Good teaching requires courage – the courage to expose one’s ignorance as well as insight, to invite contradictions as well as consent, to yield some control in order to empower the group, to evoke other people’s lives as well as reveal one’s own.

Parker J. Palmer
# TABLE OF CONTENTS

UNT College of Education Conceptual Framework ...................................................... 3  
Acknowledgment of Clinical Teaching Handbook ..................................................... 4  
FERPA Consent ......................................................................................................... 5  
Code of Ethics .......................................................................................................... 6  
Goals and Objectives of Clinical Teaching ............................................................... 9  
Clinical Teaching Support System ........................................................................... 10  
Clinical Teaching Overview and Policies ................................................................. 11  
Department and Program Area Policies ................................................................. 14  
Clinical Teaching Components .............................................................................. 17  
Clinical Teacher Role and Responsibilities ............................................................. 19  
Cooperating Teacher Responsibilities .................................................................... 20  
University Supervisor Role and Responsibility ...................................................... 22  
Procedures for Termination from Clinical Teaching .............................................. 23  
Appeal Procedures ................................................................................................. 25  
Recommendation for Observation of Classroom .................................................. 26  
Elementary Pacing Guide ...................................................................................... 28  
Middle/High School Pacing Guide ..................................................................... 29  
Clinical Teacher Growth Plan/Probation Contract .............................................. 30  
UNT Contacts ......................................................................................................... 31  
Appendix  
Foliotek Clinical Teaching/Practicum Assignments ............................................... 32  
Collaborative Assessment Log ............................................................................. 33  
Clinical Teaching Time Record ........................................................................... 34  
Pre-Observation Conference ............................................................................... 35  
Reflection ............................................................................................................. 36  
First 15 Days of School ....................................................................................... 38  
Common Lesson Plan ......................................................................................... 39  
Texas Teacher Evaluation and Support System (T-TESS) .................................... 43
The Educator as Agent of Engaged Learning summarizes the conceptual framework for UNT's initial and advanced educator preparation programs. "Engaged learning" exemplifies the deep interaction with meaningful and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" reflects a synergistic interchange between teacher and student within the context of school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to lifelong learning. We value the contributions of district partners and seek collaborations which advance active, meaningful, and continuous learning.

The Engaged Learner is recognized as the heart of a community that includes educators in various roles. These underlying principles guide each program of educator preparation at UNT:

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the EC-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator’s commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT educator preparation program of study, we expect that initial and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise. A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of EC-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.
ACKNOWLEDGEMENT OF CLINICAL TEACHING HANDBOOK
LIABILITY INSURANCE AND WAIVER OF LIABILITY

Legal Name______________________________ UNT 8-Digit Student ID#_________________

By my actual or electronic signature below, I acknowledge that:

1. I have read, understood, and agree to abide by the standards, policies and procedures set forth or referenced in the University of North Texas Clinical Teaching Handbook.
2. I have read, understood, and agree to abide by The UNT Code of Student Conduct during the entirety of my clinical teaching semester/s; and that my failure to do so may result in any or all sanctions allowed by that policy, including but not limited to, loss of Student Good Conduct Standing.
3. I have read, understood, and agree to abide by the Texas Educators' Code of Ethics as set forth in Texas Administrative Title 19; Part 7; Chapter 247; and that my failure to do so may result in disciplinary action, including but not limited to, dismissal from my placement and/or non-recommendation for certification.
4. I understand that I am obliged to inform my university field supervisor of any changes in my information, such as name, phone number, email address, etc. I also accept responsibility for contacting my supervisor if I have questions, concerns, or need further explanation.

PROFESSIONAL LIABILITY INSURANCE

Clinical Teaching at the University of North Texas is not covered by professional liability insurance through UNT or the public school district. Liability insurance is available through membership in the student branches of the (Texas Classroom Teachers Association at 888-879-8292, or the Association of Texas Professional Educators https://www.atpe.org/en/My-Account/Join. Membership is mandatory and offered to clinical teachers at no charge.

WAIVER OF LIABILITY

By my signature below, I understand and accept the condition that the College of Education at the University of North Texas 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.

NOTE: Your signature on this document is required for admission to clinical teaching. This document is located at:
https://unt.az1.qualtrics.com/jfe/form/SV_0IlmKtNMOW9Vbet
UNT FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit the University of North Texas Educator Preparation Program to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, ________________________________ [print full legal name as it appears on your driver’s license] am a teacher candidate at the University of North Texas and hereby give my voluntary consent to officials:

A. To disclose the following records:
   - Records relating to any of my field-based experiences
   - Records relating to my performance in the field
   - TExES Exam Results

B. To the following person(s):
   - School districts or other agencies associated with field-based experiences
   - School-based/Agency-based administrators
   - School-based/Agency-based cooperating teachers/mentors
   - Program faculty and administrators

C. These records are being released for the purpose of:
   - Conversing and reviewing performance
   - Acquiring feedback
   - Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99 (commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program), except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, Clinical Teaching, or internship.

NOTE: Your signature on this document is required for admission to clinical teaching. This document is located at: https://unt.az1.qualtrics.com/jfe/form/SV_4URsdirJLHI859j
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 and good moral character.
- The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
- The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
- The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- to protect the safety and welfare of Texas school children and school personnel; to ensure that educators are morally fit and worthy to instruct and supervise the youth of the state; to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

Enforceable Standards:

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

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

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

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

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

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

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

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

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

**(2) Ethical Conduct Toward Professional Colleagues.**

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

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

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

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

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

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

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

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

**(3) Ethical Conduct Toward Students.**

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

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

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

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

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

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

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

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

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

(ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and

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

NOTE: Your signature indicating your agreement to abide by these standards during your clinical teaching is required for admission to clinical teaching. This document is located at: https://unt.az1.qualtrics.com/jfe/form/SV_er370uUU98qqs97
GOALS & OBJECTIVES OF THE CLINICAL TEACHING EXPERIENCE

Learner-ready teachers:
1. have deep knowledge of their content and how to teach it;
2. understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged;
3. care about, motivate, and actively engage students in learning;
4. collect, interpret, and use student assessment data to monitor progress and adjust instruction;
5. systematically reflect, continuously improve, and collaboratively problem solve;
6. demonstrate leadership and shared responsibility for the learning of all students.

The successful clinical teacher will:
1. Consider the cultural context of individual learners, the classroom, the school, and the greater community for the purpose of enacting culturally-responsive instruction that meets the needs of all learners
2. Demonstrate respect for learners’ diverse strengths and needs, and display a commitment to using this information to plan effective instruction.
3. Communicate, collaborate, and consult with teachers, students, administrators, parents and other stakeholders within the school setting in ways that demonstrate professionalism and respect for the dignity of all.
4. Respond to expert feedback to promote positive improvement of his/her skills as an educator.
5. Enact professional, ethical, and legal behaviors as defined in all relevant policies and statutes
6. Demonstrate an ability to work with other adults and further develop skills in collaborative interaction appropriate for both face-to-face and virtual contexts
7. Deepen knowledge of student content standards and learning progressions in the discipline(s) s/he teaches
8. Align instruction and assessment with learning goals.
9. Design clear, organized, sequential lessons that align with appropriate standards.
10. Implement engaging flexible lessons that encourage maximum learning
11. Increase understanding of common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
12. Select, create (as needed), and apply assessment strategies and tools in ways that indicate understanding of the role of both formative and summative assessment in the Learning Cycle
13. Use assessment information/data to inform instruction.
14. Assess the impact of current practice on meeting diverse learners’ needs and make adjustments in practice
15. Display a commitment to and engage in ongoing self-assessment of his/her current teaching practice for the purpose of continuous improvement.
16. Integrate technology into instruction and communication in ways that are purposeful and effective in achieving appropriate outcomes
17. Seek out and respond to critique and suggestions for improvement in meeting each learner’s needs from program faculty.
18. Maintain a high level of integrity and positive attitude and commitment to the teaching profession.
Clinical teaching is a full-time, school-based experience supervised by both a certified cooperating teacher and a university supervisor. The clinical teaching experience should parallel as closely as possible, the actual experience of a certified teacher. The success of clinical teaching depends upon the open communication, mutual cooperation and collaborative efforts of the Clinical Teaching Triad:

The basic role of the triad is to work as a team through constant communication to support, enhance, and prepare the clinical teacher to become a reflective professional. Each member must have a clear understanding of his or her respective roles. To establish a shared understanding of roles and expectations, all three Triad participants MUST meet in the first weeks of the semester to collaboratively develop and plan the activities which best allow the clinical teacher to meet the outcomes of the clinical teaching experience.
CLINICAL TEACHING POLICIES

LENGTH OF THE CLINICAL TEACHING EXPERIENCE
To be recommended for certification, a clinical teacher must complete The Clinical Student Teaching experience, which consists of a 14-week session or two 7-week sessions, depending on the requirements of the candidate’s certification path.

ATTENDANCE
Clinical teachers are expected to report to their campus on time and remain at their assigned school for the entirety of the school day. Clinical teachers must be in attendance at their cooperating school every day of the clinical teaching experience. Leaving the school campus during the school day is not permitted without prior approval from your supervisor. It is the responsibility of the clinical teacher to inform the cooperating teacher, university supervisor/cadre coordinator, and school office before the beginning of the school day in case of an illness or forced absence. All absences must be made up by the clinical teacher. Excessive absences may result in having to repeat clinical teaching, a failing grade for clinical teaching, and/or the removal from clinical teaching. If it is necessary for the clinical teacher to be absent for one or several days during the student teaching experience, the clinical teacher is required to do the following:

- Telephone the assigned school as soon as possible and report the absence to the school secretary, or inform him or her the day before the absence
- Inform the cooperating teacher of the absence immediately
- Inform the university supervisor of the absence
- In emergency cases, the rule of prudent judgment should apply, including emergencies that may occur during the school day

HOLIDAYS AND PROFESSIONAL DEVELOPMENT DAYS
Clinical teachers follow their assigned district’s calendar for all holidays, regardless of the scheduled University of North Texas holidays. For example, if you clinical teach in a spring semester, your spring break coincides with your district’s spring break, not UNT’s. Clinical teachers are expected to attend their district’s professional development days and to participate in any professional development programs unless prohibited from attendance by district or campus policies.

