Clinical (Student) Teacher, Cooperating Teacher & TCU Field Supervisor Handbook

2016
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**TCU-College of Education**

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*For electronic copies, please go to:
Mission

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

Vision

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

To accomplish this, the TCU College of Education

• Engages students in ethical, responsible, and meaningful scholarship and practice;
• Fosters community collaboration locally and globally; and
• Expects excellence in all college endeavors.

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

Core Values

As professionals and active citizens in our community, we strive to create a humane and just society in which all individuals can develop their full potential. We are governed by an ethical code that documents our obligations to students, colleagues, and the community which includes:

• Rationality and objectivity in our professional judgments and actions;
• Civility and caring in our interactions with others;
• Encouragement of diverse views on issues of significance to society.

Core Beliefs

Consistent with the above values, our core beliefs connect a strong foundational knowledge base with professional practice. Professionals in education:

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

*Approved by the faculty of the College of Education, September 29, 2000
Role of Team Member: TCU Clinical (Student) Teacher

What is the appropriate role for a clinical (student) teacher? Is the clinical teacher an aide to the cooperating teacher, a guest or an intruder? The following list outlines the clinical teacher’s role and responsibilities:

- The clinical (student) teacher is a guest in the assigned school; therefor, he/she is expected to support school policies and personnel. All school rules and regulations should be followed.
- Clinical teaching is a full-time job. This includes responsibility for the entire class plus any out-of-class responsibilities. Daily attendance and preparation should reflect the seriousness of this responsibility.
- The clinical (student) teacher will dress, talk and act as a professional.
- The clinical (student) teacher is to exemplify professionalism in dealing with confidential information.
- The clinical (student) teacher will assume responsibility for the quality of the experience, seek out new involvement possibilities, and ask for new assignments or responsibilities as soon as possible.
- The clinical (student) teacher should take part in out-of-class activities such as PTA/PTO, faculty and professional meetings, routine teaching and non-teaching tasks.
- The clinical (student) teacher is not a substitute teacher.
- The clinical (student) teacher is to be on time and prepared each day. In the event of an absence or emergency, it is the clinical teacher’s responsibility to notify the cooperating teacher and the TCU Field Supervisor as soon as possible. The TCU Field Supervisor will work with the clinical teacher and cooperating teacher to adjust the calendar if necessary.
- The clinical (student) teacher will communicate with the TCU Field Supervisor about problems, progress and visitation/observation times.
- The clinical (student) teacher will display self-reliance, desire, enthusiasm and initiative.
- The clinical (student) teacher will develop detailed written lesson plans in advance of delivery of lessons.
- The clinical (student) teacher will review and discuss the lesson plans with the cooperating teacher before the lesson begins.
- The clinical (student) teacher will observe the instructional strategies of the cooperating teacher and the classroom management techniques employed.
- The clinical (student) teacher will learn the names of the students in the assigned class(es), as well as the relevant staff members of the school.
- The clinical (student) teacher should test new ideas within the structure the cooperating teacher has established, making them available to the cooperating teacher several days in advance of the lesson.
- The clinical (student) teacher should be continually involved in the self-evaluation process. This includes examining the goals and outcomes of each instructional activity, soliciting feedback with suggestions for improvement, and seeking immediate answers to problems.
- The clinical (student) teacher will develop a document for evaluation of his/her work-formative and summative.
- **BE PATIENT WITH YOURSELF.** Student teaching is a difficult job. Organize your time; get enough rest; eat well; and avoid undue stress while student teaching. You will perform best if you are fresh and mentally alert. Most importantly, enjoy your experience.
Suggested Activities and Experiences

The following are suggested as areas to focus on during the clinical (student) teaching experience. The suggested activities are presented to facilitate your growth and development during the clinical teaching experience. If the activities do not seem to apply to your current placement, try to modify them to make them fit your situation. These suggested activities/experiences include:

**Understanding the nature of learning and the learner by:**
- Studying both individuals and groups in the lunch room, in the library media center, and in formal and informal classroom situations; and
- Using cumulative records to understand the special learning needs of the individual student.

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

**Understanding administrative procedures by:**
- Keeping classroom records/data;
- Administering school procedures for attendance of school-sponsored functions, use of rooms and general equipment, fire and tornado drills, lock-down drills, field trips, etc.;
- Obtaining supplies and making copies;
- Understanding promotion and retention policies and procedures; and
- Applying professional ethics to relations with staff, special teachers, building and grounds maintenance staff, office staff, etc.

**Selecting and using materials, equipment and instructional technology by:**
- Using copying machines, scanners, audio-visual equipment, overhead / document projector, microscopes, computers, tablets, multimedia equipment and multisensory aids;
- Using commercial, teacher-made and pupil-made educational aids;
- Caring and storing equipment;
- Using instructional material centers in the school and community; and
- Integrating advanced electronic, computer, and multimedia technology, and the internet / World Wide Web, electronic bulletin boards, blogs, apps, social media and e-mail, with traditional and innovative teaching methods.

**Utilizing community resources by:**
- Determining resource persons within the school and community.
- Determining services of industry, business and governmental departments;
- Determining places of historical and geographical interest; and
- Determining location and types of libraries and museums in the community.

**Providing for over-all management by:**
- Becoming aware of physical conditions of the room: lighting, temperature, room arrangement, cleanliness, organization, and room equipment;
- Caring for materials and supplies;
• Providing for bulletin boards, displays and exhibits; and
• Attending to routine patterns of conduct, use of room equipment, and distribution of materials.

**Develop organizational strategies by:**
• Keeping a notebook or idea file; include “minute fill-in” ideas such as games, songs, stories, sources of information and materials, websites, ideas for learning centers, bulletin boards, etc.
• Making directed observations of classroom activities;
• Planning a design for a classroom. Helping the cooperating teacher set and arrange the classroom, consultation, or small group area;
• Helping group students for instructional purposes;
• Becoming responsible for the general appearance of the classroom;
• Preparing displays / bulletin boards;
• Assisting in planning a class party, assembly or special activity;
• Developing a repertoire of techniques for class management or resolving individual behavior problems; and
• Creating an individualized behavior management plan including the use of data for decision-making.

**Evaluating the learner by:**
• Using various types of standardized tests.
• Using various types of teacher-generated tests.
• Using various types of observational tools.
• Designing and using authentic assessment techniques (formal & informal); and
• Recording student progress, especially digitally / electronically.

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

**Participating in home, school and community activities by:**
• Participating in open houses, parent-teacher conferences and school-parent organizations;
• Participating in children and youth participation programs.
Participating in ancillary and professional activities by:

- Assuming supervisory responsibilities for all study halls, playground duties, hall or cafeteria duty, etc.;
- Providing leadership in co-curricular and extracurricular activities; including athletics, debate, forensics, drama, choir, journalism, publications, etc.;
- Attending faculty, departmental, and grade level meetings, school board meetings, teachers’ association meetings, etc.;
- Participating in faculty task forces and study groups, workshops, institutes, convocations, state teachers’ convention, etc.;
- Reading professional literature;
- Participating in informal faculty activities. Develop open and friendly staff relationships; and
- Displaying initiative and a willingness to accept constructive feedback.

