Handbook for Field Experiences

Secondary Programs

Department of Curriculum and Instruction

2018-2019 Academic Year

The University of Texas at Arlington and the College of Education are accredited by:
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About This Handbook
The official version of this Handbook is available on the College of Education web page:
http://www.uta.edu/coed/academics/fieldexperience/handbooks.php

Any copies of this handbook, printed or electronic, excepting the content of fillable fields and other sections meant to be modified by the user, are official only as long as they match the version posted online on the Handbook page of the Office of Educational Field Experiences, linked above.

Dates to Remember

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Field Experience Placement Dates (Clinical I):</strong>&lt;br&gt;Start with the ISD: (AISD, BISD, HEB, GPISD, FTW, Irving = Aug. 20; MISD = Aug. 15; DISD = Aug. 28)&lt;br&gt;Start second Placement on Oct. 15&lt;br&gt;End Date: Dec. 7</td>
<td><strong>Early Field Experience Placement Dates (Clinical I):</strong>&lt;br&gt;Start with the ISD: (AISD, BISD, GPISD, MISD, Irving = Jan. 8; HEB = Jan. 7; DISD, FTW = Jan. 9)&lt;br&gt;Start second Placement on March 5&lt;br&gt;End Date: May 3</td>
</tr>
<tr>
<td><strong>Clinical Teaching Placement Dates (Clinical II):</strong>&lt;br&gt;Start with the ISD: (AISD, BISD, HEB, GPISD, FTW, Irving = Aug. 20; MISD = Aug. 15; DISD = Aug. 28)&lt;br&gt;Start second Placement on Oct. 15&lt;br&gt;End Date: Dec. 7</td>
<td><strong>Clinical Teaching Placement Dates (Clinical II):</strong>&lt;br&gt;Start with the ISD: (AISD, BISD, GPISD, MISD, Irving = Jan. 8; HEB = Jan. 7; DISD, FTW = Jan. 9)&lt;br&gt;Start second Placement on March 5&lt;br&gt;End Date: May 3</td>
</tr>
<tr>
<td><strong>Clinical Teacher Seminar Dates:</strong>&lt;br&gt;Determined by Program – will be announced.</td>
<td><strong>Career Fair:</strong> March 25</td>
</tr>
</tbody>
</table>
Contacts

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### Quick Reference Chart for Field Experiences by Program

<table>
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<tr>
<th>Program</th>
<th>Placement Requirements</th>
<th>Early Field Experience I &amp; II</th>
<th>Clinical Teaching I &amp; II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/EC-6</td>
<td>ESL Classrooms - 2 Placements: Pre-k through Grade 2 &amp; Grades 3 through 6</td>
<td>Junior year: Hours embedded in key assessment courses. Fall – placement 1</td>
<td>Senior year: Fall: 1 day a week for 8 weeks in each placement. Spring: Full time with ISD start 8-9 weeks in each placement</td>
</tr>
<tr>
<td>Bilingual/EC-6</td>
<td>Bilingual Classrooms – 2 Placements: Pre-k through Grade 2 &amp; Grades 3 through 6</td>
<td>Junior year: Hours embedded in key assessment courses. Fall – placement 1</td>
<td>Senior year: Fall: 1 day a week for 8 weeks in each placement. Spring: Full time with ISD start 8-9 weeks in each placement</td>
</tr>
<tr>
<td>Middle Level (4-8)</td>
<td>2 placements: Jr. High placement &amp; Elementary placement</td>
<td>Junior year: Hours embedded in key assessment courses. Fall – placement 1</td>
<td>Senior year: Fall: 1 day a week for 8 weeks in each placement. Spring: Full time with ISD start 8-9 weeks in each placement</td>
</tr>
<tr>
<td>Secondary (7-12)</td>
<td>2 placements: Jr. High placement &amp; H.S. placement</td>
<td>Observations embedded in courses.</td>
<td>Fall: 1 day a week for 8 weeks in each placement. Spring: Full time with ISD start</td>
</tr>
<tr>
<td>All-Level Music</td>
<td>School levels vary</td>
<td>Observations embedded in courses.</td>
<td>Fall or Spring: Full time with ISD start 16-18 weeks</td>
</tr>
<tr>
<td>All-Level Art</td>
<td>2 placements: Elementary &amp; Jr. H/High School</td>
<td>Observations embedded in courses.</td>
<td>Fall or Spring: Full time with ISD start 16-18 weeks</td>
</tr>
<tr>
<td>All-Level Physical Education</td>
<td>2 placements: Elementary &amp; Jr. H/High School</td>
<td>Observations embedded in courses.</td>
<td>Fall or Spring: Full time start date with UTA 15-17 weeks</td>
</tr>
</tbody>
</table>
Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability

Clinical Teaching Handbook Information
My signature below acknowledges that I have accessed the University of Texas at Arlington Clinical Teaching Handbook online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook.

I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

Professional Liability Insurance
Clinical Teaching at UTA is not covered by professional liability insurance. Liability insurance is available through the membership in the student branch of:

ATPE Liability Insurance
Application for FREE liability insurance with the Association of Texas Professional Educators (ATPE). We recommend joining online: Go to https://www.atpe.org/en/My-Account/Join and join ATPE with a Teacher Trainee Membership. A print-and-mail application is also available on the above Join page.

Read and follow the directions in regards to applying or the ATPE liability insurance. Once you have applied, please provide documentation by either copying your confirmation page into an email, saving the confirmation page as a document and emailing it to coedfield@uta.edu, or emailing us your confirmation number.

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

Complete the Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability form in the Appendix B of the Handbook and submit it to the university supervisor or program coordinator during the clinical teaching orientation.
General Requirements for Clinical Teaching

The Clinical Teacher is a teacher preparation candidate in the final semester of teacher preparation. Clinical Teachers are in the classroom every day, all day, for the entire semester, following the ISD calendar. They are to be released from their classroom responsibilities early on days on which they have UTA Clinical Teaching Seminars scheduled. Clinical Teachers assist the Cooperating Teacher and assume 100% classroom responsibilities that lead to preparing, implementing and assessing lessons for a minimum of two weeks in each grade level assignment. Clinical Teachers are required to complete the semester with professional dispositions and ethical behaviors expected of teachers, and to strive toward the proficiencies for teachers as mandated by the Texas Education Agency and the College of Education at the University of Texas at Arlington.

To be a Clinical Teacher, the candidate must have the following:

- 2.75 cumulative GPA
- 3.0 GPA in all education course work
- No grade below a "C" in all education coursework
- Cleared criminal record check (CRC)
- No courses remaining other than the Clinical Teaching course
- Additional requirements specific to each certification level:

  [http://www.uta.edu/coed/undergradadvising/programs/certification-areas.php](http://www.uta.edu/coed/undergradadvising/programs/certification-areas.php)
Clinical Teaching II Semester

Cooperating Teachers need to organize a logical plan of teaching experiences for the Clinical Teacher before the full teaching assignments begin. Cooperating Teachers may want to assist the Clinical Teacher by providing lessons to teach and talking through the lesson with the Clinical Teacher in advance. By the time the Clinical Teacher is taking full responsibility, she/he should be designing original lessons with Cooperating Teacher monitoring.

Following is an EXAMPLE of a possible Clinical Teacher schedule:

### Clinical Teacher (Two grade levels) Assignment 1

<table>
<thead>
<tr>
<th>Week One</th>
<th>Continue responsibilities from Field Experience semester</th>
</tr>
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<tbody>
<tr>
<td>Week Two</td>
<td>Assume responsibilities for transitions between classroom and other activities</td>
</tr>
<tr>
<td>Week Three</td>
<td>Add planning and teaching math for the entire week</td>
</tr>
<tr>
<td>Week Four</td>
<td>Add planning and teaching social studies for the entire week</td>
</tr>
<tr>
<td>Week Five</td>
<td>Add planning and teaching science for the entire week</td>
</tr>
<tr>
<td>Week Six</td>
<td>Add planning and teaching language arts for the entire week</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Plan, teach, and assess everything all week</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Plan, teach, and assess everything all week.</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Plan, teach, and assess everything all week.</td>
</tr>
</tbody>
</table>

### Assignment 2

| Weeks Ten - Eighteen | Repeat a similar schedule as Assignment 1 |

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Procedures Statements for Field Experiences

A. Health Care Expenses
Candidates are responsible for their own health care while participating in field-experiences. Candidates bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, Field Experience and Clinical Teaching. The University of Texas at Arlington will not reimburse candidates for any expenses related to injuries.