RELIGIOUS HOLY DAYS
In accordance with UNT Policy, a student may be excused from attending classes or other activities, including examinations, for observance of a religious holy day, including travel for that purpose. The student should notify his/her university supervisor of anticipated absence to observe religious holy days as early in the semester as possible. An excused student may not be penalized for the absence and must be allowed to complete any examination or an assignment missed during the absence within a reasonable period after the absence.

CAREER DAY
A one-day absence is permitted for the purpose of professional interviews or the UNT/TWU Education Career Day. Prior approval from both your university supervisor and your cooperating teacher are required. Keep a written or electronic record of both your request for permission to be absent and the approval to do so. Education Career Day is held on the University of North Texas campus in the spring semester and Texas Women’s University campus in the fall semester.
CONDUCT WITH STUDENTS
Clinical teachers must recognize their position as an adult role model for all students. As such, you are subject to the same standards of behavior regarding social interactions as a certified teacher. It is not appropriate to socialize in any way with students within the district to which the clinical teacher is assigned without the presence of the cooperating teacher or other appropriate certified personnel.

Texas Administrative Code:

(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.

SEMINAR/MEETING ATTENDANCE
Attendance at seminars and meetings conducted by university supervisors and/or cadre coordinators is mandatory for all clinical teachers. Every effort will be made to notify you of scheduled meetings; however, the field supervisor/cadre coordinator is permitted to call ad hoc meetings as deemed necessary.

SUBSTITUTE TEACHING
Per the Texas Administrative Code and UNT policy regarding clinical student teaching, clinical teachers may act as an unpaid substitute teacher for one day during clinical student teaching. It is at the discretion of the partner district to utilize this service. It is recommended that the clinical teacher obtain the appropriate substitute training as provided by the respective district prior to substituting for the cooperating teacher.

CLINICAL TEACHER COMPENSATION
Policy: During the clinical teaching semester, clinical teachers are not permitted to receive compensation from the school district to which they are assigned for any jobs or tasks performed during the school day. These jobs include, but are not limited to, substitute teacher, tutor, coach, athletic trainer, and/or club sponsor.

CORPORAL PUNISHMENT
If the board of trustees of an independent school district adopts a policy under Section 37.001(a)(8) of the Texas Administrative Code under which corporal punishment is permitted as a method of student
discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. In the instance corporal punishment is recommended, it is NOT to be administered by the clinical teacher. Only by the cooperating teacher or other appropriate certified personnel.

WORKING DURING CLINICAL TEACHING/TAKING COURSES
Clinical teaching is considered a full academic load. Additional coursework is not allowed during the clinical teaching semester without prior approval from the Teacher Education & Administration Admission, Retention & Review (ARR) Committee. A clinical teacher may NOT be employed during the official school hours adopted by their placement district. Employment during clinical teaching is not advises due to the tremendous time commitment expected for lesson and classroom preparation.

EVALUATION
Evaluation should be a continuous process in which the clinical teacher is informed of progress several times during the clinical teaching experience. Both the cooperating teacher and the university supervisor will jointly evaluate the clinical teacher’s performance and provide feedback to the clinical teacher on a regular basis. The university supervisor will observe and evaluate the clinical teacher a minimum of three times during the clinical teaching experience. The university supervisor will provide a final evaluation at the conclusion of the clinical teaching semester, totaling four evaluations. The final grade will be Pass/No Pass. The clinical teacher should discuss any questions regarding his/her final grade with the university supervisor or the Director of Clinical Practice.
ACCOMMODATION AND ACCESS
ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. The Office of Disability Access is located in Sage Hall, 1167 Union Circle Suite 167, Ph. 940.565.4323. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 117. Dr. James Laney, Department Chair, Teacher Education and Administration (TE&A), is the contact person in TE&A.

FOLIOTEK E-PORTFOLIO
Foliotek is a cost-free software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://www.coe.unt.edu/office-educator-preparation/foliotek

EMERGENCY NOTIFICATION AND PROCEDURES
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies such as chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas/Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS
Student records pertaining to coursework are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas/Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.
ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT
Students’ access point for business and academic services at UNT is located at my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website, eagleconnect.unt.edu, which explains Eagle Connect and how to forward e-mail communication. All students should activate and regularly check their Eagle Connect e-mail account.

SEXUAL ASSAULT PREVENTION
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

CHEATING AND PLAGIARISM POLICY
The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “Plagiarism” means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The following academic penalties and sanctions for misconduct may be assessed upon determination that academic dishonesty has occurred: A. Admonition. B. Assignment of Educational Coursework. C. Partial or No Credit for an Assignment or Assessment. D. Course Failure. E. Probation Extending for Up to Two (2) Long Semesters. F. Suspension for Up to One Year. G. Expulsion from the University. H. Revocation of Degree. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. Procedures delineated in the UNT Policy on Academic Integrity will be followed in response to any violations.
ETHICAL BEHAVIOR AND CODE OF ETHICS
The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators [(Chapter 247 of the Texas Administrative Code), found on page 6-7 of this document] and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)
UNT is a CAEP-accredited institution. The “educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key areas: (1) content and pedagogical knowledge, (2) clinical partnerships and practice, (3) candidate quality, recruitment, and selectivity, and (4) program impact.

TECHNOLOGY INTEGRATION POLICY
The Elementary, Secondary, and Curriculum and Instruction program areas support technology integration to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse technology throughout the K-12 curriculum.

SPOT
The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SPOT is an important part of your participation in the clinical teaching class.
CLINICAL TEACHING COMPONENTS

The following components are sequential in the clinical teacher’s development.

ORIENTATION
Orientation to the school community is critical to the clinical teacher’s confidence and ultimate success in clinical teaching. Ongoing communication through orientation and observation establishes the foundation for success in the clinical teaching experience.

Classroom Policies
- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students
- Hall passes

School Policies and Procedures
- Student Handbook
- Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

Teaching Responsibilities
- Parents nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)
- Computer accounts, lunch accounts, parking information

Instructional Resources
- Media center, computer labs, and technology coordinators
- Computer/technology use expectations
- District and school websites
- TEKS for course or grade level
- Appropriate instructional materials
- Lesson plan expectations
- Community resources to enhance instruction
- District Curriculum

Community and Student Needs
- Specific health/participation restrictions of any students (allergies, diabetes, etc.)
- General socioeconomic and cultural background of student population
- Responsibilities to students with special needs
- After school activities and opportunities for Clinical Teacher involvement
- Parent involvement in the school, expectations to communicate and work with parents
**OBSERVATION**

Much of the first week of clinical teaching will be spent in observation of the classroom environment, instructional strategies, and interpersonal communications and relationships. As the clinical Teacher observes, it is helpful to take reflective notes for the purpose of asking questions of the cooperating teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of “why” and “how” will provide the clinical teacher with a knowledge base for choosing methods for instruction and management.

**ASSISTING**

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

- Monitor student work at their desks to give one-on-one assistance
- Distribute papers or materials
- Preparing resources
- Check attendance
- Assist student with make-up work/tutorials
- Grade papers

**TEAMING**

To initiate the teaching experience in the class, the clinical teacher may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways.

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

**INSTRUCTION**

After the cooperating teacher models the preparation for and teaching of the lesson plans, the clinical teacher will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the cooperating teacher at least two days prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success.

**FULL RESPONSIBILITY**

Full instructional responsibility demands total commitment on the part of both the clinical teacher and cooperating teacher. For a minimum of 10 consecutive days, the clinical teacher should have the full responsibility of planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher.
CLINICAL TEACHER ROLE AND RESPONSIBILITIES

RESPONSIBILITY TO THE STUDENTS

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students’ social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters culturally-responsive instruction.

RESPONSIBILITY TO THE HOST SCHOOL/ COOPERATING TEACHER

- Be familiar with school policies and procedures.
- Keep the same daily schedule of the cooperating teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the cooperating teacher as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching and learning.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to self-evaluate and reflect on their learning.
- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Actively seek feedback from the cooperating teacher, communicate proactively, and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.

RESPONSIBILITY TO THE UNIVERSITY SUPERVISOR/CADRE COORDINATOR

- Turn in a weekly teaching schedule to your university supervisor as designated by him/her.
  Notify your supervisor immediately if changes occur to this schedule.
- Notify the university supervisor if absence due to illness is necessary.
- Attend all seminar meetings.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact your supervisor/cadre coordinator with question or concerns.
RESPONSIBILITY TO THE CLINICAL TEACHER

- Prepare the classroom students to receive the Clinical Teacher as a professional co-worker.
- Prepare a workspace for the clinical teacher.
- Orient the clinical teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers’ manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and clinical teacher are both in the classroom.
- Ensure that playground duty is done in the company of the cooperating teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the clinical teacher toward effectiveness by:
  - monitoring effective use of time,
  - requiring written lesson plans two days in advance of teaching,
  - creating a climate that encourages questioning and self-reflection,
  - praising and encouraging
  - keeping interactive lines of communication open and discuss problems frankly, one at a time,
  - sharing professional experiences and materials,
  - encouraging the use of alternative instructional and management strategies, and
  - guiding the acceptance of varied school duties and tasks which represent the teacher’s workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the clinical teacher to assume all responsibility of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the clinical teacher.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the clinical teacher’s effectiveness in the planning/teaching process.
- Assist the clinical teacher in implementing recommendations received during the daily evaluation sessions.
- Accept each clinical teacher as an individual and refrain from comparison of him/her with previous clinical teachers.
- Allow the clinical teacher to attend all required seminars/meetings which are part of the clinical experience.
- Leave the clinical teacher alone in the classroom (see pacing guide, p. 26-27) so that he/she can have a feeling of independence and an opportunity to learn from his/her mistakes.
- Introduce the clinical teacher to professional journals, resources, and organizations.
- Invite the clinical teacher to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.
RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR

- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth Plan (p. 28) whenever necessary to encourage timely change.
- Participate in a three-way evaluation conference with the clinical teacher and supervisor at the mid-point and final evaluation.
- Submit final evaluation online through Foliotek.
- Contact the university supervisor/cadre coordinator with questions or concerns.