Additional Clinical (Student) Teacher Responsibilities EC-6

- Familiarize yourself with classroom routines. During the first week, record notes regarding the daily schedule, classroom management, teaching style, grouping strategies, etc.
- Participate fully in the “life” of the school by:
  - Arriving when your cooperating teacher arrives or earlier;
  - Staying until your cooperating teacher leaves;
  - Attending staff, grade level, professional development and PTA/PTO meetings;
  - Participating in parent conferences, carnivals, book fairs, etc.; and
  - Eating lunch with the students at least once a week.

- Each Wednesday, discuss your lesson plans for the following week with your cooperating teacher (CT). E-mail your plans to your TCU Field Supervisor on Monday morning. Please include an update of how things are going with planning, behavior management, portfolio development, etc. If you are not at school for any reason, you must leave your plans with your cooperating teacher (CT).
- If you have ANY concerns or problems, discuss them with your CT first. If you cannot resolve the issue in this manner, call, text or e-mail your TCU Field Supervisor immediately!
- If you are sick (running a fever) DO NOT come to school. Please contact your CT and TCU Field Supervisor to let them know you will be absent. The absences will need to be made up during the semester. Absences and make-up days will be discussed with the CT and TCU Field Supervisor in order to complete the necessary TEA requirements.
- The clinical teacher will “TOTAL TEACH” for a minimum of 2 full weeks. If there are two placements, then the clinical teacher will teach for 1 full week at each placement. During this time, the clinical teacher will be responsible for lesson planning, preparation, assessment and teaching.
Role of Team Member: Cooperating Teacher

Qualifications
Cooperating teachers hold a significant and enviable position among teacher educators. Studies reveal that teachers describe their student teaching experience as having had a profound influence in determining the kind of teacher they will become. Cooperating teachers are in a unique position to induct newcomers into the profession and to pass on the “torch of experience” to those who will follow in their work and service.

As a cooperating teacher you will probably have the greatest influence on the development of the teacher candidate as a new professional in education. This responsibility is a highly significant one and we appreciate your involvement in this college-school partnership. Providing a climate for open and honest discussion of questions and concerns will help to create the growth environment and support system the teacher candidate needs. Within the first 2 weeks of the student teaching experience a 3-way conference will be arranged by the clinical teacher and TCU field supervisor.

The role of the cooperating teacher is to TEACH the candidate what you know about how to teach, COACH the candidate so that the clinical (student) teacher’s skills can be developed in a supportive, mentored environment and provide opportunities for the teacher candidate to REFLECT on the many aspects of the teaching and learning process. By encouraging the teacher candidate to analyze his/her own progress and identify problems and possible solutions, the transfer into the role of decision-maker in his/her own classroom will be more easily made. The following guidelines will help to facilitate this process:

- Insure adequate continuity, class contact and supervision of the clinical teacher program. The clinical teacher should be a part of a teaching team and should not be considered a replacement for the regular classroom teacher.
- Define the clinical (student) teacher’s role in terms of his/her duties and responsibilities. To accomplish this, the cooperating teacher should:
  a. Schedule a conference with the clinical (student) teacher early in the experience to clarify the role of the student teacher in a given situation;
  b. Provide ample opportunity for the clinical (student) teacher to observe methods that are appropriate to the teaching profession;
  c. Assist the clinical teacher in developing a professional attitude in all of his/her contacts with school and community;
  d. Assist the clinical teacher in becoming acquainted with the regulations applicable to students and teachers in the school;
  e. Clarify the clinical teacher’s responsibilities with respect to preparing lesson plans, securing and organizing appropriate materials, and other necessary activities; and
  f. Advise the clinical teacher well in advance of the time when a lesson or unit is expected to be taught.
(Timeline/calendar)
- Insure the clinical teacher’s induction in actual teaching is at a rate that seems appropriate for a student teacher. A helpful model is a 3-phase process:
  a. The cooperating teacher directly models lesson teaching,
  b. The clinical teacher teaches a comparable lesson using the cooperating teacher’s lesson plans, and
  c. The clinical teacher plans and teaches a lesson.
- Make sure the clinical teacher has planned adequately before being permitted to teach. Choose a time to meet daily with your clinical teacher to review planned lessons and provide feedback and constructive criticisms.
- Keep the clinical teacher informed of progress, making constructive suggestions and criticisms, as necessary. Continue to evaluate the clinical teacher on a regular basis, even after the student teacher has taken over the teaching responsibilities completely.
o Assist the clinical teacher in reflecting upon his/her teaching. Assist the clinical teacher to analyze his/her teaching practice. Assist the clinical teacher to develop a document for the students’ evaluation of his/her work: formative and summative.

o Review the clinical teacher’s daily activities, problems, and successes with the TCU field supervisor. The TCU field supervisor is available to help provide assistance in the role of cooperating teacher, and then to work as a partner in this responsibility. Do not hesitate to ask for assistance or suggestions.

o Openly communicate with the TCU field supervisor to ensure that any problems or concerns are addressed immediately. The TCU field supervisor will make an initial visit, plus 4 formal observations for clinical teachers assigned a full semester. Other informal visits should occur bi-weekly, ensuring ample opportunity to discuss concerns.

o A weekly evaluation report will be generated by the clinical teacher to discuss each week’s progress and participation. This form may be completed by hand or electronically and shared with the TCU field supervisor.

o If the cooperating teacher has a concern with a clinical teacher’s potential for success, they may initiate the process using the TCU, College of Education form, “Benchmark of Academic Performance and Professionalism.” The concern may be academic or relate to the clinical teacher’s professional attitude, demeanor, abilities, or preparation. The process operates as follows:
  a. The cooperating teacher fills out and signs the “Benchmark” form (Available on the coe.tcu.edu website or from the Director of Student Teaching) describing the situation or concern(s) in as much detail as possible, indicating what steps have been taken with the student to resolve the problem, and detailing recommendations for resolution.
  b. A conference between the clinical teacher and the cooperating teacher is required at the time the form is completed.
  c. The completed form is submitted to the TCU field supervisor.
  d. The TCU Associate Dean and a faculty member from the clinical teacher’s program will meet with clinical teacher to discuss their understanding of the circumstances, generate a list of potential solutions, and encourage the clinical teacher to select a strategy or solution he/she thinks will work. A contract is drawn up specifying the desired action(s).
  e. Any student receiving three or more notices through this process may be considered for termination from clinical (student) teaching or dismissal from the program.
  f. Except in an unusually serious or critical situation, no one notice* will result in a clinical teacher being dismissed from the program. (*These notices do not become part of a clinical teacher’s permanent record.)

o If the cooperating teacher has a concern with a TCU field Supervisor, they may contact the Director of Student Teaching directly via phone or e-mail.

**TCU Teaching Fellows Program** – an online program to review the College of Education Clinical Teaching Handbook, and to learn more about the best practices of an effective cooperative teacher relationship, with opportunities to give feedback regarding the program. Depending on participation in the modules, professional development credit may be issued. For more information, please contact Dr. Judy Groulx, j.groulx@tcu.edu.

Module 1: Homepage for New Cooperating Teachers  
Homepage for Returning Cooperating Teachers (to complete Module 1)  

Module 2: TCU Teaching Fellows and TCU Field Supervisors  

http://goo.gl/YAR1rk  
http://goo.gl/eXx0Or  
http://goo.gl/7pUmMrF
Role of Team Member: Building Principal

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

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

*The principal will receive copies of the clinical teacher’s four observation evaluations, benchmark(s) and summary sheet from the TCU field supervisor.
**The principal may choose to informally and/or formally observe the clinical teacher to provide feedback during the semester.