B. Transportation and Meals
Candidates are responsible for their own transportation to and from their field experiences. Candidates are responsible for their own meals while participating in field experiences.

C. Criminal Records Check
Candidates are responsible for completing forms for a criminal records check as per the requirements of the school district to which they have been assigned.

D. Absence Policy for Clinical Teaching
Clinical Teachers are allowed three (3) days of absences to be used due to illness, to attend job fairs and to interview for positions.

In the case of emergency, Clinical Teachers will be required to submit documentation with regard to each absence. If a Clinical Teacher is scheduled to teach and is absent, the Clinical Teacher must have all lessons and materials ready for the Cooperating Teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the Clinical Teacher delivering lesson plans and materials to the school or the Cooperating Teacher prior to the beginning of any classes on the day of the absence.

E. Absence Procedures for Clinical Teachers
1. Clinical teachers will call the Cooperating Teacher as soon as they know they must be absent. This must be done before the school day begins.
2. Clinical teachers must email the Field Experience Office (coedfield@uta.edu) and the UTA Supervisor to report the absence on the date of the absence.
3. Clinical teachers will make arrangements to take care of any classroom responsibilities they may have planned for the day (just as the Cooperating Teacher must do to prepare for a substitute).
4. Clinical teachers will follow the school's procedures for reporting teacher absences. This will vary from school to school, but may include calling the secretary or principal. Ask your Cooperating Teacher about the school's attendance policy when you first meet.
5. All Clinical Teachers are expected to work the same hours as the Cooperating Teacher. The Office of Educational Field Experiences will contact any Clinical Teacher who does not follow these expectations. Failure to follow the official teacher work day hours may be counted as an absence.
F. Clinical Teacher Teaching Schedules
Clinical Teachers keep the same hours as their Cooperating Teacher(s). Clinical Teachers are expected to participate in all activities and duties in which their Cooperating Teachers are involved (i.e., open house, PTA, UIL, staff development, faculty meetings, ARD meetings, bus duty, and playground), except when these would conflict with required UTA course meetings.

Clinical Teachers are assigned to two Cooperating Teachers each semester. Clinical Teachers will experience all teaching responsibilities in each classroom. Assignments and schedules will be coordinated by the Cooperating Teachers and the UTA Supervisor.

G. Substitute Teaching
Clinical Teachers may be used as a substitute teacher for only one day during the Clinical Teaching field experience. A Clinical Teacher may not be paid for any service during the Clinical Teaching experience.

H. Weekly Report and Reflection
Students are required to meet weekly with their Cooperating Teachers to complete the Weekly Report and Reflection during both the Field Experience and Clinical Teaching semesters. Students will complete and submit this form to their UTA Supervisor from the UTA Office of Educational Experiences website before midnight on Friday of each week.

I. Pregnancy during Field Experience and/or Clinical Teaching
Pregnancy is an exciting time for parents-to-be, but may require special planning when occurring during the Field Experience/Clinical Teaching year. If you or your partner are expecting a baby during your Field Experience/Clinical Teaching, please share this with your UTA Supervisor as early as possible during your Early Field Experience semester. Keep in mind that federal guidelines do not recognize pregnancy as a disability; therefore, neither the public schools nor the University are required to make accommodations in your daily activities or the program’s expectations. Successful completion of Clinical Teaching requires you to complete the public school academic year working with children and your Cooperating Teachers in public school classrooms. Clinical Teaching is a university course; course requirements must be met for your successful completion of the program. Maternity/paternity leave is not granted. Should your or your partner’s pregnancy or delivery prohibit your completion of the required time in your Clinical Teaching, UTA faculty will work with you to plan continuing experiences in the next semester that will allow you to meet the program’s requirements. Graduation and certification can only occur when all continuing clinical teaching experiences have been completed.

J. Termination of Clinical Teaching
A student may be removed from his/her Field Experiences or Clinical Teaching at any time upon the request of the building principal or the Cooperating Teacher. If this happens during the Early Field Experience semester, the Office of Field Experience will attempt to identify a second placement in which the student can finish all required activities and hours during that semester. If the student is asked to leave his/her placement during the Clinical Teaching semester and an alternative placement cannot be found, the student will receive a grade of Incomplete for the clinical teaching course and be assigned to a second placement for the following semester. Should the student be asked to leave his/her Clinical Teaching during this second placement, he/she will be terminated from the Program. All students must meet requirements stated in the Professional Dispositions Document.

K. Professional Appearance
Although your appearance may not get you the job you want, an unprofessional appearance may be enough to keep you from getting the job you want. A teaching wardrobe for the public schools may be very different from what you typically wear to university classes, social activities, etc.

Whenever you are on a public school campus, you are expected to dress professionally. This includes teacher work-days, conferences with teachers or administrators, visits to other campuses, and participation in extra-curricular activities. JEANS (blue or black) ARE NOT PROFESSIONAL ATTIRE AND ARE NOT ALLOWED except on spirit days when the entire faculty may wear jeans.

- No hats, athletic or beach shoes
- No shorts
- No tight-fitting clothing (tops, skirts, slacks)
- No expensive or attention-getting jewelry
- No strong colognes or perfumes; some students may be allergic to them
- Long hair should be pulled back from your face
- Tattoos and/or other body art should be covered when you are at school
- Facial and/or mouth piercings must be removed when you are at school
- Jeans are not permitted, except on designated spirit days at your school
- Check skirt length when sitting down and bending over
- No blouses and tops that gape when you bend over
- Your navel should be covered, even when you raise your arms above your head
- Low-heeled shoes are recommended
- Application of make-up should be conservative
- Facial hair is prohibited in some school districts
- Slacks and collared shirts are recommended
- Closed-toe shoes are recommended and may be required in some cases
L. Professional Dispositions
In accordance with state and national standards, educator preparation candidates at the University of Texas at Arlington are assessed on their knowledge, skills, and dispositions. Knowledge assessment occurs primarily through courses and is reflected in course grades and the candidate’s grade point average (GPA). Skills are assessed through the candidate’s classroom practice, particularly the clinical field experiences.

Dispositions are assessed by the disposition assessment process described herein. According to the Council for the Accreditation of Educator Preparation (CAEP) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance.” Therefore, this process shall apply to candidates’ dispositions as reflected in their performance in field experiences and related coursework.

All educator preparation candidates, faculty, and academic advisors will be provided with a copy of the Policy and Guidelines for Professional Dispositions. Candidates will be made aware of the professional dispositions for which they will be assessed each semester as well as when digressions occur. The purpose of assessing professional dispositions is to document candidates’ growth as they matriculate through the educator preparation program. As well, documentation will occur for repeated digressions from professional dispositions that will constitute grounds for a decision regarding professional remediation or separation from the UTA educator preparation program.

M. Weekly Report & Reflection
In order to track experiences and allow for reflection during Clinical Teaching, candidates will complete, in collaboration with the Cooperating Teachers, and submit weekly reports of their teaching and non-teaching activities.

IMPORTANT: Reports must be received by the UTA supervisor by midnight on Friday of each week. This form is available on the College of Education, Office of Educational Field Experiences website.