COMPENSATION DAY for COOPERATING TEACHERS

Cooperating teachers play a vital role in preparing clinical teachers to achieve certification and begin their professional careers in public schools. A compensation day is offered as an acknowledgement of the service the cooperating teacher provides.

If the school/district approves, this bonus day should be taken during the last two weeks of the student teaching semester. The clinical teacher will be the substitute and will receive no pay for this substitute day.

UNT does not provide a form since most campuses/districts have their own procedures. Some districts have a printed form that must be signed by the cooperating teacher, the clinical teacher, and the university supervisor. Other districts require only verbal approval from the cooperating teacher and the university supervisor. Whatever format the campus/district uses, this notice serves as documentation for university approval.
UNIVERSITY SUPERVISOR ROLE AND RESPONSIBILITIES

RESPONSIBILITY TO THE CLINICAL TEACHER
- Conduct a clinical teacher orientation at the beginning of the semester that reviews the handbook, and emphasizes responsibilities (academic, moral, ethical, legal) and the information needed to make a smooth transition from being a university student to being a successful teacher.
- Observe, assess and evaluate clinical teachers on a regular basis regarding teaching, planning, management, and professionalism (at least 3 classroom visits).
- Conduct observations at a variety of times to include a range of subjects for which the clinical teacher is responsible for teaching.
- Provide verbal and written feedback following each observation.
- Provide the clinical teacher with a Growth Plan (p. 28) if there are problematic areas that need special attention. A copy of the Growth Plan/Probation Contract will be submitted to the Director of Clinical Practice as soon as all parties have signed the form.
- Complete recommendation letters for clinical teachers who are applying for teaching positions.

RESPONSIBILITY TO THE COOPERATING TEACHER/HOST CAMPUS
- Conduct a meeting at the beginning of the semester to review the policies, expectations, and administrative tasks of the clinical teaching experience.
- Communicate and collaborate frequently with the cooperating teacher to support and evaluate the clinical teaching experience.
- Collaborate to prepare and present the mid-term and final evaluations.
- Develop a collaborative approach with campus administrators to support the clinical teaching experience.

RESPONSIBILITY TO THE UNT FIELD EXPERIENCE OFFICE
- Continue professional development through attendance and participation in supervisor meetings each semester.
- Communicate regularly with the Director of Clinical Practice about areas of concern or make suggestions for programmatic changes.
- Verify and sign the UNT 12-day class roll.
- Complete all evaluations through Foliotek.
- Serve as a mentor to a new Clinical Teacher supervisor, if requested.
PROCEDURES FOR TERMINATION FROM CLINICAL TEACHING

The Clinical Teaching program is a cooperative relationship between the University of North Texas, cooperating school districts, cooperating teachers, and the clinical teacher. Each clinical teacher is to be made aware that his/her presence in the district, and in a particular classroom, is that of a guest. Occasionally, there are circumstances that warrant the termination of a clinical teacher. Termination may be initiated by the clinical teacher, the school district, or the University of North Texas. When such action is deemed necessary, the following reasons for termination and procedures for termination must be taken into consideration:

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the clinical teacher, cooperating teacher, and/or university supervisor for reasons of illness, injury, or other unforeseen concerns.
2. Failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and/or management.
3. Failure by the clinical teacher to abide by the policies of the TEA Educator Code of Ethics, UNT, the cooperating school, or cooperating school district.
4. Unprofessional conduct towards the host school faculty/administration and/or students/parents.

PROCEDURES FOR TERMINATION (for Reasons 2–4)

The following procedures are required for termination of the clinical teaching assignment:

1. The clinical teacher shall be informed by the cooperating teacher and/or university supervisor/cadre coordinator of any unsatisfactory performance. This shall be done through a written evaluation from the university supervisor, a joint conference between all three, and/or written documentation of any infractions of performance, school policy or professionalism.
2. When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Plan shall be initiated by the university supervisor/cadre coordinator and/or cooperating teacher and presented to the clinical teacher. This contract shall be signed by the clinical teacher and the university supervisor/cadre coordinator with copies submitted to the Clinical Practice Office.
3. Within one-week following the Growth Plan conference, the clinical teacher, cooperating teacher, university supervisor/cadre coordinator, and/or Director of Clinical Practice will confer to assess progress.
4. If inadequate progress in teaching effectiveness and/or professional conduct continues, a formal Probation Contract will be administered, with a clear time limit for compliance. A copy will be submitted to the school principal, the Clinical Practice Office, and to the ARR Committee.
5. The university supervisor/cadre coordinator, ARR Chair, or student may request that the Director of Clinical Practice conduct an observation and evaluation. A conference of all parties will follow.

6. When the clinical teacher is placed on probation and reassessment indicates unfavorable progress, the clinical teacher will meet with the Director of Clinical Practice and ARR Chair to discuss possible options. The options offered will depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the clinical teacher, the school, the cooperating teacher, and the students in the classroom. Some options that may be considered include the following:
   a. Withdrawal from clinical teaching, with the option to reapply for clinical teaching.
   b. Withdrawal from clinical teaching, with the decision to transfer to another college within the University to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
   c. Termination of clinical teaching with a failing grade. The final termination decision is made by the appropriate ARR Committee following official ARR procedures/policies.

7. If the clinical teacher is to be terminated from the Clinical Teaching assignment, he/she will be given a letter stating the decision, the reasons for the termination, and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted. This letter is generated by the Director of Clinical Practice and approved by the Associate Dean for Educator Preparation before dissemination to anyone.

The final decision to terminate a clinical teacher is the responsibility of the ARR Committee and/or Associate Dean for Educator Preparation. This decision will be based upon documentation from the school principal, cooperating teacher, university supervisor/cadre coordinator, and/or the clinical teacher.
APPEAL PROCEDURE

If the clinical teacher wishes to contest the decision to terminate the assignment, the following procedures are required:

1. The clinical teacher must submit a written appeal to the College of Education Admission, Review, and Retention (ARR) committee.

2. The ARR chairperson will convene the committee to process the appeal.

3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of clinical teacher infractions, the procedures followed by the university supervisor/cadre coordinator and cooperating teacher, and the appeal letter from the clinical teacher.

4. The committee will vote to accept or reject the appeal. The Director of Clinical Practice will meet with the clinical teacher to inform him/her of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher and the Associate Dean for Educator Preparation.

5. The decision may be appealed to the Associate Dean for Educator Preparation.
RECOMMENDATION FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT

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

CLASSROOM ROUTINE
1. Starting Procedures
   What does the teacher do as students arrive in the classroom?
   Does the teacher have instructions on the board or activities for engagement?
   How are class roll, lunch count, etc. conducted?
2. Material Distribution
   Are instructional materials ready for use?
   What are the student responsibilities regarding materials?
3. Restroom Procedures
   May students leave for the restroom freely?
   Are passes available to use under certain guidelines?
   Must the teacher give permission before a student may be excused?
4. Lunch Procedures
   How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
   How are the elementary students taken to the cafeteria and picked up?

RECORD KEEPING
1. Attendance
   Are the students allowed to assist?
2. Grading
   Does the teacher use different types of evaluation symbols? (100%, ✓, ☺)
   How is the grade book set up? (electronic, paper copy, etc.)
3. Referrals
   How are disciplinary actions and follow-up procedures handled?
   How are other referrals handled? (speech, SPED, counselor, etc.)

CLASSROOM MANAGEMENT
1. Discipline Plan
   What are the rules?
   How were they chosen?
   How are they enforced? (praise, consequence)
2. Tardy Policy
   How is the policy enforced?
   What is the school policy for acceptable excuses for tardies?
3. Seating Arrangements
   How does the teacher determine seating? (alphabetical, discipline, ability levels)
   Can students move at different times or do they need to stay in their seat for the entire period?
4. Grouping
   Are students grouped for projects, reading, etc.?
   How does the teacher determine this grouping?
TEACHING PROCEDURES

1. Lesson
   a. Introduction and teaching
      How is the purpose of the lesson set?
      How does the teacher motivate students’ interest?
      How does the teacher relate lesson content to the students’ prior knowledge?
      What type of questioning is used to determine student understanding?
   b. Student activities
      How are students monitored for degree of understanding?
      How does the teacher produce a smooth transition from teaching procedures to student practice?
      How are students kept on task?
   c. Enrich/Re-teach activities
      What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
      What modifications/accommodations and re-teach opportunities are provided for those who have not mastered the objective?
   d. Closure
      How does the teacher involve the students in a brief review of the lesson objective?

2. Homework/Make-up work/Late work/Tutorials
   a. How does the teacher grade homework?
   b. What is the policy for late work?
   c. What is the policy for students who have been absent?
   d. What is the policy for helping students before, during, and after school?

3. Transition techniques/Fillers
   a. What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
   b. If the teacher has time, how does he/she keep students involved, motivated, and keep them on task?

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

How are students recognized during classroom discussion? How do students gain the teacher’s attention?
How does the teacher bring all students into the learning environment and keep them on-task?
How does the teacher redirect off-task behaviors?
How is the classroom discipline plan implemented?
How are appropriate behaviors reinforced?
How are students moved from whole group to small group and vice-versa?
What non-verbal signals are used?

