<table>
<tr><td colspan="2">TCU College of Education
Clinical (Student) Teaching Syllabus
ECED 42236   EDMS 40986
EDSE 40986   EDUC 40966</td></tr>
</table>

Class Meeting Time	SPRING 2021 Monday-Friday (*School District Calendar) *Office Hours will be shared by the assigned TCU-COE Field Supervisor

TCU – COE CONTACT INFORMATION		**E-MAIL**	**TELEPHONE**
1	TCU -COE Field Supervisor, EC	Elissa Bryant	Elissa.bryant@tcu.edu	682-429-9657
2	TCU -COE Field Supervisor, EC/MS/SE	Dr. Jan Davidson	j.davidson@tcu.edu	972-965-1246
3	TCU -COE Field Supervisor, Music (Instrumental/Vocal)	Matthew Garrett	m.r.garrett@tcu.edu	214-529-6379
4	TCU -COE Field Supervisor, Music (Instrumental/Vocal)	Patrick Leaverton	p.leaverton@tcu.edu	972-948-6423
5	TCU-COE Field Supervisor, EC/MS/SE BIL	Dr. Karrabi Malin	k.malin@tcu.edu	817-703-2022
6	TCU -COE Field Supervisor, EC/MS/SE	Janet McKnight	j.mcknight@tcu.edu	817-521-4883
7	TCU -COE Field Supervisor, Music (Choral/Vocal)	Dr. Sheri Neill	s.neill@tcu.edu	817-919-5912
8	TCU -COE Field Supervisor, EC/MS/SE	Traci Pettet	t.pettet@tcu.edu	505-948-3778
9	TCU -COE Field Supervisor, EC/MS/SE *Spanish	Lizdelia Piñon	l.pinon@tcu.edu	312-952-8072
10	TCU -COE Field Supervisor, EC/MS/SE	Whitney Roach	w.roach@tcu.edu	325-450-3579
11	TCU -COE Field Supervisor, Music (Instrumental)	Dr. Laura Singletary	l.singletary@tcu.edu	321-537-4024
12	TCU -COE Field Supervisor, EC/MS/SE/ All Level	Mike Wagner	j.michael.wagner@tcu.edu	972-957-7853
TCU-COE Associate Dean of Undergraduate Studies		Dr. Cynthia Savage	c.l.savage@tcu.edu	817-257-6792
TCU-COE, Director of Accreditation, Certification & Assessment		Heather Doyle	heather.doyle@tcu.edu	817-257-7202
TCU-COE, Undergraduate Academic Advisor		Shannon Cooper	s.m.cooper@tcu.edu	817-257-5523
TCU-COE, Director of Clinical Teaching & Community Partnerships		Dr. Karrabi Malin	k.malin@tcu.edu	817-257-7662
TCU-COE, Program Specialist for Undergraduate Studies		Anna Hudson	anna.hudson@tcu.edu	817-257-7660

Course Description

During this semester, you will fulfill the state's requirements (Texas Education Agency) for clinical/student teaching. This course of study is designed for pre-service teachers in order to further an understanding of the nature of teaching and the overall management of classrooms. The primary focus is to prepare you to become aware of the central concepts and structures of teaching through regular and frequent interaction with students, classroom teachers, parents, and with university faculty and supervisors in a public or accredited private school setting. You will be expected to demonstrate the standards delineated by the Texas Education Agency (see Appendix). <u>Please refer to the TCU-COE Clinical Teacher Handbook for more information. *TCU COE candidates will follow the guidelines for in-person and/or virtual/remote clinical teaching per TCU directive.</u> All candidates will complete and sign pages 23-26 prior to beginning clinical teaching for TCU documentation.
*References: TCU Communicable Disease Policy & TEA §TAC 228.1 General Provisions

This course addresses the following Educator Standards for All Teachers:

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

    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.

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

    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.

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

TECHNOLOGY APPLICATIONS STANDARDS

Standard I.	All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.
Standard II.	All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
Standard III.	All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
Standard IV.	All teachers communicate information in different formats and for diverse audiences.
Standard V.	All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Our hope is that Spring 2021 Clinical Teaching will be in-person, but it may be different from the traditional experience due to the COVID-19 pandemic. Please note that we will do our best to communicate the necessary requirements and expectations as noted by the Center for Disease Control (CDC) / World Health Organization (WHO), our Texas Governor Gregg Abbott, TCU, TCU College of Education, the Texas Education Agency and/or the State Board of Educator. The clinical teachers will need to review the syllabus, D2L (TCU Online Learning Platform), email and TCU Box documentation on a consistent basis to successfully complete the course requirements for graduation and ultimately for recommendation for educator certification. Your TCU COE field supervisor/instructor will also help guide you throughout the semester.