N. School Partners’ Demographic Data
The College of Education is required to collect demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the Clinical Teacher Progress Survey completed in the middle of the final semester in your teacher certification program. See Appendix B for additional information on what data needs to be collected.
**Guidelines for a Successful Clinical Teaching Experience**

You will be assigned to a Cooperating Teacher in an approved public school classroom. You will be observing and participating in your Cooperating Teacher’s classroom during the entire year. The full year experience is an important part of the pre-service preparation of becoming a teacher. Your teaching assignment runs with the public school calendar, not the UTA calendar for most programs.

Please follow these directions and suggestions during your Clinical Teaching:

1. Know when and where you are to report to the campus.
2. When you report back to the school, re-introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the Cooperating Teacher(s) you have been placed with.
3. Be on time, and if you must be absent, call the school, your Cooperating Teacher and the UTA Office of Field Experiences. Notify them as far in advance as possible.
4. Name tags are ALWAYS to be worn in the schools. Security within a school is very important and your nametag will identify you as a person who has a valid reason for being there. Your UTA ID should be worn as your name tag unless a district nametag is required.
5. Your professional manner is of utmost importance. You are NOT a college student during the time you are in the schools; you are a professional on the teaching staff. You should look and act accordingly.
6. Give your Cooperating Teacher(s) the utmost cooperation and respect.
7. Follow through and complete all assignments.
8. Accept suggestions for improvement in a positive and professional manner. Your Cooperating Teacher is there to help you learn and grow. You may not agree, but remember that experience helps make you a great teacher.
9. **Confidentiality is extremely important.** Breach of confidentiality can cost you your job and the opportunity to continue in the profession you have chosen - and, most importantly, it hurts children and families. Please remember this when you conference with your Cooperating Teacher(s), professors, principals, parents, other teachers, and friends. Learning about and following professionalism begins now.
10. Do not criticize the school, teachers, or students. You are a guest in the building with the expectation that you will learn all you can. Do not jeopardize the opportunity to complete your assignment.
11. Students will imitate your language. Use correct English at all times.
12. If you have a problem with any aspect of your assignment, discuss this with your Cooperating Teacher or UTA Supervisor only. Handle concerns professionally by going directly to those people who have the authority to make adjustments. You may also inform your program coordinator and the Office of Educational Field Experiences.
Clinical Teacher Statement of Intent
I, the undersigned, understand that I have been accepted to participate in the Teacher Certification Program, a field-based teacher education program authorized by the University of Texas at Arlington, cooperating local school districts, Texas Education Agency, and Texas Higher Education Coordinating Board. I understand that this is a once-in-a-lifetime career opportunity to which I must give my complete attention. I also agree to the following commitments:

I COMMIT to full participation in the year-long field-based program and agree to follow the public school calendar for both the fall and spring semesters (typically beginning the 3rd week in August through December, and immediately following the winter break, usually the first week in January through May).

I COMMIT that, during my Field Experience (first semester) and Clinical teaching (second semester), I will be in the public schools with my Cooperating Teacher or in workshops and/or seminars.

I COMMIT to maintaining all of the academic requirements of UTA relative to teacher education. I understand that, in order to be approved to begin Field Experience and continue Clinical Teaching, I must

a) be approved by the UTA faculty,
b) be approved by the school district, and
c) meet the minimum requirement for acceptance to Field Experience/Clinical Teaching: i.e., admission to teacher education 3.0 GPA overall; 3.0 GPA and no grade lower than C in all of my professional education courses.

I COMMIT to professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to the learners in the classroom, and to my own personal and professional growth. These behaviors include, but are not limited to, appropriate dress; completing assigned work on time and in the best possible quality; being prompt with appointments and other commitments; keeping agreements with my Cooperating Teacher and UTA faculty; maintaining a positive attitude; demonstrating to others a true desire to be there; staying busy while in the classroom; avoiding eating and drinking in classrooms in front of the students, maintaining a high attendance record with minimal absences (UTA procedures on absences will be followed); soliciting constructive criticism and accepting it gracefully; being prepared; and maintaining a high level of professional ethics, integrity, and confidentiality.

I COMMIT to full partnership with my Cooperating Teacher, to seek his/her mentorship, to earn his/her respect, to participate with him/her in required and voluntary duties and activities, to be a decision-maker with him/her, and to assist my Cooperating Teacher in his/her efforts to provide the best education to learners.

I COMMIT, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I commit to thinking like a teacher, not a student. I will think of myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether I am in charge or not, continually seek information from my Cooperating Teacher(s) and UTA faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become the best teacher I can be.
I COMMIT to self-learning and self-improvement (i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in a process of “becoming” more and more effective).

I COMMIT to the belief that all children can learn. I welcome the opportunity to learn to teach children of various diversities and disabling conditions, and I believe that all participants in my program (including K-12 teachers, UTA faculty, Clinical Teachers, and children) will be both teachers and learners.

I COMMIT to the understanding that the program I am in is developmental (i.e., not static but evolving, changing and improving, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program).

I COMMIT to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video recorded, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or at classes, conferences and workshops.

I COMMIT to student membership in one of the professional teacher organizations that includes, as part of the membership fee, professional educator liability insurance (free to Clinical Teachers). In the absence of such a membership, I will show proof that I have liability insurance through a private insurance carrier.

*Complete the Clinical Teacher Statement of Intent form in the Appendix B of the Handbook and submit it to the university supervisor or program coordinator during the clinical teaching orientation.*
Ethics

Statement of Purpose
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

The Texas Educator Code of Ethics is available online in the Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 and it posted online at TEA website.

http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

The Texas Educator Code of Ethics is also available in Appendix A of this handbook.
Creating a Responsibilities Plan for Clinical Teaching

Traditional Clinical Teachers keep the same hours as their Cooperating Teacher(s). Clinical Teachers are expected to participate in all activities that their Cooperating Teacher is involved in at the partner school. Activities may include: PTA meetings, open house, UIL, in-services, faculty meetings, ARD meetings, and parent conferences. All teaching activities during Clinical Teaching may be structured in the following fashion. This is just a guideline. You and your Cooperating Teacher will decide on your timeline of phase in/phase out of responsibilities and sign an agreement related to your schedule.

| DATE | Week #1 | Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Clinical Teachers should present at least one lesson. Complete Weekly Report and discuss with Cooperating Teacher. * During week one the
| DATE | Week #2 | Student teacher will teach two class periods / subject a day. Cooperating Teacher remains in the room to observe and provide feedback. Complete Weekly Report and discuss with Cooperating Teacher.
| DATE | Week #3 | Student teacher will teach three class periods / subjects a day. Cooperating Teacher remains in the classroom and provides feedback (Cooperating Teacher Formal Observation Form A). Complete Weekly Report and discuss with Cooperating Teacher.
| DATE | Week #4 | Student teacher will teach four class periods / subjects a day. Cooperating Teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with Cooperating Teacher.
| DATE | Week #5 | Student teacher will teach five classes. Cooperating Teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
| DATE | Week #6 | Student teacher will teach five classes. Cooperating Teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
| DATE | Week #7 | Student teacher will assume all teaching responsibilities. Cooperating Teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and complete the Speech Competency Form. Complete Teacher Report.
| DATE | Week #8 | Teach all classes. Complete Mid-Term Evaluation and conference to discuss progress. Complete Weekly Report and discuss with Cooperating Teacher.
| DATE | Weeks #9- end of the semester | Classes and responsibilities will be returned to the Cooperating Teacher gradually each week. Cooperating Teacher observes in selected classes and provides verbal feedback. Complete Weekly Reports and

NOTE:
- All lesson plans are to be typed and reviewed by the Cooperating Teacher in a timely manner (48 hours prior to delivery of lesson)
- Weekly Reports must be completed collaboratively each week
- Clinical Teachers must assist Cooperating Teachers in preparing students for final examinations Clinical Teachers should prepare exam questions and assist in helping students review in preparation for these exams. However, some school districts may not let the Clinical Teachers on campus during this time. Ask the Cooperating Teacher and inform the UTA Supervisor.
# Clinical Teaching Requirements with 2 Cooperating Teachers/Assignments