PARENT/TEACHER INTERACTION

How does the teacher communicate expectations of the child to parents?
How does the teacher deal with problems or communicate praise to parents?
<table>
<thead>
<tr>
<th>WEEK</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1-7 are for the first rotation of PDS 2</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1    | **Observe and assist**  
The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher. |
| 2    | **Co-plan and teach 1-2 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 3    | **Co-plan and teach 2-3 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 4    | **Independently plan and teach 2-3 subjects/periods per day**  
As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the Clinical Teacher should have taught all subjects/periods. |
| 5-7  | **Full Responsibility**  
Choose 10 consecutive days during these 3 weeks for full responsibility. |
| **Weeks 8-14 are for the second rotation of PDS 2** |
| 8    | **Observe and assist**  
The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher. |
| 9    | **Co-plan and teach 1-2 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 10   | **Co-plan and teach 2-3 subjects/periods per day**  
Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins. |
| 11   | **Independently plan and teach 2-3 subjects/periods per day**  
As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the clinical teacher should have taught all subjects/periods. |
| 12-14| **Full Responsibility**  
Choose 10 consecutive days during these 3 weeks for full responsibility. |

**FINAL CONFERENCES DURING WEEKS 13-14**

Note: This is a suggestion. It can be changed to meet individual needs.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| 1    | Observe and assist  
The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher. |
| 2    | Team teach |
| 3    | Co-plan and teach 1-2 classes  
This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. |
| 4    | Co-plan and teach 1-2 classes  
This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. |
| 5    | Independently plan and teach 2-3 classes |
| 6    | Independently plan and teach 2-3 classes |
| 7-9  | Full Responsibility for 2-3 classes  
Choose 10 consecutive days during these 3 weeks for full responsibility. |
| 10-12| Plan and teach 2-3 additional classes  
Progressively add periods that build toward the second full responsibility |
| 13-14| Second Full Responsibility  
Choose 10 consecutive days during these 3 weeks for full responsibility. |

**FINAL CONFERENCES DURING WEEKS 13-14**

Note: This is a suggestion. It can be changed to meet individual needs.
Clinical Teacher Name: _____________________

University of North Texas
Clinical Teaching Growth Plan/Probation Contract

☐ Growth Plan Contract
☐ Probation Contract

Identified areas of concern:

Recommended Intervention Strategies:

Timeline for Meeting Goals:

Additional Concerns, Needs, Comments:

Date to Reconvene: __________

Signatures: _______________________________ Date: __________
(Clinical Teacher)

______________________________ Date: __________
(Cooperating Teacher)

______________________________ Date: __________
(University Supervisor and/or Cadre Coordinator)

______________________________ Date: __________
(Director of Clinical Practice)

*Supervisors: Forward any Probation Contracts to UNT Clinical Practice Office.*
## University of North Texas
### College of Education

<table>
<thead>
<tr>
<th>District PDS Sites</th>
<th>Cadre Coordinator</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen/Carrollton-Farmers Branch</td>
<td>Ms. Benita Gordon</td>
<td><a href="mailto:Benita.Gordon@unt.edu">Benita.Gordon@unt.edu</a></td>
</tr>
<tr>
<td>Argyle/Sanger</td>
<td>Ms. Michele Langley</td>
<td><a href="mailto:Michele.Langley@unt.edu">Michele.Langley@unt.edu</a></td>
</tr>
<tr>
<td>Aubrey/Little Elm</td>
<td>Ms. Heather Steen</td>
<td><a href="mailto:Heather.Steen@unt.edu">Heather.Steen@unt.edu</a></td>
</tr>
<tr>
<td>Coppell</td>
<td>Dr. Cathy Stearns</td>
<td><a href="mailto:Catherine.Stearns@unt.edu">Catherine.Stearns@unt.edu</a></td>
</tr>
<tr>
<td>Denton</td>
<td>Ms. Alice Mankoff</td>
<td><a href="mailto:Alice.Mankoff@unt.edu">Alice.Mankoff@unt.edu</a></td>
</tr>
<tr>
<td>Eagle Mountain-Saginaw</td>
<td>Ms. Rita Volturo</td>
<td><a href="mailto:Rita.Volturo@unt.edu">Rita.Volturo@unt.edu</a></td>
</tr>
<tr>
<td>Frisco</td>
<td>Ms. Nancy Lawson</td>
<td><a href="mailto:Nancy.Lawson@unt.edu">Nancy.Lawson@unt.edu</a></td>
</tr>
<tr>
<td>Grapevine-Colleyville</td>
<td>Ms. Brooke Moose</td>
<td><a href="mailto:Brooke.Moose@unt.edu">Brooke.Moose@unt.edu</a></td>
</tr>
<tr>
<td>Irving (4-8)</td>
<td>Ms. Dianna Hopper</td>
<td><a href="mailto:Dianna.Hopper@unt.edu">Dianna.Hopper@unt.edu</a></td>
</tr>
<tr>
<td>Keller</td>
<td>Ms. Susan Padgett</td>
<td><a href="mailto:Susan.Padgett@unt.edu">Susan.Padgett@unt.edu</a></td>
</tr>
<tr>
<td>Lewisville</td>
<td>Ms. Donna Pockrus</td>
<td><a href="mailto:Donna.Pockrus@unt.edu">Donna.Pockrus@unt.edu</a></td>
</tr>
<tr>
<td>Northwest</td>
<td>Ms. Anita Chaney</td>
<td><a href="mailto:Anita.Chaney@unt.edu">Anita.Chaney@unt.edu</a></td>
</tr>
<tr>
<td>Plano</td>
<td>Ms. Linda Hunter</td>
<td><a href="mailto:Linda.Hunter@unt.edu">Linda.Hunter@unt.edu</a></td>
</tr>
<tr>
<td>Wylie (EC-6/4-8)</td>
<td>Dr. Laura Price</td>
<td><a href="mailto:Laura.Price@unt.edu">Laura.Price@unt.edu</a></td>
</tr>
<tr>
<td>Post Bac (Elementary)</td>
<td>Dr. Stacey Williams</td>
<td><a href="mailto:Stacey.Williams@unt.edu">Stacey.Williams@unt.edu</a></td>
</tr>
</tbody>
</table>

## OTHER IMPORTANT CONTACTS

- Student Advising Office: 940.565.2736
- TExES Advising Office: 940.565.8601
- Registrar Help Desk: 940.565.2378
- Student Records and Academic Status: 940.565.2369
- Financial Aid: 940.565.2302
- Graduation Application: 940.565.4625
- Career Center: 940.565.2105
<table>
<thead>
<tr>
<th>Clinical Teaching</th>
<th>Practicum</th>
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<tbody>
<tr>
<td>☐ January 14th</td>
<td>☐ January 14th</td>
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<tr>
<td>Email sent about Clinical Teaching Assignments/ Reminder for Acknowledgement form</td>
<td>Email sent about Clinical Teaching Assignments/ Reminder for Acknowledgement form</td>
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<td>Collaborative Assessment Logs* uploaded weekly</td>
<td>Pre-Observation Conference Forms are due in Foliotek 3 days prior to each scheduled observation.</td>
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<td>☐ January 22nd</td>
</tr>
<tr>
<td>Pre-Observation Conference Forms are due in Foliotek 3 days prior to each scheduled observation.</td>
<td>Must have first two lines of Acknowledgement form filled in. (after meeting with supervisor)</td>
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<tr>
<td>☐ January 22nd</td>
<td>☐ February 8th</td>
</tr>
<tr>
<td>Must have first two lines of Acknowledgement form filled in. (after meeting with supervisor)</td>
<td>Reminder will be sent about First Observation</td>
</tr>
<tr>
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<td>☐ February 8th</td>
</tr>
<tr>
<td>Reminder will be sent about First Observation</td>
<td>First 15 Days of School Documentation Completed in Foliotek</td>
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<tr>
<td>☐ February 8th</td>
<td>☐ February 15th</td>
</tr>
<tr>
<td>Complete First 15 Days of School Documentation in Foliotek</td>
<td>First evaluation completed by Supervisor in Foliotek</td>
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<tr>
<td>☐ February 15th</td>
<td>☐ February 22nd</td>
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<tr>
<td>First evaluation completed by Supervisor in Foliotek</td>
<td>Upload T-TESS 1 Observation Verification Form in Foliotek</td>
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<td>☐ February 22nd</td>
<td>☐ April 5th</td>
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<tr>
<td>Upload T-TESS 1 Observation Verification Form in Foliotek</td>
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<tr>
<td>☐ March 22nd</td>
<td>☐ April 19th</td>
</tr>
<tr>
<td>Second evaluation completed by Supervisor in Foliotek</td>
<td>Exit Survey sent out</td>
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<tr>
<td>☐ March 29th</td>
<td>☐ April 26th</td>
</tr>
<tr>
<td>Upload T-TESS 2 Observation Verification Form in Foliotek</td>
<td>Reflection* uploaded in Foliotek</td>
</tr>
<tr>
<td>☐ April 19th</td>
<td>☐ April 12th</td>
</tr>
<tr>
<td>Third evaluation completed by Supervisor in Foliotek</td>
<td>Upload T-TESS 2 Observation Verification Form in Foliotek</td>
</tr>
<tr>
<td>☐ April 19th</td>
<td>☐ April 19th</td>
</tr>
<tr>
<td>Upload Common Lesson Plan* in Foliotek for assessment</td>
<td>Upload Common Lesson Plan* in Foliotek for assessment</td>
</tr>
<tr>
<td>☐ April 19th</td>
<td>☐ May 3rd</td>
</tr>
<tr>
<td>Exit Survey sent out</td>
<td>Feedback Acknowledgement Form – All boxes must be filled</td>
</tr>
<tr>
<td>☐ April 26th</td>
<td>☐ May 3rd</td>
</tr>
<tr>
<td>Upload Reflection* in Foliotek</td>
<td>Upload Time Logs* in Foliotek</td>
</tr>
<tr>
<td>☐ April 26th</td>
<td>☐ May 3rd</td>
</tr>
<tr>
<td>Upload T-TESS 3 Observation Verification Form* in Foliotek</td>
<td>Exit Survey due</td>
</tr>
<tr>
<td>☐ May 3rd</td>
<td>☐ May 3rd</td>
</tr>
<tr>
<td>Feedback Acknowledgement Form – All boxes must be filled</td>
<td>Exit Survey due</td>
</tr>
<tr>
<td>☐ May 3rd</td>
<td></td>
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<tr>
<td>Upload Time Logs* in Foliotek</td>
<td></td>
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<tr>
<td>☐ May 3rd</td>
<td></td>
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<tr>
<td>Exit Survey due</td>
<td></td>
</tr>
</tbody>
</table>

