptable academic performance as well as high professional standards in order to successfully complete clinical (student) teaching. The College of Education is dedicated to identifying and intervening to assist students who demonstrate difficulties maintaining these standards.

A cooperating teacher or TCU field supervisor who has a concern with a student's performance and/or professionalism may initiate the Academic Performance and Professionalism Warning (APPW) process. The process operates as follows:

1. The cooperating teacher fills out the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
2. A conference between the student, the cooperating teacher, and the field supervisor is required to complete the APPW form. During the conference, the parties will discuss the student's understanding of the concerns, generate potential solutions, and agree upon a course of action. The APPW contract will be signed by all three parties.
3. The completed form is submitted to the Director of Clinical Teaching who will also sign it. The student retains a copy, and Campus Life will also receive a copy.
4. If the student fails to meet the expectations described in the course of action in the time agreed upon, the Director of Clinical Teaching will contact the Associate Dean of Undergraduate Studies and may remove the student from the clinical teaching assignment.

Except in an unusually severe or critical situation, the warning will not necessarily result in the student’s ultimate dismissal from student teaching. Nor does it become part of the student's permanent academic record.
Teaching to change the world!

coe.tcu.edu  817.257.7660