<table>
<thead>
<tr>
<th>Cooperating Teacher 1 First Half</th>
<th>Cooperating Teacher 2 Second</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 7</strong></td>
</tr>
<tr>
<td><em>Complete Policies Agreement Statement, Weekly Report and discuss with Cooperating Teacher</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td>Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Clinical Teaching candidates should</td>
<td>Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Clinical Teaching candidates should present at least one lesson.</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Week 10</strong></td>
</tr>
<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td><em>Assume 2-3 classes, per day</em></td>
<td><em>Assume 1-2 classes</em></td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Week 11</strong></td>
</tr>
<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td><em>Assume 3-4 classes</em></td>
<td><em>Assume 3-4 classes</em></td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Week 12</strong></td>
</tr>
<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td><em>Assume 4-5 classes</em></td>
<td><em>Assume 4-5 classes</em></td>
</tr>
<tr>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
</tr>
<tr>
<td><em>Plan Teacher Work Sample</em></td>
<td><em>Plan Teacher Work Sample</em></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Week 13</strong></td>
</tr>
<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td><em>Assume 4-5 classes</em></td>
<td><em>Assume 4-5 classes</em></td>
</tr>
<tr>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Week 14</strong></td>
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<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td><em>Teach all classes /all day (100%)</em></td>
<td><em>Teach all classes /all day (100%)</em></td>
</tr>
<tr>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Week 15</strong></td>
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<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
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<tr>
<td><em>Teach all classes /all day (100%)</em></td>
<td><em>Teach all classes /all day (100%)</em></td>
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<tr>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
<td><em>Formal Lesson Plan / Evaluation / Reflection</em></td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Week 16</strong></td>
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<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td><em>Gradually return subjects to Cooperating Teacher</em></td>
<td><em>Gradually return subjects to Cooperating Teacher</em></td>
</tr>
<tr>
<td><strong>Weeks 9</strong></td>
<td><strong>Weeks 17 – End of UTA Semester</strong></td>
</tr>
<tr>
<td><em>Weekly Report</em></td>
<td><em>Weekly Report</em></td>
</tr>
<tr>
<td><em>Return all subjects to Cooperating Teacher / team- teach /assist / tutor</em></td>
<td><em>Return all subjects to Cooperating Teacher / team- teach /assist / tutor</em></td>
</tr>
<tr>
<td><strong>Weeks 10 – End of UTA Semester</strong></td>
<td><em>Recommended / Required Activities Checklists</em></td>
</tr>
</tbody>
</table>
UTA Student Teacher Non-Block Schedule (Placement #1)

UTA Candidate ___________________________ Grade/Subject ____________

Placement #1: Cooperating Teacher ___________________________ Room Number ____________

School Name ________________________________________________

Phone Number ________________________________________________

Principal ____________________________________________________

*Please attach a school district calendar with this form that identifies holidays and no school days.

<table>
<thead>
<tr>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from</th>
</tr>
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<tbody>
<tr>
<td>__Period</td>
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Teacher Candidate Information:

In addition, I am working the following hours at: ________________________________

Home phone: (______) _______ - _______ Work phone: (______) _______ - _______

E-mail: __________________________________________________________
UTA Student Teacher Non-Block Schedule (Placement #2)

UTA Candidate ___________________________ Grade/Subject __________

Placement #2: Cooperating Teacher __________________________ Room Number __________

School Name __________________________________________

Phone Number _________________________________________

Principal ____________________________________________

*Please attach a school district calendar with this form that identifies holidays and no school days.

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from listed above)</th>
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<td>1st Period (Ex. 1st Period)</td>
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Teacher Candidate Information:

In addition, I am working the following hours at: ____________________________

Home phone: (___)_______-_________ Work phone: (___)_______-_________

E-mail: ________________________________________________________________
**UTA Candidate Block Schedule** (Placement #1)

**UTA Candidate** ________________________________  **Grade/Subject** ____________

**Placement #1**: Cooperating Teacher ____________________________  **Room Number** ____________

**School Name** ______________________________________________________

**Phone Number** ______________________________________________________

**Principal** __________________________________________________________

*Please attach a school district calendar with this form that identifies holidays and no school days.*

<table>
<thead>
<tr>
<th>A DAY SCHEDULE</th>
<th>Time</th>
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<th>Cooperating Teacher (If different from the one listed)</th>
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<thead>
<tr>
<th>B DAY SCHEDULE</th>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from</th>
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**Teacher Candidate Information:**

In addition, I am working the following hours at: ________________________________

Home phone: ( ) __________ - __________  Work phone: ( ) __________ - __________

E-mail: ________________________________
# UTA Candidate Block Schedule (Placement #2)

**UTA Candidate** ________________________________  **Grade/Subject** __________

**Placement #2: Cooperating Teacher** ____________________________  **Room Number** __________

**School Name** ______________________________________________________

**Phone Number** ______________________________________________________

**Principal** __________________________________________________________

*Please attach a school district calendar with this form that identifies holidays and no school days.*

<table>
<thead>
<tr>
<th>A DAY SCHEDULE</th>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from the one listed above)</th>
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<thead>
<tr>
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<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from the one listed above)</th>
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</tbody>
</table>

**Teacher Candidate Information:**

In addition, I am working the following hours at: ________________________________

Home phone: (___)_________ - _________  Work phone: (___)_________ - _________

E-mail: __________________________________________________________
UTA Student Teacher Non-Block Schedule (Placement #2)

UTA Candidate _______________________________   Grade/Subject _____

Placement #2: Cooperating Teacher ___________________________ Room Number _________

School Name ____________________________________________

Phone Number __________________________________________

Principal ______________________________________________

*Please attach a school district calendar with this form that identifies holidays and no school days.

<table>
<thead>
<tr>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from listed)</th>
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</thead>
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</tbody>
</table>

Teacher Candidate Information:

In addition, I am working the following hours at: __________________________________________

Home phone: (____)_______-_________ Work phone: (____)_______-_________

E-mail __________________________________________________

---

26
Activities Report

UTA Candidate: ___________________________ UTA Supervisor ___________________________