If the principal has any concerns or suggestions for the clinical teaching program, he/she may contact the TCU field supervisor or Director of Student Teaching directly via telephone or e-mail.
Role of Team Member: TCU Field Supervisor

Supervising clinical (student) teachers is a complex task. It requires a mixture of administrative skills and “people” skills. TCU-College of Education not only asks that they be a skilled communicator, seminar teacher, and facilitator, but we also ask you to deliver, monitor, and collect paperwork that can only be completed on-site by the clinical (student) teacher and the cooperating teacher(s).

Below you will find suggestions for supervising the clinical (student) teacher(s) as they work toward the objectives listed as Program Objectives. As you will see, some of the activities fall into the administrative category and must be completed in a timely fashion. Other suggestions listed are for your information, to include as you wish.

Pre-Teaching Phase
Serves as a liaison between the university and cooperating teachers and the assigned schools.

The TCU Field Supervisor:
- Orients the clinical teacher to assignment, calendar, expectations, and procedures to be completed and followed;
- Makes an initial phone call or e-mail to check on the clinical teacher placement during the first week;
- Provides a communication link between TCU-College of Education and the cooperating teacher to clarify the goals and objectives for clinical teaching;
- Communicates any suggestions made by the cooperating teacher(s) to the appropriate personnel at TCU; and
- Maintains communication with the administration of the cooperating school to enlist its assistance in the development and success of the clinical teaching program.

Induction Phase
The TCU Field Supervisor:
- Arranges a 3-way conference (cooperating teacher, clinical teacher and field supervisor) to take place within the first 2 weeks of the assignment;
- Conducts four formal observations during the semester. Each observation must be at least 45 minutes in duration;
- Conducts a post-conference to discuss the formal observation within 24 hours of the observation;
- Provides the Director of Student Teaching written feedback / documentation for each of the formal observations (4) as well as the 3-way conference. The information will be recorded on the TEA summary sheet form. Some visits will be arranged in advance with the clinical teacher and/or cooperating teachers. Some visits will be informal and unannounced.);
- Shares teaching and learning experiences in the classroom with the clinical teacher(s) and cooperating teacher(s);
- Reviews lesson plans asking questions and giving suggestions;
- Initiates a discussion about teaching styles. Hopefully, the strategies and styles of the clinical teacher and the cooperating teacher will mesh and each will learn from each other;
- Provides detailed information to the clinical teacher including comments on instructional delivery, use of supportive materials, and classroom management skills. Has discussions with the clinical teacher about:
  a. Literacy concerns of their students;
  b. ADD/ADHD behaviors,
  c. Inclusion situations, and
d. Diversity issues
o Diagnoses, along with the cooperating teacher, the clinical teacher’s strengths and weaknesses and prescribes behaviors for achieving competencies;
o Confers with the clinical teacher and the cooperating teacher as often needed to encourage and assist;
o Assists with challenges encountered in relationships with the cooperating teacher(s) and staff;
o Assesses the clinical teacher’s sense of “self-assessment” and determines any need(s) for further guidance to develop self-assessment skills.
o Evaluates the clinical teacher by:
  a. Giving feedback to the clinical teacher after each observation;
  b. Diagnosing, along with the cooperating teacher, the clinical teacher’s strengths and weaknesses and perceive behaviors for achieving competencies;
  c. Having a conference and complete a midterm evaluation being sure to share it with the clinical teacher. Provides a copy to the Director of Student Teaching;
  d. Completing a mid-term and final summative evaluation forms. Returning both evaluation forms to the Director of Student Teaching in a timely manner;
  e. Assigning the final grade (credit / no credit). The cooperating teacher gives substantial input into the final grade.
  f. Assisting the cooperating teacher in writing the final statement of reference;
  g. Being alert and responsive to potential problems. Initiate reassignment with the Director of Student Teaching if necessary; and
o Informs the Director of Student Teaching regarding special situations that may arise and areas of concern.

Culmination Phase
The TCU Field Supervisor:
o Contacts the cooperating teacher for the second placement (if assigned) one week prior to the clinical teacher beginning;
o Facilitates a second 3-way conference (cooperating teacher, clinical teacher and TCU field supervisor) within the first 2 weeks of the second placement (if assigned);
o Provides the Director of Student Teaching written information pertaining to the meeting as documented on the TEA summary form;
o Conducts a final meeting to inform the clinical teacher of procedures for applying for a teaching position, collects materials, and discusses any other pertinent information; and
o Expresses personal appreciation to the cooperating teacher and the principal for their participation and support of the TCU clinical teaching experience (may suggest to the clinical teacher that an appropriate card, flowers, or other small gift would be a nice departing gesture.)

Role of Team Member: TCU Director of Student Teaching

The Director of Student Teaching:
o Assigns clinical teachers and graduate interns locally as well as internationally;
o Works collaboratively with the school districts, schools and administrators;
o Provides the leadership in developing and maintain appropriate clinical experience programs and in preparing and distributing information about them.
o Maintains partnerships with schools/districts and makes all contact with administrative personnel in:
  a. Cooperating with the TCU faculty as well as the public/partner schools in assigning clinical teachers to cooperating teachers and provides an updated list of assignments to the personnel in cooperating schools/districts;
b. Maintaining approved lists of personnel in cooperating schools

c. Cooperating with the TCU faculty in assigning clinical teachers to TCU field supervisors; and

d. Mediating problem situations as needed.

- Coordinates with the TCU Director of Certification and TCU Academic Advisor to verify clinical teacher’s eligibility;
- Collects observation forms (4), mid-term and final summative evaluation forms (2-4) for the TCU College of Education Office of Student Teaching;
- Represents TCU in its relationship with other institutions, professional organizations and groups, and accrediting agencies;
- Attends meetings and conferences to support the TCU College of Education and current TEA requirements;
- Meets with school faculty and administrators to describe TCU clinical experience programs, answer questions, address concerns, and to solicit recommendations for program improvement.
- Collects data regularly from students, teachers, cooperating teachers, principals, district administrators, TCU field supervisors and center directors for the purpose of program improvement.

**Role of Team Member: TCU Career Services Advisor**

**The TCU Career Services Advisor:**
- Provides professional workshops in topics concerning educators in the work place and in job-search / interviewing skills;
- Maintains clinical teaching placement files for a minimum of 5 years;
- Updates alumni placement files;
- Represents TCU in its relationships, professional associations and groups, and accrediting agencies.
- Helps organize the TCU interview day during the spring semester.

**Role of Team Member: TCU Director of Teacher Certification**

**The TCU Director of Teacher Certification:**
- Audits course work for graduation and certification;
- Verifies TCU student’s eligibility for clinical teaching;
- Releases bar codes (permission) for TExES exam applications;
- Recommends TCU clinical teacher for TEA certification.
- Maintains permanent records for a minimum of 5 years.
# TCU College of Education and Teacher Preparation Faculty & Staff

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**Suggested Schedules**

**EC-6**

During Senior Block II, EC-6 clinical teachers will student teach for a minimum of two, six-week periods with a **minimum** of ten days “total teach” time. The minimum is 12 weeks (60 days). This may be extended if needed. Clinical teachers will return to the TCU campus for seminar each week. Please review other requirements following this section and course syllabus.