*denotes forms located in Resource section of Foliotek

Foliotek Field Experience Report runs on May 3rd, and supervisors/mentor teachers notified of any missing observations.
**Collaborative Assessment Log**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Cooperating Teacher Name:</th>
<th>Grade Level:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Today’s Date:**

<table>
<thead>
<tr>
<th>What goal have you been working on?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strengths (What’s Working):</strong></th>
<th><strong>Areas For Development (Current Challenges/Concerns):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teacher Candidate’s Next Steps:</strong></th>
<th><strong>Cooperating Teacher’s Next Steps:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What will be your goal going forward? (It can be the same or different, depending on where you would like to focus.):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Candidate Signature:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Next meeting date:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**CLINICAL TEACHING TIME RECORD**

*(To Be Completed by Student and Verified by Cooperating Teacher)*

---

<table>
<thead>
<tr>
<th>Cooperating Teacher’s Name</th>
<th>Student’s Name</th>
<th>Student ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>School/District</th>
<th>Sem/Year</th>
<th>Supervisor’s Name</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>START/END TIME</th>
<th>DESCRIPTION OF ACTIVITY MUST INCLUDE ACTIVITY COMPLETED OR A DESCRIPTION OF WHAT WAS OBSERVED WITH A REFLECTION</th>
<th>Cooperating TEACHER INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Cooperating Teacher’s Signature Verifying Days of Completion

---

*University of North Texas • College of Education • Clinical Practice Office*
Students will complete this form and attach the lesson plan in Foliotek a minimum of three days prior to the lesson to be observed. The evaluator will comment and return feedback in the assessment tab a minimum of one day prior to the lesson to be observed.

**Pre-Observation Conference**

Prior to the Pre-Observation Conference, complete this form in Foliotek. Attach your detailed lesson plan, assessments, and other applicable documents.

1. What should your students know and be able to do by the end of the lesson?

2. What learning experiences will you and your students engage in to achieve the objectives?

3. What challenges do you anticipate and how will you address them?

4. In what ways will you verify whether your students have mastered the objective?
Introduction: Experience alone is not the key to learning. Learning from experience involves reflection of your thoughts and feelings, and promotes self-awareness. Reflection is the act of processing an experience to gain further insight, which can help better inform future action.

Purpose: The purpose of this reflection is to bring together for you whether/how your clinical teaching experience:

1. Helped you better understand the community in which you worked.
2. Made you a more effective communicator.
3. Revealed anything about yourself personally and/or professionally.
4. Related to your coursework.
5. Evoked any particular feeling/s for you.
6. Had any significant “take-aways” or outcomes.

Your reflection is a required and critical component of your Clinical Teaching experience. Failure to complete it will be taken into consideration for your final grade for clinical teaching. Your responses should be substantive enough to indicate you have reflected thoughtfully on each question.

Submission: You must type your responses in a Word document or PDF. Be sure your name and the date are at the top. Upload your file into the “Reflection” section in the Clinical Teaching Area of foliotek©

Reflection

Respond to the following numbered items. (The underlying bullet points can help guide your responses.)

1. Describe your experience while engaging in the Clinical Teaching activity. (Who, What, Where, When)
   • What activity did you participate in?
   • What were your responsibilities while engaging in the activity?
   • Did you work individually or as a team?

2. Explain how this experience connected you to the community.
   • How did this activity affect your view of your responsibility in the community?

3. Discuss what you learned about yourself through this experience.
   • Did you identify any personal strengths or areas for growth?
   • Was there an aspect of the experience that challenged you?

4. Describe the connection, if any, between this experience and your coursework/ area of interest.

5. Explain how you can apply this experience towards your career goals.

6. Describe how you felt about the experience.
   • Did you notice any feelings arise before, during, or after the experience that supported or altered your previous perspective?
   • What will you take away from this experience?
<table>
<thead>
<tr>
<th></th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Concrete thoughts conveyed but with no to minimal justification or evidence</td>
<td>Concrete and/or abstract thoughts conveyed with some justification and/or evidence</td>
<td>Concrete and/or abstract thoughts, conveyed with moderate detail, moderate justification, and at least one piece of evidence</td>
<td>Concrete and abstract thoughts conveyed with substantial detail, strong justification, and more than one piece of evidence</td>
</tr>
<tr>
<td><strong>Perspective Taking</strong></td>
<td>Based on one or two perspectives with no to minimal supporting detail</td>
<td>Based on two perspectives with some supporting detail</td>
<td>Based on two perspectives with moderate supporting detail</td>
<td>Based on more than two perspectives with substantial supporting detail</td>
</tr>
<tr>
<td><strong>Connection</strong></td>
<td>No to minimal connection made between college experience and/or (1) coursework, (2) skills, (3) career interest with no to minimal supporting detail</td>
<td>Some connection made between college experience and/or (1) coursework, (2) skills, (3) career interest with some supporting detail</td>
<td>Moderate connection made between college experience and/or (1) coursework, (2) skills, (3) career interest with moderate supporting detail</td>
<td>Strong connection made among college experience and/or (1) coursework, (2) skills, (3) career interest with substantial supporting detail</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>No to minimal integration of personal thoughts and/or feelings into experience</td>
<td>Some integration of personal thoughts and/or feelings into experience</td>
<td>Moderate integration of personal thoughts and/or feelings into experience</td>
<td>Strong integration of personal thoughts and feelings into experience</td>
</tr>
</tbody>
</table>
UNT Clinical Teaching
First 15 Days of School

Instructions:

Watch the video “The First 15 Days of School Interview” (link provided in Foliotek). Interview your cooperating teacher, using similar questions asked in the video. Based on the video, teacher interview, and any field experience, complete the First 15 Days of School Documentation form. This can be found in the Resources section of Foliotek.

Questions:

1. Describe what you have observed and learned about the first days of school based on the video and teacher interview. Include the perspective of both the teacher and students.
2. Explain how this knowledge will prepare you for the beginning of school as an in-service teacher.
3. Discuss what you learned about yourself through this experience.
   a. Did you identify any personal strengths or areas for growth connected to preparing for the first days of school?
4. Describe the connection, if any, between your understanding of the first days of school and your coursework.
5. Describe how you felt about the experience.
   a. Did you notice any changes in your perspective about the first days of school after viewing the video, teacher interview, and/or personal experience?
Assignment: COMMON LESSON PLAN

Purpose:

Why do teachers write lesson plans? The truth is that not all experienced teachers still do, at least not with the extensive detail you will be required to provide as you complete this lesson plan. Expert teachers definitely still plan the learning experiences for their learners, but as they progress along the continuum from “novice” to “expert”, the years of practicing their craft, of learning what worked well and what needed improvement, their teacher-thinking skills and instructional-decision making abilities become more natural and internal.

An analogy for this seemingly invisible expertise would be learning to drive. At first, you studied the Driver’s Manual, learned the signs and the terms, passed the written test, and got your permit. Then, you hit the road. As with any new experience, it may have felt awkward, unnatural. And your brain was in high gear-noticing, even narrating, every action. “There’s a stop sign ahead, I need to start braking… don’t press too hard…ease up…it’s a 4-way…who got here first?…do I go?…does he go?…and so on. When you compare those first hesitant drives with driving today, there’s a noticeable difference. You pull into your driveway, and unless something novel happened on the way, you didn’t consciously think about your driving at all. That’s because you have had the practice and experience to develop your “Driver Thinking Skills”.

Writing lesson plans are an important way of practicing and developing your “Teacher Thinking Skills.” The final lesson plan is a product, but more importantly, it is evidence of where you are now in the development of your Teacher Thinking Skills. By creating it, you will gather an enormous amount of information about where your instructional-decision making skills are on the continuum from novice to expert. Lesson planning may feel awkward at first. Just like driving, there are many things to consider at the same time. But also, like driving, you had “an experienced driver over the age of 18” sitting in the passenger seat giving you feedback and input. The goal of good planning is to get your learners to the desired destination. By writing out your thinking in this formal way, we can see where you are now, and help you along the way.
**UNT COMMON LESSON PLAN INSTRUCTIONS**

Teacher Candidate:  
Grade Level and or Subject:  
Date:  
Unit Topic (if applicable):  

<table>
<thead>
<tr>
<th><strong>PART I. DEFINE THE GOALS/S FOR THE LESSON</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the focus of this lesson?</strong></td>
<td>In your own words, explain in general terms the topic, skills, or process this lesson is about.</td>
</tr>
<tr>
<td><strong>National / State Learning Standard/s:</strong></td>
<td>Identify the relevant grade-level and/or subject-specific standard(s) that will be addressed in this lesson. Write them here, including the strand, cluster, and standard(s) by number and its text.</td>
</tr>
</tbody>
</table>
| **Your instructor will tell you which standards to use in addition to TEKS and ELPS.** | Find the TEKS, ELPS, and CCRS standards at this link:  
http://www.teksresourcesystem.net/module/standards/Tools/Search |
| **Goal/s of the lesson** | In your own words, write the answer to the question: What do want my students to know, understand, and/or be able to do at the end of this lesson? |

<table>
<thead>
<tr>
<th><strong>PART II: WRITE THE OBJECTIVE/S FOR THE LESSON</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Specific learning target(s) / objectives:** | Using the format prescribed by your instructor, write the objectives for this lesson.  
  ➢ Your objective/s must include 4 elements; use the ABCD acronym to ensure you have addressed them:  
  **A = Audience** Who is to exhibit the learning? “The learner will...”  
  **B = Behavior** What observable outcomes is the learner to exhibit if the lesson succeeds? Choosing your verbs thoughtfully helps you establish clearly what the actual outcomes of the lesson should be. “...independently list in writing the 6 steps of the Scientific Inquiry Method...”  
  **C = Conditions/Context:** What conditions/context are provided for the learner’s success? “...After viewing the video Bill Nye: Doin’ Science with the whole class...”  
  **D = Degree:** What is an acceptable indicator of success for the learner? “...accurately and in the correct order”  
  ➢ As an added check, ensure your objectives are also “SMART”?  
  As an added check, are your objectives also “SMART”?  
  **Specific** Is the verb precise? Does it reflect what you have in mind for the learning outcome?  
  **Measurable** Can the performance of the objective/s be measured?  
  **Achievable** In light of the content and the learners you actually have, is the objective achievable? |
Relevant. Is the objective relevant to the curriculum, to your learners? Is it important and worthwhile?