Cooperating Teacher and School __________________________

Submit a written report indicating which of the following activities you completed during your Clinical Teaching including the date completed and your reflections about the experience/activity. Save this form and put your reflections after each item completed. Then, post this assignment on Blackboard.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tour building: lunchroom, office, library and workroom</td>
</tr>
<tr>
<td></td>
<td>Meet with the following faculty and staff members:</td>
</tr>
<tr>
<td></td>
<td>a. Principal specialist</td>
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<td></td>
<td>b. Vice Principal</td>
</tr>
<tr>
<td></td>
<td>c. Department Chair/Team Leader</td>
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<tr>
<td></td>
<td>d. Librarians</td>
</tr>
<tr>
<td></td>
<td>e. Teachers nearby and/or in the department</td>
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<tr>
<td></td>
<td>g. 504/Special Education</td>
</tr>
<tr>
<td></td>
<td>h. School nurse</td>
</tr>
<tr>
<td></td>
<td>i. Counselor</td>
</tr>
<tr>
<td></td>
<td>j. Cafeteria worker</td>
</tr>
<tr>
<td></td>
<td>k. Custodial worker</td>
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<tr>
<td></td>
<td>l. At-Risk coordinator/social worker</td>
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<tr>
<td></td>
<td>Review school policies in both the teacher handbook and student handbook</td>
</tr>
<tr>
<td></td>
<td>Learn fire drill, civil defense and emergency procedures</td>
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<td></td>
<td>Locate and operate visual aids equipment</td>
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<td></td>
<td>Become acquainted with the teacher appraisal instrument</td>
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<tr>
<td></td>
<td>Review textbook and supplementary materials</td>
</tr>
<tr>
<td></td>
<td>Learn testing procedures, grading scale, tardy and absence procedures</td>
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<td></td>
<td>Examine a sample of student’s permanent record (CONFIDENTIAL)</td>
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<tr>
<td></td>
<td>Obtain and review a copy of the curriculum guide</td>
</tr>
<tr>
<td></td>
<td>Assist with assigned duty period (Lunchroom, bus, hall, etc.)</td>
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<tr>
<td></td>
<td>Participate in individualized instruction / tutoring</td>
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<td></td>
<td>Initiate small group instruction</td>
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<td>Perform clerical duties to include:</td>
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<td></td>
<td>a) check attendance</td>
</tr>
<tr>
<td></td>
<td>b) grade several sets of papers such as tests, quizzes, homework, essays, and labs</td>
</tr>
<tr>
<td></td>
<td>c) write up a discipline referral slip</td>
</tr>
<tr>
<td></td>
<td>Administer tests (does not include standardized tests)</td>
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<tr>
<td></td>
<td>Develop self-made materials (at least one activity sheet and one quiz)</td>
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<tr>
<td></td>
<td>Observe you Cooperating Teacher being evaluated by an administrator</td>
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<td></td>
<td>Create a sample subfolder</td>
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<tr>
<td></td>
<td>Before and after school programs / tutorials</td>
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<td>Attend the following at least 8 of the following:</td>
</tr>
<tr>
<td></td>
<td>a. School board meeting</td>
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<td>b. Professional teacher association service/staff development meeting conference</td>
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<td></td>
<td>c. Extracurricular function</td>
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<td></td>
<td>d. PTA meeting</td>
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<td>f. Departmental meeting</td>
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<td>g. In-</td>
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<td>h. Parent</td>
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<td></td>
<td>i. Athletic Event</td>
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<tr>
<td></td>
<td>j. Club meeting or assembly</td>
</tr>
</tbody>
</table>
Formal Lesson Plan and Self-Assessment/Reflection

To be completed for UTA Supervisor observations and as otherwise directed by the UTA Supervisor.

Description: Clinical Teachers will create lesson plans that reflect knowledge of instructional strategies and assessment practices targeted at Grades K-12 learners. Clinical Teachers must self-assess their implementation of the lessons. Remember the lesson plan should include a variety of instructional strategies modeled and practiced in previous courses. Teacher candidates’ mastery of lesson planning and strategy selection will be assessed.

Format: Use required format for lesson plan, formal Cooperating Teacher/supervisor/peer evaluation, and self-assessment.

Background Information

University of Texas at Arlington Secondary Lesson

<table>
<thead>
<tr>
<th>Plan and Self-Assessment Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTA Candidate ___________________</td>
</tr>
<tr>
<td>School _________________________</td>
</tr>
<tr>
<td>Subject ________________________</td>
</tr>
<tr>
<td>Approximate length of lesson __________</td>
</tr>
</tbody>
</table>

1. **Lesson Overview:** (150-200 words)
2. **Goals and Objectives**
   a. **TEKS:** Write out the specific TEKS
   b. **English Language Proficiency Standards (ELPS):** Write out the specific standards
   c. **National Standards:** Write out the specific standards
   d. **Learning Objective(s)** (Must be behavioral/measureable and linked to the learning standards)
   e. **Language Objective(s)** (Tied to the ELPS)
   f. **Materials Needed:** Bulleted List
   g. **Technology Needed:** Bulleted List with Rationale statement
   h. **New Vocabulary**

3. **Assessment/Evaluation** (Should directly connect to learning objectives and standards)
   a. Independent practice description
   b. List formative and/or summative assessment(s) for the lesson plan
      c. *This should be a description of the assessment(s) and the expectations of students’ performance for the assessment(s).*

4. **Vocabulary** – Preview the new vocabulary the students will encounter in the lesson.

5. **Procedures—The Development of Topic and Practice of Knowledge and Skills**
   a. **Introduction of the Topic (Estimated Time:):** Anticipatory Set
      (Focus/Hook/Bell Ringer/pre-Assessment)
b. Development of the Topic
   i. **Include the following for each part of the lesson:**
      1. Description and specific procedures.
      2. Guided Questions & Answers
      3. Identify specific AVID or other instructional strategies
   ii. **Teaching: Input** (Estimated Time: ___)
   iii. **Teaching: Modeling** (Estimated Time: ___)
   iv. **Guided Practice** (Estimated Time: ___)
   v. **Assessment/Evaluation Procedures** (Estimated Time: ___)
   vi. **Checking for Understanding** (For each part of the procedures listed above)

c. **Lesson Closure** (Estimated Time: ___)

6. **Other Lesson Considerations:**
   a. **Reteaching**
   b. **Extensions** (Advanced learners)
   c. **Accommodations** (*English Language Learners*)
   d. **Modifications** (Students with special needs/504 (those with IEPs))

7. **Self-Assessment:** *(TO BE COMPLETED AFTER TEACHING THE LESSON)* As you respond to each of the following questions, demonstrate through your responses that you are thinking deeply about the development of your teaching skills and use of instructional strategies. Length: Approximately ½ - 1 page.
   a. **Explain what you think are the strengths of your implementation of the lesson.**
      • What aspects of the lesson were particularly successful?
      • What do you think accounts for the success in this area?
   b. **What are the greatest challenges that you faced during the implementation of the lesson?**
      • What aspects of the lesson were not particularly successful?
      • How will you adjust these challenges in future lessons?
   c. **What did you learn that can be applied to future lessons?**
Instructions for Lesson Plan Format

Directions: Students will create lesson plans that reflect knowledge of content and knowledge of appropriate content specific instructional strategies and assessments practices for Grade 7 – 12 learners. Clinical Teachers must submit three formal lesson plans which are observed by their UTA Supervisors and four lesson plans observed by their Cooperating Teacher and a Peer (meaning principal, department chair, or another teacher.) The Formal Lesson Plan format is required for the three lesson plans observed by the UTA Supervisor.

Write the lesson as if you telling providing step-by-step instructions to someone who has never taught or worked with students before. Do not use first person (I, me, etc.). Use imperative sentences. When writing the lesson pay close attention to the format. Be sure that your lesson plan is easy to read and that you have indented and used appropriate spacing.

1. Background Information

<table>
<thead>
<tr>
<th>University of Texas at Arlington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Lesson Plan and Self-Assessment Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UTA Candidate: ___________________________</th>
<th>School: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher ______________________</td>
<td>Subject: __________________________</td>
</tr>
<tr>
<td>Grade Level: ____________________________</td>
<td>Date of Lesson: _________________</td>
</tr>
<tr>
<td>Lesson Topic: ____________________________</td>
<td>Approximate Duration of Lesson: ______</td>
</tr>
</tbody>
</table>

2. Lesson Overview (150-200 words)

a. Describe the content and the skills to be taught in this lesson. Some background information may be included. Explain the purpose of the lesson.

b. Describe your reason for selecting the teaching strategies that are used in this lesson. (This means that you need to demonstrate your ability to think like a teacher and to show your careful consideration of the appropriate pedagogical activities and instructional decisions to best teach the key concepts in the lesson.)