**MS/Secondary**

During the clinical (student) teaching program, a clinical teacher may be assigned to a teacher for a minimum of 12 weeks. If a student teacher has 2 teaching fields, a 6-week/6-week assignment is arranged. The minimum is 12 weeks (60 days). This may be extended if needed.

**All Level Music**

Student teachers in All Level Music will be assigned in a 7-week/7 week program. During the minimum requirement of 14 weeks, they will student teach in an elementary, a middle and/or a high school.

**All Level Art, Deaf Education & Physical Education**

These student teachers will complete a minimum of 6-week/6 week school assignment in both an elementary, middle and/or high school setting. The minimum is 12 weeks (60 days). This may be extended if needed.
12-Week Schedule

The following is to be used as a guide. Modifications may be necessary depending on the clinical (student) teacher, the classroom cooperating teacher and the students. This plan assumes one public school teacher. If the clinical teacher is working in two fields, then both public school teachers should work closely together to coordinate the activities of the clinical teacher.

1st WEEK:
Cooperating teacher assumes responsibility for helping clinical teacher feel comfortable. Acquaints him/her with policies and practices of the school and classroom. Takes initiative for giving suggestions for activities student teachers may do. Gives clinical teacher as much responsibility as he/she can handle. Prepares weekly evaluation report for TCU field supervisor.

Clinical teacher observes teacher, students and classroom routine. Watches classroom management techniques, teaching style of teacher, etc. Learns the names of students and copies and commits to memorizing the class schedule. Learns the building setup, the names of administrative staff, etc. Begins to participate in classroom with routine activities as opportunities arise. Assists teacher in teaching small groups. Submits daily schedule and other assignments to TCU faculty/staff at weekly seminar (EC-6) and/or via e-mail.

TCU field supervisor makes contact with the cooperating teacher. Becomes familiar with school setting, schedule, etc. Conducts a 3-way conference.

2nd WEEK:
Cooperating teacher assigns student teacher one class or group. Helps with plans, suggestions, evaluations, etc. May wish to set up team-teaching situation. Models teaching, planning, classroom management, and evaluation techniques. Prepares weekly evaluation report for TCU field supervisor.

Clinical teacher teaches one class or group for the week. Makes lesson plans in conjunction with cooperating teacher. Evaluates teaching lessons. Submits copy of plans and evaluation critiques to TCU field supervisor. Works as team member with cooperating teacher.

TCU field supervisor makes visit to schools to observe and critique teaching lesson (formal observation) during latter part of second week or beginning of third week.

3rd WEEK:
Cooperating teacher continues in support role as above. Prepares weekly evaluation report for TCU field supervisor.

Clinical teacher teaches second class or group for the week. Continues to teach subject taught during second week. Submits copy of daily plans and other assignments deemed appropriate by University supervisor.

TCU field supervisor keeps close contact with student teacher and cooperating teacher.
4th WEEK:
**Cooperating teacher** continues in support role as above. Prepares weekly evaluation report for TCU field supervisor.

**Clinical teacher** teaches third class for the week. Continues to teach other two classes as directed by cooperating teacher. Continues to work as a team member for classes cooperating teacher is teaching. Submits copy of daily plans and other assignments deemed appropriate by TCU field supervisor.

**TCU field supervisor** makes second evaluation visit during this week or at the beginning of next week.

5th WEEK:
**Cooperating teacher** continues in support role as above. Prepares weekly evaluation report for University supervisor.

**Clinical teacher** continues with above schedule. Turns in copy of daily plans and other assignments deemed appropriate by TCU field supervisor.

**TCU field supervisor** makes second formal observation visit during this week or at the beginning of next week.

6th WEEK:
**Cooperating teacher** continues in support role as above. Prepares weekly evaluation report for TCU field supervisor.

**Clinical teacher** begins with a fourth class. At the discretion of the cooperating teacher, the clinical teacher may discontinue to teach some of the classes assigned earlier. Submits copy of daily plans and other assignments deemed appropriate by TCU field supervisor. Mid-Benchmark Evaluation Reports should be completed by cooperating teacher for the TCU field supervisor. Clinical teacher should receive a copy of both. This benchmark evaluation is an indicator of the student’s progress (*as a clinical teacher and not an experienced professional*) and does not remain in the student’s permanent file. Documentation will be used to support recommendation for certification at the end of the clinical teaching program.

7th WEEK:
**Cooperating teacher** Continues in support role as above. Prepares weekly evaluation report for University supervisor.

**Clinical teacher** has opportunity to teach most, if not all, subjects. (If clinical teacher is working in two fields it’s important that the 2 cooperating teachers continue to work closely to coordinate the student’s activities.) Submits copy of daily plans and other assignment deemed appropriate by TCU field supervisor.

**TCU field supervisor** keeps close contact with student teacher and cooperating teacher.
8th – 10th WEEKS:

**Cooperating teacher** continues in support role as above. Prepares weekly evaluation reports for University supervisor. At some point, the clinical teacher should have the opportunity to work alone with the class (for at least a week) while the cooperating teacher is in the building nearby.

**Clinical teacher** is either teaching most of the subjects or working in a team situation with the cooperating teacher. Submits copy of daily plans and other assignments deemed appropriate by TCU field supervisor.

**TCU field supervisor** makes the third formal evaluation visit during the 8th or 9th week.

11th WEEK:

**Cooperating teacher** continues in support role as above. Prepares weekly evaluation report for TCU field supervisor.

**Clinical teacher** experience begins to “wind down.” Submits copy of plans and other assignments deemed appropriate by TCU field supervisor.

**TCU field supervisor** makes last scheduled visit for the 4th formal observation/evaluation either during this week or the early part of the 12th week.

12th WEEK:


**Clinical teacher** works within the framework of the approval of appropriate parties, this is a good time for the clinical teacher to make short scheduled visits in other rooms within the building to observe other teachers.

**TCU field supervisor** completes and shares with clinical teacher Final Benchmark Evaluation Report. A packet of the following items will be made for the campus principal, cooperating teacher, clinical teacher and TCU-College of Education director of student teaching:

a. TEA Summary Sheet (noting dates and times of meetings / evaluations)
b. 4 formal observations with lesson plans
c. Benchmark/Evaluations (mid/end) 2-4 depending on placements

*The campus principal / administrator will need to acknowledge receipt of the packet by signing the Principal Confirmation form or replying to an email with the electronic attachment of the documentation.

*This is the minimum amount of time required by TEA. The schedule may be extended due to absences or recommendations by the cooperating teacher and/or TCU field supervisor.
6-Week / 6-Week Schedule

The following is to be used as a guide. Modifications may be necessary depending on the clinical (student) teacher, the classroom cooperating teacher and the students. This plan assumes that there are public school teachers as cooperating teachers. This timeline is suggested for both 6-week assignments.

1st WEEK:
Cooperating teacher assumes responsibility for helping clinical teacher feel comfortable. Acquaints him/her with policies and practices of the school and classroom. Takes initiative for giving suggestions for activities student teachers may do. Gives clinical teacher as much responsibility as he/she can handle. Prepares weekly evaluation report for TCU field supervisor.