**Time-sensitive.** Does the scope of the objective match reasonably well the time you can commit to achieving it?

### PART III TEACHING THE LESSON

*This is the body of the lesson plan. Here you explain the instructional and learning activities/actions that will best ensure all learners will successfully achieve the objective/s?*

****For this section only, you may use the format prescribed by your course instructor, cooperating teacher, or what is required in your field placement. (e.g.: 5E, Madeline Hunter, Inquiry Cycle, etc.)*

Regardless of format selected, you MUST address components A-F:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Opening/Introduction</strong> (also referred to as a “motivator” or “hook”)</td>
<td><strong>Prior knowledge</strong> Explain how you will assess, activate, and/or add to the Prior Knowledge necessary for learners to be successful in the lesson.</td>
</tr>
<tr>
<td><strong>Anticipatory Set</strong></td>
<td>Identify how you will gain the students’ attention and engage them with the lesson content. How this lesson is meaningful to the students and connects to their lives.</td>
</tr>
</tbody>
</table>
| **B. Procedures** **Include enough detail so that someone else could replicate your lesson. Unless your instructor directs you otherwise, this section should read almost like a script.** | 1. List, in order, the steps of the lesson. 2. Include any modeling, guided practice, or independent practice necessary to scaffold students’ progress toward the objective/s.  
- What will the teacher do and say?  
- What will the students do?  
- If a step includes a specific resource, name it “Students will annotate their copy of “The Giver” (not just “a book”) |
| **C. Formative assessment methods/tools:** | Tell specifically how you will measure the learners’ progress toward achieving the lesson objective/s. What tools and/or techniques will you use at critical points in the lesson to determine whether or not students are ready to continue with the lesson? |
| **D. Grouping structure/s:** | Tell how the students will be organized throughout the lesson: independent work, pairs, small groups, who class. Use purposeful grouping based on the demands of this lesson for the learners. |
| **E. Accommodations/Modifications** | Describe any accommodations or modifications you will make for students with 504 plans, students with disabilities and IEP’s  
** Accommodations** for change HOW the content is taught; not the content itself, the standard/s, or the objective/s  
** Modifications** change HOW, but also WHAT a learner is expected to master. A smaller amount of the content; a select standard instead of all of them, one objective vs. two, etc.and/or BIP’s, ELL’s, gifted, or other exceptional learners. |
<p>| <strong>F. Instructional Materials, Equipment and Technology:</strong> | List ALL materials, equipment and technology the teacher and students will use during the lesson. Add or attach copies of ALL printed and online materials at the end of this template. |</p>
<table>
<thead>
<tr>
<th>IV. SUMMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>THINK: HOW WILL I ENSURE THE LEARNERS HAVE MET THE OBJECTIVE/S FOR THE LESSON?</td>
</tr>
<tr>
<td>Summative Assessment:</td>
</tr>
<tr>
<td>Assessment Accommodations &amp; Modifications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. REFLECTION ON THE EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

TEKS: Texas Essential Knowledge and Skills
ELPS: English Language Proficiency Standards
CCRS: College Career and Readiness Standards
IEP: Individualized Education Plan
BIP: Behavior Intervention Plan
ELL: English Language Learner
### Domain 1: Planning

#### Dimension 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

**Texas Teaching Standards:** 1.1, 1.2, 3.1, 3.2, 3.3  
**InTASC:** 4(1), 4(n), 6(b), 7(a), 7(b)

**Sources of Evidence:** Pre-Conference, Formal Observation, Classroom

#### Accomplished

- All measurable goals aligned to state content standards.
- Integration of technology to enhance mastery of goal(s).
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students’ prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- All objectives that are aligned to the lesson’s goal.

#### Proficient

- All goals aligned to state content standards.
- Integration of technology when applicable.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
- Relevance of the lesson to student understanding
- Integration of technology where applicable.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners
- All objectives that are aligned to the lesson’s goal.

#### Developing

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners
  - All objectives that are aligned and sequenced to the lesson’s goal.

#### Improvement Needed

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson’s goal.

#### Unsatisfactory

- Goals are not aligned to state content standards.
- Activities, materials and assessments:
  - are not sequenced
  - do not provide time for lesson and lesson closure
- Lessons where no objectives are aligned and sequenced to the lesson’s goal.

#### Moves to Student Centered Actions

- All measurable goals aligned to state content standards.
- Integration of technology to enhance mastery of goal(s).
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students’ prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- All objectives that are aligned to the lesson’s goal.

- All goals aligned to state content standards.
- Integration of technology when applicable.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
- Relevance of the lesson to student understanding
- Integration of technology where applicable.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners
- All objectives that are aligned to the lesson’s goal.

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners
  - All objectives that are aligned and sequenced to the lesson’s goal.

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson’s goal.

- Goals are not aligned to state content standards.
- Activities, materials and assessments:
  - are not sequenced
  - do not provide time for lesson and lesson closure
- Lessons where no objectives are aligned and sequenced to the lesson’s goal.

- All measurable goals aligned to state content standards.
- Integration of technology to enhance mastery of goal(s).
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students’ prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- All objectives that are aligned to the lesson’s goal.

- All goals aligned to state content standards.
- Integration of technology when applicable.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
- Relevance of the lesson to student understanding
- Integration of technology where applicable.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
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- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson’s goal.

- Goals are not aligned to state content standards.
- Activities, materials and assessments:
  - are not sequenced
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- Lessons where no objectives are aligned and sequenced to the lesson’s goal.
# Domain 1: Planning

<table>
<thead>
<tr>
<th>Dimension 1.2</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
</tr>
<tr>
<td><strong>Data and Assessment</strong></td>
<td>• Formal and informal assessmentstomonitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lessonplans.</td>
<td>• Formal and informal assessmentstomonitor progress of all students.</td>
<td>• Formal and informal assessments to monitor progress of most students.</td>
<td>• Few formal and informal assessments to monitor student progress.</td>
<td>• No formal or informal assessments to monitor student progress.</td>
</tr>
<tr>
<td><strong>Texas Teaching Standards:</strong></td>
<td>• Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campusgoals, while maintaining student confidentiality.</td>
<td>• Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality.</td>
<td>• Timely feedback to students and families.</td>
<td>• Few opportunities for timely feedback to students or families.</td>
<td>• No opportunities for timely feedback to students or families.</td>
</tr>
<tr>
<td><strong>IntASC:</strong></td>
<td>• Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.</td>
<td></td>
<td>• Utilization of multiple sources of student data.</td>
<td>• Utilization of few sources of student data.</td>
<td>• No utilization of sources of student data.</td>
</tr>
<tr>
<td><strong>Sources of Evidence:</strong></td>
<td>• Analysis of student data connected to specific instructional strategies.</td>
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<tr>
<td><strong>PLANNING DIMENSION 1.2</strong></td>
<td>MOVES TO STUDENT CENTERED ACTIONS</td>
<td>MOVES TO STUDENT CENTERED ACTIONS</td>
<td>FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
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<td><strong>Williamson County ISD</strong></td>
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**Notes:**
- Source of Evidence:
  - Analysis of Student Data
  - Pre-Conference
  - Formal Observation
  - Classroom Walkthroughs/Informal Observation
  - Post-Conference Instructional Planning
**DOMAIN 1: PLANNING**

<table>
<thead>
<tr>
<th>Dimension 1.3 Knowledge of Students</th>
<th>ACOMPLISHED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning Includes</td>
<td></td>
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<tr>
<td><strong>ACCOMPLISHED</strong></td>
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<tr>
<td>Instructional Planning Includes</td>
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<tr>
<td>• All lessons that connect to students’ prior knowledge, life experiences and future learning expectations.</td>
<td></td>
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<tr>
<td>• Opportunities for students to utilize their individual learning patterns, habits and needs.</td>
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<tr>
<td><strong>PROFICIENT</strong></td>
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<td>Instructional Planning Includes</td>
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<td>• All lessons that connect to students’ prior knowledge and experiences.</td>
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</tr>
<tr>
<td>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</td>
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<tr>
<td><strong>DEVELOPING</strong></td>
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<tr>
<td>Instructional Planning Includes</td>
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<tr>
<td>• Most lessons that connect to students’ prior knowledge and experiences.</td>
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</tr>
<tr>
<td>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.</td>
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<tr>
<td><strong>IMPROVEMENT NEEDED</strong></td>
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<tr>
<td>Instructional Planning Includes</td>
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<tr>
<td>• Few lessons that connect to students’ prior knowledge and experiences.</td>
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</tr>
<tr>
<td>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.</td>
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</tr>
<tr>
<td><strong>UNSATISFACTORY</strong></td>
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</tr>
<tr>
<td>Instructional Planning Includes</td>
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</tr>
<tr>
<td>• Lessons that do not connect to students’ prior knowledge and experiences.</td>
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</tr>
<tr>
<td>• Adjustments do not address strengths and gaps in background knowledge, life experiences and skills of few students.</td>
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</tr>
</tbody>
</table>