3. Standards, Objectives, Resources (Materials, Technology, and Vocabulary)

a. TEKS: Write out the specific learning standard provided in the Texas Essential Knowledge and Skills (TEKS) document provided by the Texas Education Agency (TEA).

   i. Only select the TEKS that identify the main ideas of the lesson. Do not select too many. (Social Studies must include at least one TEKS from the Social Studies Skills strand and another from a different strand.)

   ii. Write the standard as it appears in the TEA document, with appropriate indentation.

b. English Language Arts Proficiency Standards (ELPS):

   i. Write out the specific standards as it appears in the TEA document.

   ii. First, select the TEKS. Next, write the learning objective. Third, determine the appropriate assessment. Fourth, select the best ELPS(s) that address the assessment(s).

c. National Standards:

   i. Write out the specific standards. (See the national teaching organization affiliated with your discipline. ELAR, Social Studies, History, or LOTE students use the addendums provided at the end of this assignment.)
d. Learning Objective(s) (Must be behavioral/measureable and directly linked to the learning standards)
   i. Learning objectives are to tell the reader what students will be able to know and do as a result of the lesson.
   ii. Provide a bulleted list of measureable objectives that are tied directly to the TEKS selected.
   iii. Objectives must be measureable (i.e. define, list, compare, discuss, etc.). Words like “understands” or “know” are not measureable—meaning they do not tell the reader what students will specifically be able to know and do.
   iv. Objectives must include the expected performance and criterion.

e. Language Objective(s)
   i. Directly linked to the ELPS.
   ii. Resource: ELPS at a Glance by El Saber Enterprises. [www.elsaberenterprises.com](http://www.elsaberenterprises.com) (This small, narrow flip chart is available in the bookstore.)

f. Materials Needed: (Bulleted List)
   i. If you use a video or music, provide the title and link (if Online).
   ii. List materials for both the teacher and students.
   iii. If you use handouts, provide the name of the handout (i.e., Handout: Outline Map of Africa). Do not just say “handouts.”

g. Technology Needed: (Bulleted List)
   i. Provide a rationale statement. (Explain why this technology is necessary and important to the teaching of the lesson.)

h. New Vocabulary
   i. List the new vocabulary (academic and other) the students will encounter in the lesson. (These words should be previewed at some point during the lesson.)
   ii. Suggestion: Identify cognates for the English Language Learners (ELL). Cognates are words that have the same root words, or linguistic derivation (e.g., Correct and Correcto).

4. Assessment/Evaluation Overview (Should directly connect to learning objectives and standards)
   a. Explain the summative and/or formative assessments used in the lessons. *This should be a description of the assessment(s) and the expectations of students’ performance for the assessment(s). Be sure to address how the assessment(s) will help the students’ retention of content.*
   b. List or identify formative and/or summative assessment(s) for the lesson plan.
   c. *For each identified assessment, the instructions will be compared to the learning objectives and TEKS to determine whether the TEKS are adequately assessed as indicated by the objectives.*

5. Procedures—The Development of Topic and Practice of Knowledge and Skills
   a. Requirements to Keep in Mind:
      i. Provide clear, specific, sequential steps that the teacher will follow when teaching the lesson. These steps, or procedures, should be in a bulleted format.
      ii. Design and ask deep guiding questions that require students to explain what they know (e.g., “why,” “how,” “what if,” etc.), as appropriate, to scaffold
student learning and to check for understanding. Use either Bloom’s Taxonomy or Costa’s Levels of Questioning.

iii. **Identify specific instructional strategies (e.g., AVID strategies, cooperative learning strategies, etc.) when they occur in the lesson.**

iv. **Checks for understanding should occur regularly throughout the lesson.** Identify how you will check for understanding in each part of your lesson. Asking guiding questions is one way to check for understanding.

v. **Include the following in your instructions:**
   1. Combine visual and verbal presentation of content.
   2. Alternate between demonstrating how to think critically (e.g. problem solving, predicting, etc.) and asking students to critically analyze in same way demonstrated by the teacher, either individually or in groups.
   3. Connect and integrate abstract and concrete representation of content.

b. **Introduction of the Topic (Estimated Time: )**: *(Also known as the Anticipatory Set, Focus, Hook, Bell Ringer, and Pre-assessment)*
   
   i. How will you capture student attention, access prior knowledge, and motivate students to complete the activities?
   
   ii. **NOTE:** Simply giving instructions for a developmental activity, which is part of the main lesson, is NOT a “sponge” activity/warm-up/bell ringer. The introduction is where you ENGAGE your students and HOOK their interest for the lesson.

c. **Development of the Topic (Estimated Time: )**:
   
   i. *Beyond the introduction and closure, each lesson includes some form of teacher input, teacher modeling, guided practice, assessment(s)/evaluation(s), guided questions, and other regular checks for understanding. The order and repetition of each of these components vary based on the discipline and the type of lesson design used. Label each component as they are addressed in the lesson plan.*
   
   ii. **Teacher Input** *(Estimated Time: ) :
   
   4. The teacher plans to connect to prior knowledge and to deliver new knowledge (e.g., direct instruction (lecture), video, discussion, etc.).
   
   iii. **Modeling** *(Estimated Time: ) :
   
   5. Demonstrate any new skills students will practice in the guided and/or independent practice part of the lesson. This may be integrated with the “Teacher Input” section.

   iv. **Guided Practice** *(Estimated Time: ) :
   
   6. When giving a student an activity and/or assessment, work through a part of it with the students. Model and explain expectations. Provide time to work independently as appropriate (When teaching the lesson, remember to debrief students on what they learned.)

   v. **Assessment/Evaluation Procedures** *(Estimated Time: ) :
   
   7. Assessments can take many forms (e.g., discussions, activities, written work, projects, etc.) Provide the step-by-step procedures and instructions for formative and/or summative assessment(s) for this lesson.
8. Assessments are directly tied to and reflect the learning objectives and TEKS. Be sure to that the assessment(s) will help the students’ retention of content.

vi. Checking for Understanding
9. Teachers must plan to check for understanding through the lesson. This can be done using a number of strategies, including guiding questions. For each part of the lesson, identify how you plan to check for understanding.
10. Do NOT assume that the reader of your lesson plan will know when a given procedure is a check for understanding. Label this in your procedures!

d. Lesson Closure (Estimated Time: )
   i. The culmination provides the teacher with an opportunity to determine whether or not you have accomplished the objective for the lesson.
   ii. The Closure is very important. This is when the main concepts of the lesson are pulled together. Simply making a statement at the end of the lesson doesn’t truly debrief what was learned. The Closure should actively engage students in some way. This is a relatively quick activity, but should not be cursory.

6. Planning Ahead for Other Lesson Considerations:
a. Reteaching
   i. Reteaching is basically a contingency plan. This is when a teacher plans for “What if students do not understand a key concept of the lesson?” (The key concepts selected should be based on the learning objectives).
   ii. A reteach is a relatively short activity that can be used to address a concept that students did not understand from the original lesson plan.
   iii. The reteaching activity is a different way to learn the key concept(s) of the lesson. It must be different from the strategies used in the original lesson.
b. Extensions (Advanced learners)
   i. Planning for extending the lesson helps the teacher be prepared for students who understanding the original lesson quickly and need to be challenged in a deeper, more rigorous manner. This is not simply giving students more work. Be creative. Think about how can the learning of the key concepts in the lesson be taken to a higher level.
c. Accommodations (English Language Learners)
   i. English language learners sometimes need accommodations to the original lesson. This does not mean less work or for a modification to the lesson.
   ii. It should be the same lesson that accommodates their language proficiency level. This is tied to the ELPS and the Language Objectives.
   iii. Identify the level of proficiency for which the lesson is accommodated (beginner, intermediate, etc.)
d. Modifications (Students with special needs/504 (those with IEPs))
   i. Students with special needs and/or a learning disability may require that the lesson be modified, or changed, in some way to meet the students’ needs. Plan for the lesson to be modified to meet such a need.
   ii. Do NOT write that “There are no special education/504 students in the class!” This is unacceptable. The reader of the lesson plans needs to see
evidence that UTA teacher candidates can plan for modifying instruction to meet the needs of their students.

7. **Self-Assessment**: *(TO BE COMPLETED AFTER TEACHING THE LESSON)*
   a. As you respond to each of the following questions, demonstrate through your responses that you are thinking deeply about the development of your teaching skills.
   b. Explain what you think are the *strengths* of your implementation of the lesson.
      • What aspects of the lesson were particularly successful?
      • What do you think accounts for the success in this area?
   c. What are the *greatest challenges* that you faced during the implementation of the lesson?
      b. What aspects of the lesson were not particularly successful?
      c. How will you adjust these challenges in future lessons?
   d. Reflection for Continual Improvement:
      • Explain how the lesson design included an opportunity or opportunities for students to practice what they have previously learned.
      • Was there a part of the lesson that you felt students did not securely grasp the concepts being taught? If so, explain what happened and how you would reteach it.
      • What did you learn that can be applied to future lessons?
The UTA Supervisor

Your UTA Supervisor is your link to successful completion of the Clinical Teaching experience. Maintain communication and check your UTA email often. All questions and concerns should be directed to your UTA Supervisor.