Clinical teacher observes teacher, students and classroom routine. Watches classroom management techniques, teaching style of teacher, etc. Learns the names of students and copies and commits to memorizing the class schedule. Learns the building setup, the names of administrative staff, etc. Begins to participate in classroom with routine activities as opportunities arise. Assists teacher in teaching small groups. Submits daily schedule and other assignments to TCU faculty/staff at weekly seminar.

TCU field supervisor makes contact with the cooperating teacher. Becomes familiar with school setting, schedule, etc. Conducts a 3-way conference.

2nd WEEK:
Cooperating teacher assigns student teacher one or two classes or groups. Helps with plans, suggestions, evaluations, etc. May wish to set up team-teaching situation. Models teaching, planning, classroom management, and evaluation techniques. Prepares weekly evaluation report for TCU field supervisor.

Clinical teacher teaches one or two classes or groups for the week. Makes lesson plans in conjunction with cooperating teacher. Evaluates teaching lessons. Submits copy of plans and evaluation critiques to TCU field supervisor. Works as team member with the cooperating teacher.

TCU field supervisor makes visit to schools to observe (Formal evaluation #1) and critique teaching lesson during latter part of second week or beginning of third week.

3rd WEEK:
Cooperating teacher continues in support role as above. Prepares weekly evaluation report for TCU field supervisor.

Clinical teacher teaches additional classes or groups for the week. Continues to teach subject taught during the second week. Submits copy of daily plans and other assignments deemed appropriate by TCU field supervisor.

TCU field supervisor keeps close contact with student teacher and cooperating teacher.
4th WEEK:
**Cooperating teacher** continues in support role as above. Prepares weekly evaluation report for TCU field supervisor.

**Clinical teacher** teaches a majority of the classes, if not all, for the week. Submits copy of daily plans and other assignments deemed appropriate by TCU field supervisor.

**TCU field supervisor** completes formal observation #2 during this week or at the beginning of next week.

5th WEEK:
**Cooperating teacher** continues in support role as above. Prepares weekly evaluation report for TCU field supervisor. Prepares Mid/End-benchmark Evaluation Report of clinical teacher. Discuss the progress and evaluation. Clinical teacher should receive a copy. This evaluation is an indicator of the student’s progress (as a clinical teacher and not an experienced professional) and does not remain in the student’s permanent file. Documentation will be used to support recommendation for certification at the end of the clinical teaching program.

**Clinical teacher** continues with above schedule. Submits a copy of daily plans and other assignments deemed appropriate by TCU field supervisor.

**TCU field supervisor** maintains contact with the clinical teacher and cooperating teacher. Prepares for a 3-way conference with the second mentor.

6th WEEK:
**Cooperating teacher** begins to make the transition of returning to teach all subjects. Prepares weekly evaluation report for TCU field supervisor.

**Clinical teacher** works within the framework of the approval of the cooperating teacher, campus principal and TCU field supervisor. This may be a time for the clinical teacher to make short scheduled visits in other classrooms within the building to observe other teachers.

**TCU field supervisor** completes and shares with clinical teacher End/Final Benchmark/Evaluation Report. A packet of the following items will be made for the campus principal, cooperating teacher and clinical teacher.

a. TEA Summary Sheet (noting dates and times of 3-way conference / formal observations / benchmark evaluation)
b. 2 formal observations with lesson plans
c. Benchmark/Evaluations (mid/end) 2-4 depending on placements

*The campus principal / administrator will need to acknowledge receipt of the packet by signing the Principal Confirmation form or replying to an email with the electronic attachment of the documentation.

*12 full weeks (60 days) is the minimum amount of time required by TEA. The schedule may be extended due to absences or recommendations by the cooperating teacher and/or TCU field supervisor. *A full day must be with students. Staff development days do not count in the total time.
Identification Badges

For all off campus field experiences, please wear a name badge that identifies you as a TCU Clinical Teacher. Badges can be ordered for a fee at the TCU Bookstore. [https://rfq.wufoo.com/forms/tcu-name-badge-order-form/](https://rfq.wufoo.com/forms/tcu-name-badge-order-form/)

All TCU College of Education candidates should use them whenever visiting a school, a school district’s administrative office, a PTA event or other school related meeting.

Criminal Record Check

In accordance with Article 6252-13c, Texas Civil Statutes, the Commissioner of Education may suspend or revoke a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime, which directly relates to the duties and responsibilities of the teaching profession. The Texas Education Agency and TCU (at request of TEA) have begun a regular procedure for criminal record search of all certificate applicants.

School districts now require that any person who will be in contact with students must show proof that they have no past criminal record. In such cases a criminal record search waiver must be signed and returned to the school district giving them permission to conduct the check. This paperwork is handled through the Director of Student Teaching and field experience office.

Fulltime Student Status

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

Relationships with Students

TCU Clinical teachers should exercise extreme caution against becoming too familiar with students under their direction. It is **not appropriate** to date high school students within the district to which the clinical teacher is assigned. Please establish boundaries with social media as well. Clinical teachers are to adhere to the TEA Educator’s Code of Ethics. *Felony offense [http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794](http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794)*

Corporal Punishment

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

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

Absences

Clinical teachers are expected to be in attendance at their assigned school each day. Leaving the school campus during the day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, TCU field supervisor and the school office as early as possible in case of illness or forced absence. All absences are to be made up by the clinical teacher.

Holidays & Start Dates

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

Job Interviews

TCU College of Education and TCU Career Services collaborate to host an interview day each spring semester. Clinical teachers are encouraged to attend the one-day event. This day will need to be made up during the 12-week session. Other interviews should be arranged before or after school hours. http://www.coe.tcu.edu/academics-career-services-center.asp

Evaluations

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

The TCU supervisor and cooperating teacher will each complete the Mid and End benchmark evaluation forms. Final evaluations should be professional in appearance, reviewed by the clinical teacher and signed/dated by the evaluator. Both the clinical teacher and evaluator will receive a copy of the completed form.
The original Mid/End benchmark evaluation forms will be sent to the TCU College of Education undergraduate office. Copies will be provided to the cooperating teacher, clinical teacher and campus administrator. TCU College of Education staff and TCU field supervisors will review the evaluations to determine strengths and weaknesses of the teacher preparation programs.

Termination of Clinical Teaching Assignment

The clinical teaching program is a collaborative relationship between Texas Christian University, cooperating school districts, cooperating teachers and the TCU clinical teacher. Each clinical teacher is to be aware that his/her presence in the district and a particular classroom is that of a guest. Occasionally, there are circumstances that warrant the termination of the clinical teaching experience of a TCU clinical teacher candidate. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration, collaboratively, by all parties involved.

Reasons for Termination:

1. Mutual consent and agreement for termination by the clinical teacher, cooperating teacher and TCU field supervisor for reasons of illness, injury, or other unforeseen problems.
2. Failure by the clinical teacher to establish and maintain a satisfactory performance level in the classroom instruction and management.
3. Failure by the clinical teacher to abide by the policies of the cooperating school and/or cooperating teacher.
4. Unprofessional conduct toward school personnel or students.