**Texas Teaching Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

**InTASC:** 1(a), 1(b), 2(a), 2(f), 6(g), 7(b)

**Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation

**MOVES TO STUDENT CENTERED ACTIONS**

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**
## Domain 1: Planning

### Dimension 1.4

#### Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

**Texas Teaching Standards:** 1.2, 1.3, 1.4, 1.5

**InTASC:** 6(b), 6(h), 6(i), 6(k), 6(p), 8(g), 9(f)

**Sources of Evidence:** Pre-Conference, Formal Observation

### Table

<table>
<thead>
<tr>
<th>ACHIEVED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
<td>Instructional Planning Includes</td>
</tr>
<tr>
<td>• Questions that encourage all students to engage in complex, higher-order thinking and problem solving.</td>
<td>• Questions that encourage all students to engage in complex, higher-order thinking.</td>
<td>• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.</td>
<td>• Encourages little to no complex, higher-order thinking.</td>
<td></td>
</tr>
<tr>
<td>• Instructional groups based on the needs of all students and maintains both group and individual accountability.</td>
<td>• Instructional groups based on the needs of all students.</td>
<td>• Instructional groups based on the needs of most students.</td>
<td>• Instructional groups are not based on the needs of students.</td>
<td></td>
</tr>
<tr>
<td>• All students understanding their individual roles within instructional groups.</td>
<td>• All students understanding their individual roles within instructional groups.</td>
<td>• Most students understanding their individual roles within instructional groups.</td>
<td>• Lack of student understanding of their individual roles within instructional groups.</td>
<td></td>
</tr>
<tr>
<td>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes.</td>
<td>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes.</td>
<td>• Activities, resources, technology and/or instructional materials misaligned to instructional purposes.</td>
<td>• Activities, resources, technology and/or instructional materials missing.</td>
<td></td>
</tr>
</tbody>
</table>

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSSES ON TEACHER CENTERED ACTIONS**

**FOCUSSES ON TEACHER CENTERED ACTIONS**

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**Texas Teacher Evaluation and Support System (T-TESS)**
## Dimension 2.1 Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

**Texas Teaching Standards:** 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2

**InTASC:** 3(c), 3(k), 5(l)

**Sources of Evidence:** Pre-Conference, Formal Observation

### Accomplished

**The Teacher:**
- Provides opportunities for students to establish high academic expectations for themselves.
- There is evidence that most students demonstrate mastery of the objective.
- Anticipates student mistakes and encourages students to avoid common learning pitfalls.
- Establishes systems where students take initiative of their own learning and self-monitor.

### Proficient

**The Teacher:**
- Sets academic expectations that challenge all students.
- There is evidence that most students demonstrate mastery of the objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

### Developing

**The Teacher:**
- Sets academic expectations that challenge most students.
- There is evidence that some students demonstrate mastery of the objective.
- Sometimes addresses student mistakes.
- Sometimes provides opportunities for students to take initiative of their own learning.

### Improvement Needed

**The Teacher:**
- Sets expectations that challenge few students.
- There is evidence that few students demonstrate mastery of the objective.
- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
- Rarely provides opportunities for students to take initiative of their own learning.

### Unsatisfactory

**The Teacher:**
- Does not set expectations.
- Students do not demonstrate mastery of the objective.
- Does not recognize when a student error has been made.
- Does not provide opportunities for students to take initiative of their own learning.

---

**Moves to Student Centered Actions**

- Accomplished: Moves to Student Centered Actions
- Proficient: Moves to Student Centered Actions
- Developing: Focuses on Mostly Teacher Centered Actions
- Improvement Needed: Focuses on Teacher Centered Actions
- Unsatisfactory: Focuses on Teacher Centered Actions
### Domain II: Instruction

#### Dimension 2.2

**Content Knowledge and Expertise**

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.

**Texas Teaching Standards:** 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3

**InTASC:** 4(a), 4(b), 4(c), 4(j), 4(q), 5(a), 7(a)

**Sources of Evidence:** Pre-Conference, Formal Observation

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
</tr>
<tr>
<td>• Displays content knowledge of all the subjects she or he teaches and closely related subjects.</td>
<td>• Conveys accurate content knowledge.</td>
<td>• Conveys accurate content knowledge.</td>
<td>• Conveys inaccurate content knowledge that leads to student confusion.</td>
<td>• Is unaware of conveying inaccurate content knowledge.</td>
</tr>
<tr>
<td>• Integrates learning objectives with other disciplines.</td>
<td>• Integrates learning objectives with other disciplines.</td>
<td>• Integrates learning objectives with other disciplines.</td>
<td>• Rarely integrates learning objectives with other disciplines.</td>
<td>• Does not integrate learning objectives with other disciplines.</td>
</tr>
<tr>
<td>• Anticipates possible student misunderstandings.</td>
<td>• Anticipates possible student misunderstandings.</td>
<td>• Anticipates possible student misunderstandings.</td>
<td>• Sometimes anticipates possible student misunderstandings.</td>
<td>• Does not anticipate possible student misunderstandings.</td>
</tr>
<tr>
<td>• Accurately reflects how the lesson fits within the structure of the discipline and state standards.</td>
<td>• Accurately reflects how the lesson fits within the structure of the discipline and state standards.</td>
<td>• Accurately reflects how the lesson fits within the structure of the discipline and state standards.</td>
<td>• Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>• Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
</tr>
<tr>
<td>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
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<td>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
<td>• Provides no opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</td>
</tr>
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</table>

**MOVES TO STUDENT CENTERED ACTIONS**

<table>
<thead>
<tr>
<th>Accomplished</th>
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<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER CENTERED ACTIONS</td>
</tr>
</tbody>
</table>

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**InTASC:**

4(a), 4(b), 4(c), 4(j), 4(q), 5(a), 7(a)
## Dimension 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

**Texas Teaching Standards:** 1.4, 1.5, 2.1, 3.1, 4.4  
**InTASC:** 2(l), 3(f), 8(m)  
**Sources of Evidence:** Pre-Conference, Formal Observation

### ACCOMPLISHED  
**The Teacher:**  
- Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.  
- Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.  
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.  
- Provides wait time when questioning students.  
- Provides explanations that are clear and coherent.  
- Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.

### PROFICIENT  
**The Teacher:**  
- Uses probing questions to clarify, elaborate learning.  
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.  
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.  
- Provides explanations that are clear.  
- Uses verbal and written communication that is generally clear with minor errors of grammar.  
- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.

### DEVELOPING  
**The Teacher:**  
- Leads lessons with some opportunity for dialogue, clarification or elaboration.  
- Recognizes student misunderstandings but has a limited ability to respond.  
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.  
- Uses verbal and written communication that is clear.  
- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.

### IMPROVEMENT NEEDED  
**The Teacher:**  
- Directs lessons with little opportunity for dialogue, clarification or elaboration.  
- Is sometimes unaware of or unresponsive to student misunderstandings.  
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.

### UNSATISFACTORY  
**The Teacher:**  
- Directs lessons with no opportunity for dialogue, clarification or elaboration.  
- Is unaware of or unresponsive to student misunderstandings.  
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
### Dimension 2.4: Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

**Texas Teaching Standards:**
1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

**InTASC:**
2(a), 6(g), 7(b)

**Sources of Evidence:**
- Pre-Conference
- Formal Observation

#### INSTRUCTION DIMENSION 2.4

<table>
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<tr>
<th></th>
<th>ACCOMPLISHED</th>
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<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher:</td>
<td>Adapt lessons to address individual needs of all students.</td>
<td>Adapt lessons to address individual needs of all students.</td>
<td>Adapts lessons to address some student needs.</td>
<td>Provides one-size-fits-all lessons without meaningful differentiation.</td>
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</tr>
<tr>
<td></td>
<td>Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs.</td>
<td>Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs.</td>
<td>Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs.</td>
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</tr>
<tr>
<td></td>
<td>Uses strategies to teach and assess students.</td>
<td>Provides differentiated instructional methods and content and ensure students have the opportunity to master what is being taught.</td>
<td>Sometimes provides differentiated instructional methods and content.</td>
<td>Rarely provides differentiated instructional methods and content.</td>
<td></td>
</tr>
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</table>

#### Moves to Student Centered Actions
- **ACCOMPLISHED**
- **PROFICIENT**
- **DEVELOPING**
- **IMPROVEMENT NEEDED**
- **UNSATISFACTORY**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**
- **ACCOMPLISHED**
- **PROFICIENT**
- **DEVELOPING**
- **IMPROVEMENT NEEDED**
- **UNSATISFACTORY**
## Domain II: Instruction

### Dimension 2.5

**Monitor and Adjust**

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

**Texas Teaching Standards:**
1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4

**InTASC:**
3(d), 3(r), 6(g), 8(b), 8(c), 8(i)

**Sources of Evidence:**
Pre-Conference, Formal Observation

<table>
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<tr>
<th>Dimension 2.5</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher:</strong></td>
<td>• Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</td>
<td>• Utilizes input from students in order to monitor and adjust instruction and activities.</td>
<td>• Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</td>
<td>• Rarely utilizes input from students in order to monitor and adjust instruction and activities.</td>
<td>• Does not utilize input from students in order to monitor and adjust instruction and activities.</td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td>• Adjusts instruction and activities frequently and within a broad range to maintain student engagement.</td>
<td>• Monitors student behavior and responses for engagement and understanding.</td>
<td>• Adjusts instruction and activities to maintain student engagement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td>• Continually checks for understanding through purposeful questioning and academic feedback.</td>
<td>• Sees student behavior but misses some signs of disengagement.</td>
<td>• Is aware of most student responses but misses some clues of misunderstanding.</td>
<td>• Adjusts some instruction within a limited range.</td>
<td>• Makes no attempts to engage students who appear disengaged or disinterested.</td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td></td>
<td>• Adjusts instruction and activities to maintain student engagement.</td>
<td>• Persists with instruction or activities that do not engage students.</td>
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</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td></td>
<td>• Is aware of most student responses but misses some clues of misunderstanding.</td>
<td>• Makes no attempts to engage students who appear disengaged or disinterested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td></td>
<td></td>
<td></td>
<td>• Does not link student behavior and responses with student engagement and understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td></td>
<td></td>
<td></td>
<td>• Makes no attempts to engage students who appear disengaged or disinterested.</td>
<td></td>
</tr>
</tbody>
</table>

**Moves to Student Centered Actions**

- Focusses on Mostly Teacher Centered Actions
- Focusses on Teacher Centered Actions
- Focusses on Teacher Centered Actions
- Focusses on Teacher Centered Actions
- Focusses on Teacher Centered Actions

**Texas Teacher Evaluation and Support System (T-TESS)**
### Dimension 3.1 Classroom Environment, Routines and Procedures

- The teacher organizes a safe, accessible and efficient classroom.