- UTA requires supervisors to complete a minimum of three observations on each Clinical Teacher: these may be completed on a lesson plan or a general observation. Other visits to the candidates will be made as determined on a student by student basis.

- The lesson plan observations consist of a minimum of 45 minutes for an observation, followed by a minimum of 20 minutes for feedback, both written and verbal. These formalized documents will be sent via their iPads to the Cooperating Teacher, building principal, Clinical Teacher and the Office of Educational Field Experiences.

- The first contact with the students must occur within the first 3-weeks of all placements.

- Clinical Teachers are required to develop a minimum of three detailed lesson plans for observations (may vary by program). Other lesson plans may be developed according to a more abbreviated format if approval is given by the Cooperating Teacher and the UTA Supervisor. Clinical Teachers are to use the Observation Form provided for all lessons formally evaluated by Cooperating Teachers, UTA Supervisors, or peers. Cooperating Teachers, UTA Supervisors, and peers evaluating lessons must have a copy of the lesson plan at least 48 hours before the lesson is to be taught so that final revisions can be made, if necessary, before the actual teaching is done.

- Reflections are due 48 hours after the completion of the Formal Observation.

- A printed lesson plan must be provided to the UTA Supervisor or Cooperating Teacher when the teacher candidate is formally observed.
Secondary and EC-12 Programs
TExES Exam Clearance Process
(Graduate & Undergraduate)

**STEP 1:** Students submit required CONTENT practice exam or review assignment documentation to Content Advisor for evaluation. (If a paper & pencil exam is required, scores will be given to Content Advisors.)

**STEP 2:** When satisfactory documentation is submitted, the Content Advisor sends email to the Secondary and EC-12 Program Coordinator recommending student for approval. Students are copied on email regarding exam.
* Paper/Pencil Practice Exams: Program Coordinator will approve scores 80% or better.
** Art, Music, PETE, & UTeach Coordinators will approve practice exams or review assignment.

**STEP 3:** The Secondary and EC-12 Program Coordinator sends an email to the student approving students to request CONTENT exam clearance, with the College of Education Certification Officer and Content Advisor copied. The email includes instructions for students to request official clearance to take the TExES exam.

**STEP 4:** Follow email instructions and request clearance for the TExES exam.

**STEP 5:** After student information is verified, the Certification Officer grants clearance.

**STEP 6:** Student registers for and takes the TExES exam.

**STEP 7:** When TExES content exam is passed, complete PPR practice exam.
Graduates: Submit documentation to Content Advisor. Undergraduates: Submit documentation to Program Coordinator. Music, PETE, & UTeach see respective programs for requirements.

**STEP 8:** Follow Steps 2-6 to be cleared to take the TExES EC-12 Pedagogy and Professional Responsibility (PPR) Exam.

* Undergraduate Music, PETE, and UTeach students see respective content area coordinators.
Undergraduate Exam Preparation Process

**Undergraduate Secondary and EC-12 TExES Content Exam Preparation Process**

**Enter Program:** Meet with Content Advisor. Determine TExES content exam preparation pathway: Practice Exam or Review Assignment.

**Create: TEAL Login** (Also called TEA ID# or TEA Account) [https://portal.utexas.edu/]

**Math and Science:** See UTeach Erin Gonzales egonzales@uta.edu

**Paper and Pencil Practice Exam** (5 hr.) & Debrief Session (1 hr.) (ELAR, History, Social Studies, and PE/T only)

**Information provided via email & listserve.**

**Register for Practice Exam** (Notified via content advisor, COE listserve, and/or email from Program Coordinator. Typically in August, December, and mid-Spring.) PE/T only in KINE 4193.

**Take practice exam**

**If practice exam score is below 80%, go to Review Assignment.**

**If practice exam score is 80+%, approval is granted. Wait for email with further instructions from Content Advisor and/or Program Coordinator.**

**Request clearance for TExES content exam.**

**Register for & take content exam.**

**Achieve a passing score. Begin PPR Exam Review.**

**If exam is not passed, meet with Content Advisor to begin review and clearance process anew for each retake.**

**Review Assignment**

All other certification programs.

Meet with Content Advisor for review assignment.

**Complete Review Assignment** (Expect 5 hours).

**Turn in assignment to Content Advisor for evaluation. The assignment also includes a practice test.**

**If practice exam score is below 80%, meet with Content Advisor for further instructions.**
Graduate Exam Preparation Process

Graduate Secondary and EC-12 TExES Content Exam Preparation Process

Enter Program: Meet with Content Advisor. Determine TExES content exam preparation pathway: Practice Exam or Review Assignment

Create a TEAL Login (Also called TEA ID# or TEA Account) https://pryor.tea.state.tx.us/

Online T-CERT Practice Exam (Math and Science only)

Create a T-CERT Account (Must have TEAL Login)

Take the T-CERT practice exam for appropriate certification program.

Submit a copy of practice exam score (may be a screen shot) and the module’s Certificate of Completion (PDF).

Paper and Pencil Practice Exam (5 hr) & Debrief Session (1+ hr)
(ELAR, History, and Social Studies only) Information via email & listserv.

Register for Practice Exam (Notified via content advisor, COE listserv, and/or email from Program Coordinator. Typically, August, December, and mid-Spring.)

Take practice exam

If practice exam score is below 80%, go to Review Assignment.

If practice exam score is 80%+, approval is granted. Wait for email with further instructions from Content Advisor or Program Coordinator.

Request clearance for TExES content exam.

Register for & take content exam.

Achieve a passing score. Begin PPR Exam Review.

If exam is not passed, meet with Content Advisor to begin review and clearance process anew for each require.
Exam Process

TExES PPR Exam Preparation Process
Secondary and EC-12
(Graduate & Undergraduate)

After TExES content exam is passed:
- GRADUATE: Meet with Content Advisor.
- UNDERGRADUATE: Secondary and EC-12 Contact Program Coordinator

Obtain TExES PPR exam preparation instructions

Remember your TEAL Login (Also called TEA ID or TEA Account)

Complete the Online T-CERT
Practice Exam

Submit a copy of practice
PPR exam score
(screen shot) and the
module’s Certificate of
Completion (PDF).

If practice exam score is below
80%:
- GRAD: Meet with Content Advisor
- UNDERGRAD: Meet with Program Coordinator

Obtain further instructions and review.

If practice exam score is 80% or above,
approval will be granted. Wait for
further communication from Content
Advisor and/or Program Coordinator.

Request clearance for TExES
PPR exam, per email instructions.

If exam is not passed meet with:
- GRAD: Content Advisor
- UNDERGRAD: Program Coordinator

Begin PPT review and clearance
process anew for each retake.

Register for & take PPR exam

Achieve a passing score. Yay!
Licensure exams are complete!

* Undergraduate Music, PETE, and UTeach
   students see respective content area coordinators.
Appendix A
Texas Educators’ Code of Ethics

Texas Administrative Code

TITLE 19        EDUCATION
PART 7          STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247     EDUCATORS’ CODE OF ETHICS
RULE §247.2     Code of Ethics and Standard Practices for Texas Educators

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

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

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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 1032.
Appendix B
Clinical Teaching Check List

First Week of Clinical Teaching
- Submit verification of insurance to Tk20.
- Complete the Clinical Teacher Statement of Intent form in the Appendix of the handbook and submit it to the university supervisor or program coordinator during the clinical teaching orientation.
- Complete the Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability form in the Appendix of the handbook and submit it to the university supervisor or program coordinator during the clinical teaching orientation.
- Complete the Speech Competency in Instructional Settings Form and submit to Tk20.