Procedures for Termination:

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

1. The clinical teacher shall be informed by the cooperating teacher and TCU field supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and written documentation of any infractions of school policy or professionalism. A clinical teacher may not be terminated for a series of minor or undocumented problems.
2. When it is evident that the clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Contract shall be initiated by the TCU field supervisor and cooperating teacher. The contract will be presented to the clinical teacher during a 3-way conference. The contract shall be signed by the clinical teacher, the cooperating teacher and the TCU field supervisor. A copy of the contract will be sent to the TCU director of student teaching.
3. Within a two-week time frame the clinical teacher, the cooperating teacher and the TCU field supervisor will confer to assess progress.
4. If adequate progress has not been achieved, a formal Probation Contract will be administered with a clear time limit for compliances. A copy will be submitted to the cooperating teacher and to the director of student teaching. In addition, the cooperating
teacher and TCU field supervisor may request that an observation and evaluation be administered by the director of student teaching. This will be completed at the assigned campus. A conference of all concerned parties will occur after the observation.

**Appeal Procedure:**

If the clinical teacher wishes to contest the decision to terminate the assignment, specific procedures must be followed.

1. The clinical teacher must submit a written appeal to the director of student teaching within 3 days from the date of being notified of termination.
2. The director of student teaching will convene a committee to process the appeal. This committee will consist of at least two of the following people:
   a. Associate Dean of Undergraduate/Graduate Studies
   b. Faculty member from the clinical teacher’s program of study
   c. TCU field supervisor
3. The committee will review the case consisting of written evaluation, Growth & Probationary Contracts, written documentation of clinical teacher infractions, the procedures followed by the TCU field supervisor and cooperating teacher, and the appeal letter from the clinical teacher.
4. The committee will vote to accept or reject the appeal. The Associate Dean of Undergraduate Studies will meet with the clinical teacher candidate to inform him/her of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher, director of student teaching and the director of teacher certification.
5. The director of student teaching will be responsible for communicating with the school/district partners and administering any actions determined by the committee.
TCU College of Education Clinical Teacher Dress Code:
Our clinical teachers have a very positive presence and reputation in the cooperating school districts. We want this to continue. To be the very best professional, it begins by looking professional. The following dress code was created by TCU College of Education faculty, cooperating teachers and school district principals. Please review carefully.

ALL Clinical Teachers:
- Must wear a TCU engraved name badge or the assigned school’s ID badge at all times
- No jeans, overalls, shorts, t-shirts or hats unless directed by school administration for special occasions.
- Wear sensible shoes. No flip-flops, tennis or athletic shoes. (Some schools do not allow open-toe shoes. Check with the cooperating teacher, school administration or student code of conduct.)
- Clothing should not be suggestive, excessively tight, or revealing. In the classroom setting, loose clothing is “in.”
- No bare midriffs, sleeveless or low cut tops. If bending over or sitting, no one should be able to see down your shirt.
- Undergarments should not be visible.
- Low-slung pants/hip-huggers are not permitted. Your pants must be high enough to cover your lower back / undergarments when bending over.
- Piercings and tattoos, please refer to the school district student code of conduct.

Men:
- Slacks, khaki or dress pants and a belt.
- Shirts with collars
- Polished shoes

Women:
- Skirts/ dresses must be to the knee in length or longer, slits no more than 4” above the knee. If wearing a skirt/dress, you must be able to sit and bend over without running the risk of exposing yourself and your undergarments. Spaghetti strap dresses are not permitted, even if wearing a jacket over it. Chances are will want to take your jacket or sweater off at some time during the day.
- Pants must be mid-calf in length or longer

All Level Physical Education Candidates:
- Check with your cooperating teacher for the school’s dress code for PE teachers and abide by the district’s rules.

***From time to time a school will have special days, field trips or events. Please refer to your cooperating teacher for suggestions concerning appropriate attire those days.
Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) Standard 1.13. The educator shall not 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.

(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.
### Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

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<td>The beginning teacher knows and understands:</td>
<td>The beginning teacher is able to:</td>
</tr>
<tr>
<td>1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;</td>
<td>1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs;</td>
</tr>
<tr>
<td>1.2k the implications of students’ developmental characteristics for planning appropriate instruction;</td>
<td>1.2s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;</td>
</tr>
<tr>
<td>1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;</td>
<td>1.3s use effective approaches to address varied student learning needs and preferences;</td>
</tr>
<tr>
<td>1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;</td>
<td>1.4s plan instruction that motivates students to want to learn and achieve; and</td>
</tr>
<tr>
<td>1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and</td>
<td>1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.</td>
</tr>
<tr>
<td>1.6k appropriate strategies for instructing English language learners.</td>
<td></td>
</tr>
</tbody>
</table>

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### Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

<table>
<thead>
<tr>
<th>Teacher Knowledge: Content and Pedagogy</th>
<th>Application: Selection of Instructional Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers of Students in Grades EC–12</strong></td>
<td><strong>Teachers of Students in Grades EC–12</strong> (continued)</td>
</tr>
<tr>
<td><strong>Content and Pedagogy</strong></td>
<td><strong>Content and Pedagogy</strong></td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>The beginning teacher is able to:</td>
</tr>
<tr>
<td>1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);</td>
<td>1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;</td>
</tr>
<tr>
<td>1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;</td>
<td>1.7s exhibit appropriate knowledge of a subject to promote student learning;</td>
</tr>
<tr>
<td>1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;</td>
<td>1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;</td>
</tr>
<tr>
<td>1.10k how lesson content and skills connect with other disciplines and within the discipline; and</td>
<td>1.9s plan instruction that reflects an understanding of important prerequisite relationships;</td>
</tr>
<tr>
<td>1.11k current research on best pedagogical practices.</td>
<td>1.10s plan instruction that makes connections within the discipline and across disciplines; and</td>
</tr>
<tr>
<td><strong>Selection of Instructional Goals and Objectives</strong></td>
<td>1.11s use a variety of pedagogical techniques to convey information and teach skills.</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td><strong>Selection of Instructional Goals and Objectives</strong></td>
</tr>
<tr>
<td>1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</td>
<td>The beginning teacher is able to:</td>
</tr>
<tr>
<td>1.13k the importance of developing instructional goals and objectives that can be assessed;</td>
<td>1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</td>
</tr>
<tr>
<td>1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and</td>
<td>1.13s develop instructional goals and objectives that are able to be assessed;</td>
</tr>
<tr>
<td>1.15k the importance of aligning instructional goals with campus and district goals.</td>
<td>1.14s develop instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge, background, and interests; and</td>
</tr>
<tr>
<td></td>
<td>1.15s develop instructional goals and objectives that reflect different types of student learning and skills.</td>
</tr>
</tbody>
</table>
**Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–12 (continued)**

**Resources**

The beginning teacher knows and understands:

- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

**Designing Coherent Instruction**

The beginning teacher knows and understands:

- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students’ thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–12 (continued)**

**Resources**

The beginning teacher is able to:

- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities.

**Designing Coherent Instruction**

The beginning teacher is able to:

- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives.
**Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

### Teacher Knowledge: What Teachers Know

**Teachers of Students in Grades EC–12**

**Creating an Environment of Respect and Rapport**

The beginning teacher knows and understands:

2.1k the importance of creating a learning environment in which diversity and individual differences are respected;

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

**Establishing an Environment for Learning and Excellence**

The beginning teacher knows and understands:

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning.