**Texas Teaching Standards:** 1.4, 4.1, 4.2, 4.3, 4.4

**InTASC:** 3(d), 7(c)

**Sources of Evidence:** Formal Observation, Pre-Classroom

#### Domain III: Learning Environment

<table>
<thead>
<tr>
<th>Dimension 3.1</th>
<th>ACCOMPLISHED</th>
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<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Environment, Routines and Procedures</strong></td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td><strong>ACCOMPLISHED</strong></td>
<td>• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.</td>
<td>• All procedures, routines and transitions are clear and efficient.</td>
<td>• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</td>
<td>• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</td>
<td>• No procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>• Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</td>
<td>• The classroom is safe and organized to support learning objectives and is accessible to most students.</td>
<td>• Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.</td>
<td>• Students often do not understand what is expected of them.</td>
<td>• The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.</td>
</tr>
<tr>
<td><strong>DEVELOPING</strong></td>
<td>• The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</td>
<td></td>
<td>• The classroom is safe and accessible to most students, but is disorganized and cluttered.</td>
<td></td>
<td>• The classroom is unsafe, disorganized and uncomfortable. Most students are not able to access materials.</td>
</tr>
<tr>
<td><strong>IMPROVEMENT NEEDED</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td><strong>UNSATISFACTORY</strong></td>
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</table>

**MOVES TO STUDENT CENTERED ACTIONS**

- Moves to Student Centered Actions
- Moves to Student Centered Actions
- Focuses on Mostly Teacher Centered Actions
- Focuses on Teacher Centered Actions
- Focuses on Teacher Centered Actions
### Dimension 3.2: Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

**Texas Teaching Standards:**
4.1, 4.2, 4.3, 4.4

**InTASC:**
3(c), 3(k), 5(l)

**Sources of Evidence:**
Formal Observation, Classroom, Pre-Conference

<table>
<thead>
<tr>
<th>Dimension 3.2</th>
<th>ACCOMPLISHED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
</table>
| The Teacher:  | • Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.  
• Most students know, understand and respect classroom behavior standards.  | • Consistently implements the campus and/or classroom behavior system proficiently.  
• Most students meet expected classroom behavior standards.  | • Inconsistently implements the campus and/or classroom behavior system.  
• Student failure to meet expected classroom behavior standards interrupts learning.  | • Rarely or unfairly enforces campus or classroom behavior standards.  
• Student behavior impedes learning in the classroom.  | • Does not enforce campus or classroom behavior standards.  
• Student behavior impedes learning in the classroom.  |

**Moves to Student Centered Actions:**
- The Teacher: PROFICIENT
- The Teacher: DEVELOPING
- The Teacher: IMPROVEMENT NEEDED
- The Teacher: UNSATISFACTORY

**Moves to Teacher Centered Actions:**
- The Teacher: ACCOMPLISHED

**Focuses on Mostly Teacher Centered Actions:**
- The Teacher: DEVELOPING

**Focuses on Teacher Centered Actions:**
- The Teacher: IMPROVEMENT NEEDED
## Dimension 3.3 Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

**Texas Teaching Standards:**
1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4

**InTASC:**
3(a), 3(p), 1(h), 2(l)

**Sources of Evidence:**
Formal Observation, Classroom

### ACCOMPLISHED
The Teacher:
- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and teacher.

### PROFICIENT
The Teacher:
- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and ingroups.

### DEVELOPING
The Teacher:
- Establishes a class where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

### IMPROVEMENT NEEDED
The Teacher:
- Establishes a class where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

### UNSATISFACTORY
The Teacher:
- Does not establish a class where students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

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**Moves to Student Centered Actions**

- MOVES TO STUDENT CENTERED ACTIONS
- MOVES TO STUDENT CENTERED ACTIONS
- FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS
- FOCUSES ON TEACHER CENTERED ACTIONS
- FOCUSES ON TEACHER CENTERED ACTIONS
## DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

### Dimension 4.1

**Professional Demeanor and Ethics**

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

**Texas Teaching Standards:**

6.2, 6.3, 6.4

**InTASC:**

9(f), 9(o)

**Sources of Evidence:** Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

<table>
<thead>
<tr>
<th></th>
<th>ACCOMPLISHED The Teacher:</th>
<th>PROFICIENT The Teacher:</th>
<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
<th>UNSATISFACTORY The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Meets all professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Meets most professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</td>
<td>• Does not meet professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</td>
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<tr>
<td></td>
<td>• Advocates successfully for the needs of all students on the campus.</td>
<td>• Advocates successfully for the needs of students in the classroom.</td>
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**MOVES TO STUDENT CENTERED ACTIONS**

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**
### Dimension 4.2 
#### Goal Setting
The teacher reflects on his/her practice.

**Texas Teaching Standards:**
- 5.4, 6.1, 6.2

**InTASC:**
- 9(b), 9(d)

**Sources of Evidence:**
- Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

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<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
<th>UNSATISFACTORY The Teacher:</th>
</tr>
</thead>
</table>
| • Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.  
• Meets all professional goals resulting in improvement in practice and student performance. | • Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.  
• Meets all professional goals resulting in improvement in practice and student performance. | • Sets short-term goals based on self-assessment.  
• Meets most professional goals resulting in some visible changes in practice. | • Sets low or ambiguous goals unrelated to student needs or self-assessment.  
• Meets few professional goals and persists in instructional practices that remain substantially unimproved over time. | • Sets no goals unrelated to student needs or self-assessment.  
• Does not meet professional goals and persists in instructional practices that remain substantially unimproved over time. |

**MOVES TO STUDENT CENTERED ACTIONS**

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**
### DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Dimension 4.3 Professional Development</th>
<th>ACCOMPLISHED The Teacher:</th>
<th>PROFICIENT The Teacher:</th>
<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
<th>UNSATISFACTORY The Teacher:</th>
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</thead>
<tbody>
<tr>
<td>The teacher enhances the professional community.</td>
<td>• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.</td>
<td>• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities beyond the campus.</td>
<td>• Engages in most scheduled activities, professional learning communities, committee, grade - or subject-level team meetings as directed.</td>
<td>• Engages in few professional development activities, professional learning communities or committees to improve professional practice.</td>
<td>• Does not engage in professional development activities, professional learning communities or committees to improve professional practice.</td>
</tr>
<tr>
<td>Texas Teaching Standards: 3.1, 6.1, 6.2, 6.3</td>
<td></td>
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<td>InTASC: 9(c), 9(d), 10(b), 10(d)</td>
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<td>Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</td>
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**MOVES TO STUDENT CENTERED ACTIONS**

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**
### Dimension 4.4: School Community Involvement
The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

**Texas Teaching Standards:**
2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4

**InTASC:**
9(b), 9(k), 10(f)

**Sources of Evidence:**
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4</th>
<th>ACCOMPLISHED The Teacher:</th>
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<th>DEVELOPING The Teacher:</th>
<th>IMPROVEMENT NEEDED The Teacher:</th>
<th>UNSATISFACTORY The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 4.4</td>
<td>• Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.</td>
<td>• Communicates the mission, vision and goals of the school to students, colleagues, parents and families.</td>
<td>• Communicates school goals to students, parents and families.</td>
<td>• Contacts parents/ guardians generally about disciplinary matters.</td>
<td>• Does not contact parents generally about disciplinary matters.</td>
</tr>
<tr>
<td>School Community Involvement</td>
<td>• Systematically contacts parents/guardians regarding students’ academic and social/emotional growth through various media.</td>
<td>• Contacts parents/ guardians regularly regarding students’ academic and social/emotional growth.</td>
<td>• Attends few required school outreach activities.</td>
<td>• Attends most required school outreach activities.</td>
<td>• Does not attend required school outreach activities.</td>
</tr>
<tr>
<td>The teacher demonstrates leadership with students,</td>
<td>• Actively participates in all school outreach activities.</td>
<td></td>
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<tr>
<td>colleagues, and community members in the school, district and community through effective communication and outreach.</td>
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**Texas Teacher Evaluation and Support System (T-TESS)**

Spring 2019
<table>
<thead>
<tr>
<th>DIMENSION EXAMPLE:</th>
<th>ACCOMPLISHED</th>
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<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
<th>UNSATISFACTORY</th>
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<tbody>
<tr>
<td>LEARNING ENVIRONMENT Classroom Culture</td>
<td>ALL</td>
<td>ALL</td>
<td>MOST</td>
<td>FEW</td>
<td>NO</td>
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<tr>
<td>LEARNING ENVIRONMENT Managing Student Behavior</td>
<td>CONSISTENTLY</td>
<td>CONSISTENTLY</td>
<td>INCONSISTENTLY</td>
<td>RARELY</td>
<td>DOES NOT</td>
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<td>INSTRUCTION Achieving Expectations</td>
<td>MOST</td>
<td>MOST</td>
<td>SOME</td>
<td>FEW</td>
<td>NO</td>
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<tr>
<td>INSTRUCTION Content Knowledge and Expertise</td>
<td>REGULARLY</td>
<td>DOES (ACTION)</td>
<td>SOMETIMES</td>
<td>FEW</td>
<td>NO</td>
</tr>
<tr>
<td>S INSTRUCTION Differentiation</td>
<td>REGULARLY</td>
<td>DOES (ACTION)</td>
<td>SOMETIMES</td>
<td>DOES NOT (ACTION)</td>
<td>DOES NOT (ACTION)</td>
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