Ongoing Items
- Complete the electronically-reported Weekly Report.

Placement One
- Complete Student Teaching Entry Survey at the beginning of Placement #1. This survey is delivered electronically to your university email during the first two weeks of your first placement.
- Submit completed Teacher Observation Record from Cooperating Teacher (Placement #1) to Tk20.

Placement Two
- Submit completed Teacher Observation Record from Cooperating Teacher (Placement #2) to Tk20.
- Complete Student Teaching Progress Survey at the beginning of Placement #2. This survey is delivered electronically to your university email during the first two weeks of your second placement. This survey includes the School Partners’ Demographic Data.
- Complete Student Teaching Exit Survey at the end of Placement #2. This survey is delivered electronically to your university email at the conclusion of your second placement.
Acknowledgement of Clinical Teaching Handbook, Liability Insurance, and Waiver of Liability

Clinical Teaching Handbook Information
My signature below acknowledges that I have accessed the University of Texas at Arlington Clinical Teaching Handbooks online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook.

I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

Professional Liability Insurance
Clinical Teaching at UTA is not covered by professional liability insurance. Liability insurance is available through the membership in the student branch of:

ATPE Liability Insurance

Application for FREE liability insurance for fall 2015/spring 2016 with the Association of Texas Professional Educators (ATPE). We recommend joining online: Go to https://www.atpe.org/en/My-Account/Join and join ATPE with a Teacher Trainee Membership. A print-and-mail application is also available on the above Join page.

Read and follow the directions in regards to applying or the ATPE liability insurance. Once you have applied, please provide documentation by either copying your confirmation page into an email, saving the confirmation page as a document and emailing it to coedfield@uta.edu, or emailing us your confirmation number.

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

Signature: __________________________________________
Printed Name: _______________________________________
Date: __________________ UTA Ten Digit Student ID Number: __________________________

NOTE: Please print, sign and date one copy of this form and give it to your university supervisor at your Clinical Teaching Orientation.
Clinical Teacher Statement of Intent

I, the undersigned, understand that I have been accepted to participate in the Teacher Certification Program, a field-based teacher education program authorized by the University of Texas at Arlington, cooperating local school districts, Texas Education Agency, and Texas Higher Education Coordinating Board. I understand that this is a once-in-a-lifetime career opportunity that I must give my complete attention. I also agree to the following commitments:

I COMMIT to full participation in the year-long field-based program and agree to follow the public school calendar for both the fall and spring semesters (typically beginning the 3rd week in August through December, and immediately following the winter break, usually the first week in January through May).

I COMMIT that, during my Field Experience (first semester) and Clinical teaching (second semester), I will be in the public schools with my Cooperating Teacher or in workshops and/or seminars.

I COMMIT to maintaining all of the academic requirements of UTA relative to teacher education. I understand that, in order to be approved to begin Field Experience and continue Clinical Teaching, I must (a) be approved by the UTA faculty, (b) be approved by the school district, and (c) meet the minimum requirement for acceptance to Field Experience/Clinical Teaching: i.e., admission to teacher education (including required TASP scores); 3.0 GPA overall; 3.0 GPA and no grade lower than C in all of my professional education courses.

I COMMIT to professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to the learners in the classroom, and to my own personal and professional growth. These behaviors include but are not limited to: appropriate dress; completing assigned work on time and in the best possible quality; being prompt with appointments and other commitments; keeping agreements with my Cooperating Teacher and UTA faculty; maintaining a positive attitude; demonstrating to others a true desire to be there; staying busy while in the classroom; avoiding eating and drinking in classrooms in front of the students, maintaining a high attendance record with minimal absences (UTA procedures on absences will be followed); soliciting constructive criticism and accepting it gracefully; being prepared; and maintaining a high level of professional ethics, integrity, and confidentiality.

I COMMIT to full partnership with my Cooperating Teacher, to seek his/her mentorship, to earn his/her respect, to participate with him/her in required and voluntary duties and activities, to be a decision-maker with him/her, and to assist my Cooperating Teacher in his/her efforts to provide the best education to learners.

I COMMIT, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I commit to thinking like a teacher, not a student. I will think of myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether I am in charge or not, continually seek information from my Cooperating Teacher(s) and UTA faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become the best teacher I can be.
I COMMIT to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in a process of “becoming” more and more effective.

I COMMIT to the belief that all children can learn. I welcome the opportunity to learn to teach children of various diversities and handicapping conditions, and I believe that all participants in my program (including K-12 teachers, UTA faculty, Clinical Teachers, and children) will be both teachers and learners.

I COMMIT to the understanding that the program I am in is developmental, i.e., not static but evolving, changing and improving, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.

I COMMIT to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video recorded, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or at classes, conferences and workshops.

I COMMIT to student membership in one of the professional teacher organizations that includes, as part of the membership fee, professional educator liability insurance (free to Clinical Teachers). In the absence of such a membership, I will show proof that I have liability insurance through a private insurance carrier.

Name of Clinical Teacher: ________________________________________

Name of Cooperating Teacher and School: ________________________________

Name of UTA Supervisor: _____________________________________________

________________________________________

Clinical Teacher’s Signature                                      Date
School Partners’ Demographic Data

Candidate: ________________________________

TEA ID: __________________ Teacher Certification: __________________

School District: _______________________

Placement 1: School __________________________ Title I School? Yes / No If yes, % Free/Reduced Lunch ______ Place

Placement 2: School __________________________ Title I School? Yes / No If yes, % Free/Reduced Lunch ______ Place

The College of Education is required to collect demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the Clinical Teacher Progress Survey completed in the middle of the final semester in your teacher certification program.

Campus data can be found on the TEA website: https://tea.texas.gov/perfreport/tapr/index.html

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<th>Special Education</th>
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<th>English Language Learners</th>
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Speech Competency in Instructional Settings Form
This form is to be completed by the Cooperating Teacher and submitted to either Blackboard or Tk20 by the Clinical Teacher (per instructions from the UTA Supervisor).

UTA Clinical Teaching Candidate: ________________________________

Cooperating Teacher and School: ________________________________

UTA Supervisor: ________________________________

This form is to be completed by the Cooperating Teacher. Cooperating teachers should initial each item to verify response. Circle each item, Yes or No.

_______ 1. The UTA candidate uses grammatically correct speech including verb tense, pronouns, etc.
YES  NO

_______ 2. The UTA candidate clearly enunciates sounds and words so that his/her students can clearly understand words and sentences.
YES  NO

_______ 3. The UTA candidate correctly pronounces words, especially technical terms or names in the content area.
YES  NO

_______ 4. The UTA candidate speaks loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.
YES  NO

_______ 5. The UTA candidate speaks at an appropriate speed or rate so that students can clearly understand him/her.
YES  NO

_______ 6. The UTA candidate gives clear verbal directions, descriptions, and explanations.
YES  NO

_______ 7. The UTA candidate is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or appropriately compensates for the defect.
YES  NO

_______ 8. The UTA candidate communicates with students using appropriate eye contact, gestures, and body movements.
YES  NO

_______ 9. The UTA candidate communicates with students with appropriate enthusiasm, variation of tone, and expression.
YES NO
10. The UTA candidate communicates with his/her students with poise and self-confidence.

YES NO
11. The UTA candidate is free of inappropriate verbal and body manners which are distracting for students.

YES NO
12. The UTA candidate makes consistent use of inclusive language (gender/culture).

YES NO
13. The UTA candidate uses professional speech and manners.

YES NO
14. The UTA candidate greets other professionals and students in a positive manner.

OVERALL COMMENTS / SUGGESTIONS:

Cooperating Teacher Signature ____________________________ Date __________

Campus and Grade: ____________________________________________