### Application: What Teachers Can Do

**Teachers of Students in Grades EC–12**

**Creating an Environment of Respect and Rapport**

The beginning teacher is able to:

2.1s interact with students in ways that reflect support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

**Establishing an Environment for Learning and Excellence**

The beginning teacher is able to:

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

---

**Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

### Teacher Knowledge: What Teachers Know

**Teachers of Students in Grades EC–12 (continued)**

**Managing Classroom Procedures**

The beginning teacher knows and understands:

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.8k the importance of time management for effective classroom functioning;

2.9k procedures for managing transitions;

2.10k routines and procedures for managing and using materials, supplies, and technology;

2.11k noninstructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and

2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.

### Application: What Teachers Can Do

**Teachers of Students in Grades EC–12 (continued)**

**Managing Classroom Procedures**

The beginning teacher is able to:

2.6s establish classroom rules and procedures to promote an organized and productive learning environment;

2.7s organize and manage groups to ensure that students work together cooperatively and productively;

2.8s schedule activities and manage class time in ways that maximize student learning;

2.9s manage transitions to maximize instructional time;

2.10s implement routines and procedures for the effective management of materials, supplies, and technology;

2.11s coordinate the performance of noninstructional duties with instructional activities;

2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and

2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.
**Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–12 (continued)

**Managing Student Behavior**

The beginning teacher knows and understands:

- **2.13k** theories and techniques relating to managing and monitoring student behavior;
- **2.14k** appropriate behavior standards and expectations for students at various developmental levels;
- **2.15k** the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
- **2.16k** the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- **2.17k** the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- **2.18k** appropriate responses to a variety of student behaviors and misbehaviors.

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–12 (continued)

**Managing Student Behavior**

The beginning teacher is able to:

- **2.14s** communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior;
- **2.15s** consistently enforce standards and expectations for student behavior and ethical work habits;
- **2.16s** encourage students to maintain ethical work standards and monitor their own behavior; and
- **2.17s** use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

---

**Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

### Teacher Knowledge: What Teachers Know

#### Teachers of Students in Grades EC–12 (continued)

**Maintaining a Physical and Emotional Environment that is Safe and Productive**

The beginning teacher knows and understands:

- **2.19k** features and characteristics of physical spaces that are safe and productive for learning;
- **2.20k** the benefits and limitations of various arrangements of furniture in the classroom;
- **2.21k** procedures for ensuring safety in the classroom;
- **2.22k** physical accessibility as a potential issue in student learning; and
- **2.23k** students’ emotional needs and ways to address needs.

### Application: What Teachers Can Do

#### Teachers of Students in Grades EC–12 (continued)

**Maintaining a Physical and Emotional Environment that is Safe and Productive**

The beginning teacher is able to:

- **2.18s** organize the physical environment to facilitate learning;
- **2.19s** create a safe and inclusive classroom environment;
- **2.20s** use effective strategies for creating and maintaining a positive classroom environment; and
- **2.21s** respect students’ rights and dignity.
**Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

<table>
<thead>
<tr>
<th>Teacher Knowledge: What Teachers Know</th>
<th>Application: What Teachers Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers of Students in Grades EC–12</strong></td>
<td><strong>Teachers of Students in Grades EC–12</strong></td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>The beginning teacher is able to:</td>
</tr>
<tr>
<td>3.1k the importance of clear, accurate communication in the teaching and learning process;</td>
<td>3.1a communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;</td>
</tr>
<tr>
<td>3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;</td>
<td>3.2a use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;</td>
</tr>
<tr>
<td>3.3k spoken and written language that is appropriate to students’ ages, interests, and backgrounds; and</td>
<td>3.3a use spoken and written language that is appropriate to students’ ages, interests, and backgrounds;</td>
</tr>
<tr>
<td>3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.</td>
<td>3.4a use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;</td>
</tr>
<tr>
<td>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</td>
<td>3.5a use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and</td>
</tr>
<tr>
<td>3.6k how to present content to students in relevant and meaningful ways;</td>
<td>3.6a apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge.</td>
</tr>
</tbody>
</table>

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**Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

<table>
<thead>
<tr>
<th>Teacher Knowledge: What Teachers Know</th>
<th>Application: What Teachers Can Do</th>
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</thead>
<tbody>
<tr>
<td><strong>Teachers of Students in Grades EC–12 (continued)</strong></td>
<td><strong>Teachers of Students in Grades EC–12 (continued)</strong></td>
</tr>
<tr>
<td><strong>Engaging Students in Learning</strong></td>
<td><strong>Engaging Students in Learning</strong></td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>The beginning teacher is able to:</td>
</tr>
<tr>
<td>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</td>
<td>3.7a create lessons with a clearly defined structure around which activities are organized;</td>
</tr>
<tr>
<td>3.6k how to present content to students in relevant and meaningful ways;</td>
<td>3.8a create activities and assignments that are appropriate for students and that actively engage them in the learning process;</td>
</tr>
<tr>
<td>3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;</td>
<td>3.9a select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;</td>
</tr>
<tr>
<td>3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding;</td>
<td>3.10a represent content effectively and in ways that link with students’ prior knowledge and experience;</td>
</tr>
<tr>
<td>3.9k strategies and techniques for using instructional groupings to promote student learning;</td>
<td>3.11a use flexible grouping to promote productive student interactions and enhance learning;</td>
</tr>
<tr>
<td>3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and</td>
<td>3.12a pace lessons appropriately and flexibly in response to student needs;</td>
</tr>
<tr>
<td>3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.</td>
<td>3.13a engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and</td>
</tr>
</tbody>
</table>
| 3.12k encourage students’ self-motivation and active engagement in learning. | 3.14a encourage students’ self-motivation and active engagement in learning.
Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

Interacting and Communicating with Families

The beginning teacher knows and understands:

4.1k the importance of families’ involvement in their children’s education; and

4.2k appropriate ways for working and communicating effectively with families in varied contexts.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

Interacting and Communicating with Families

The beginning teacher is able to:

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.2s apply procedures for conducting effective parent-teacher conferences;

4.3s communicate with families on a regular basis to share information about students’ progress and respond appropriately to families’ concerns; and

4.4s engage families in their children’s education and in various aspects of the instructional program.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12 (continued)

Interacting with Other Educators and Contributing to the School and District

The beginning teacher knows and understands:

4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions;

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);

4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);

4.7k the various ways in which teachers may contribute to their school and district; and

4.8k the value of participating in school activities.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

Interacting with Other Educators and Contributing to the School and District

The beginning teacher is able to:

4.5s maintain supportive and cooperative relationships with colleagues;

4.6s engage in collaborative decision making and problem solving with other educators to support students’ learning and well-being;

4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;

4.8s communicate effectively and appropriately with other educators in varied contexts;

4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;

4.10s participate in decision making, problem solving, and sharing ideas and expertise; and

4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).
### Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

#### Teacher Knowledge: What Teachers Know

**Teachers of Students in Grades EC–12 (continued)**

#### Continuing Professional Development

The beginning teacher knows and understands:

- **4.9k** the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- **4.10k** the importance of documenting self-assessments;
- **4.11k** characteristics, goals, and procedures associated with teacher appraisal; and
- **4.12k** the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

#### Application: What Teachers Can Do

**Teachers of Students in Grades EC–12 (continued)**

#### Continuing Professional Development

The beginning teacher is able to:

- **4.12s** participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
- **4.13s** enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- **4.14s** use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- **4.15s** use appropriate resources and support systems inside and outside the school to address professional development needs.

### Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

#### Teacher Knowledge: What Teachers Know

**Teachers of Students in Grades EC–12 (continued)**

#### Legal and Ethical Requirements and the Structure of Education in Texas

The beginning teacher knows and understands:

- **4.13k** legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);
- **4.14k** ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
- **4.15k** policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- **4.16k** procedures and requirements for maintaining accurate student records;
- **4.17k** the importance of adhering to required procedures for administering state- and district-mandated assessments; and
- **4.18k** the structure of the education system in Texas, including relationships between campus, local, and state components.

#### Application: What Teachers Can Do

**Teachers of Students in Grades EC–12 (continued)**

#### Legal and Ethical Requirements and the Structure of Education in Texas

The beginning teacher is able to:

- **4.16s** use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- **4.17s** serve as an advocate for students and the profession;
- **4.18s** maintain accurate records; and
- **4.19s** use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.
## TCU Clinical Teacher Summary Sheet

**TCU ID#** _______________  **TEA ID#** _______________

### TCU CLINICAL/STUDENT TEACHER
- Last Name ____________  First Name ____________  MI ____________
- EC-6  BIL  ESL  SPED
- ALL Level  ART  DEAF  MUSIC  PE
- Middle School
- Secondary ____________

### YEAR
- FALL  SPRING

### SCHOOL

### DISTRICT

### COOPERATING TEACHER
- Last Name ____________  First Name ____________

### TCU FIELD SUPERVISOR
- Last Name ____________  First Name ____________

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Date</th>
<th>Beginning Time</th>
<th>End Time</th>
<th>TCU Clinical Teacher Signature</th>
<th>Cooperating Teacher Signature</th>
<th>TCU Field Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Way Conference</td>
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<td></td>
</tr>
<tr>
<td>Observation #1</td>
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<tr>
<td>Interactive Conference #1</td>
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<tr>
<td>Observation #2</td>
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<td>Interactive Conference #2</td>
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<tr>
<td>Mid/End Evaluation</td>
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<tr>
<td>3 Way Conference **</td>
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<td>Observation #3</td>
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<td>Observation #4</td>
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<tr>
<td>Interactive Conference #4</td>
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<tr>
<td>Mid/End Evaluation</td>
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</tbody>
</table>

*The Director of Teacher Certification will complete the TEA ID#

** Required for Second (New) 6 Weeks Assignment**

Revised 8-12-15
TCU Clinical Teacher Weekly Evaluation

This report is designed to give the TCU Clinical Teacher information at regular intervals concerning his/her progress toward becoming a professional educator. Please give information pertinent to your student teacher and the situation which he/she is involved during the preceding week.

My TCU Clinical Teacher was engaged in the following activities during the week: (Check as many as apply).

- Tutoring
- Teaching Entire Class
- Developing Lesson Plans
- Assisting with Instruction
- Grading Papers and Evaluating
- Attendance
- Teaching Small Groups
- Assisting with Supervised Activities
- Present: ___ Day(s)

Percent of day (approximate) your Student Teacher taught during the week

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
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<th>TH</th>
<th>F</th>
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<tbody>
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</tbody>
</table>

Participated in supplementary events such as: parent conferences, in-service workshops; ARD, faculty, department meetings; extracurricular events; etc.

Subject areas taught this week

Suggestions/recommendations:

Signature of Cooperating Teacher: ___________________________ Date: _____________

Signature of Clinical Teacher: ___________________________ Date: _____________

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

This form may be photocopied or electronically submitted as a PDF.
# TCU Clinical Teacher Classroom Observation #

**TCU Clinical Teacher:** ____________________________ **Date:** ______

**Cooperating Teacher:** ____________________________ **Class Time:** ______ [AM][PM]

**TCU Field Supervisor:** ____________________________ **Grade/Subject:** ____________________________

**Principal:** ____________________________ **School/District:** ____________________________

<table>
<thead>
<tr>
<th>Domain</th>
<th>1 = Unsatisfactory</th>
<th>2 = Below Expectations</th>
<th>3 = Proficient</th>
<th>4 = Exceeds Expectations</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Lesson Plan</td>
<td>[ ]</td>
<td>[ ]</td>
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</tr>
<tr>
<td>Voice Projection</td>
<td>[ ]</td>
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</tr>
<tr>
<td>Effective Use of Instruction Time</td>
<td>[ ]</td>
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<td><strong>Domain I: Student Participation</strong></td>
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<td>2. Successful in learning</td>
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<td>3. Critical thinking/Problem Solving</td>
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<td>4. Self-directed</td>
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<td>5. Connects to Learning</td>
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<td><strong>Domain II: Learner-Centered Instruction</strong></td>
<td>1. Goals and objectives</td>
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<td>2. Learner-centered</td>
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<td>3. Critical thinking/problem solving</td>
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<td>4. Motivational strategies</td>
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<td>5. Instructional strategies</td>
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<td>6. Pacing/sequencing</td>
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<td>7. Value and importance</td>
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<td>8. Appropriate questioning/inquiry</td>
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<td>9. Use of technology</td>
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<td>4. Learning reinforced</td>
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<td><strong>Domain IV: Management</strong></td>
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<td>2. Self-discipline/ self-directed learning</td>
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<td>3. Equitable teacher-student interaction</td>
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<td>4. Expectations for Behavior</td>
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<td>5. Redirects disruptive behavior</td>
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<td>6. Reinforces desired behavior</td>
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<td>7. Equitable and varied characteristics</td>
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<td>8. Manages time and materials</td>
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<td><strong>Domain V: Evidence of Positive Climate</strong></td>
<td>1. Positive feedback to students</td>
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<td>2. Student praise</td>
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<td>3. Appropriate student behavior</td>
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<td>4. Uses multi-sensory activities</td>
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<td>5. Supportive, courteous, respectful interaction with all</td>
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**Post Observation Interactive Conference**

**Time/Date:** ______ [AM][PM]/ ______

**TCU Field Supervisor Signature:** ____________________________

**TCU Clinical Teacher Signature:** ____________________________
TCU Clinical Teacher Evaluation

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

Name

Last

First

Middle

TCU ID#

Semester:

Fall

Spring

Year

Certification Area

Specialization

TCU Field Supervisor

School/Level

Cooperating Teacher

District

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

1 - Unsatisfactory
2 - Below Expectations
3 - Proficient
4 - Exceeds Expectations

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<th>COMPETENCIES</th>
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<td>Knowledge and presentation of subject matter</td>
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<td>Classroom management and control</td>
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<td>Verbal and non-verbal communication</td>
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<td>Uses technology for instruction</td>
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<td>Maintains supportive, respectful environment</td>
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<td>Motivates students</td>
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<td>Recognizes and provides for individual differences</td>
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<td>Monitors student progress</td>
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<td>Interacts equitably with ALL students</td>
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<td>Engages students in learning</td>
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<td>Works cooperatively with faculty and staff</td>
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<td>Responds to supervision</td>
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<td>Positive attitude for professional growth and responsibilities</td>
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<td>Mature judgment and ethical behavior</td>
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<td>Initiative/enthusiasm</td>
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<td>Predicted success as a teacher</td>
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Signature of Evaluator: __________

Title: __________

Date: __________

Rev. 8.25.2015
Helpful Resources