Course Requirements and Student Responsibilities

Course Learning Outcomes:

1. Demonstrate the Texas Education Agency Educator Code of Ethics throughout the clinical teaching semester.
2. Develop and deliver effective lesson plans according to the appropriate Texas Essential Knowledge and Skills per the district curriculum.
3. Maintain documentation of attendance, reflection and planning during the clinical teaching experience.
4. Engage with students, teachers, administrators, school personnel, TCU field supervisor and parents when appropriate to ensure student success and effective practices.
5. Use technology to enhance instruction, maintain documentation, enable communication and provide educational opportunities.
6. Complete required coursework, field experiences and necessary TExES exams for degree plan, graduation and certification.

Mapping of Course Outcomes and Course Activities and Assignments

Course Outcome(s)	Course Activities: Assignments, Exams/Quizzes, Presentations, etc.	Number of Instances
1, 3, 4, 5, 6	Weekly Reflection Reports	14 minimum
1, 2, 4, 5	Formal Observations	4 minimum
1, 2, 4, 5	Mid-Benchmark Evaluation	1
1, 2, 3, 4, 5, 6	End-Benchmark Evaluation	1
1, 2, 3, 4, 5, 6	Professionalism / Participation	*70 days minimum

Please refer to the Clinical/Student Teaching Handbook for a complete list of clinical (student) teaching responsibilities.

Participate fully in the "life" of the school:
- Arrive when your **C**ooperating **T**eacher (**CT**) arrives
- Stay until he/she leaves (or at minimum for the CT's contractual time period: 7 hours minimum per day)
- Attend staff, grade level, in-service, and PTA/PTO meetings
- Participate in parent conferences, extra-curricular activities, etc.
- Try to eat lunch with the students or faculty/staff at least once a week.

Attendance: Daily classroom attendance is mandatory! (Tentative calendar, pages 23-24)
- If you are sick (running a fever) do **NOT** come to school.
- For any absence, you must call, text and/or e-mail your Cooperating Teacher(s) and TCU field supervisor.
- If you are not at school for any reason, you must provide lesson plans for your CT.
- You may be required to make up any absences at the end of your clinical/student teaching experience. (TEA requirement: minimum of 70 days (TAC§228.35 E, 2A) One full day is considered 7 hours. You cannot add 3 hours from one day to another day of 4 hours to create a "full day" of 7 hours. (Tentative Calendar pp. 22-23)
- An excess of 3 absences and/or tardies may be referred to a review committee and appropriate action for remediation will be determined. Medical leave and documentation will be reviewed on a case by case basis. Continued patterns of absenteeism or tardiness may be reason for dismissal from clinical/student teaching.

Early Expectations: Early experiences will include, but are not limited to, the following:

During the first week:
- ☐ Familiarize yourself with classroom routines: record notes regarding the daily schedule, classroom management, teaching style, grouping strategies, emergency procedures, etc.
- ☐ Schedule a three-way conference for you, your cooperating teacher and TCU field supervisor during the first week of your placement within the first 10 days. (TAC§228.35 (f))
- ☐ Send a letter of introduction to the parents of your students (must be approved by your cooperating teacher and/or the campus principal). *Example in your TCU Box folder: Resources.
- ☐ Schedule a time to visit weekly with your cooperating teacher and field supervisor.

Maintain a Clinical Teaching Portfolio (TCU Box and/or FrogFolio-Digication) that contains the following sections to reflect the International Society for Technology in Education ISTE educator standards
https://www.iste.org/standards/for-educators:
- ☐ Syllabus
- ☐ School/cooperating teacher contact information
- ☐ Lesson plans and reflections: weekly and individual lesson plans
- ☐ Formal/Informal Evaluations and feedback: cooperating teacher feedback on daily activities and copies of evaluations from cooperating teacher and TCU field supervisor
- ☐ Activity log: record date and synopsis of participation in school related functions.
- ☐ Weekly Reflection Report / Attendance Log (p. 21– Completed by Clinical Teacher and reviewed & signed by Cooperating Teacher weekly)
- ☐ TEA Summary Sheet (p. 20– Maintained by the Clinical Teacher Candidate)

Participate in one or more of the following school related functions (make arrangements through your CT):
- ☐ PTA/Parent night meeting
- ☐ Parent-teacher conference
- ☐ Pre-referral (RtI), ARD, and/or data analysis meetings
- ☐ Faculty meetings
- ☐ Professional Development / Training
- ☐ Extracurricular event (Concert, game, program, etc.)

Teaching Experiences: Discuss your ideas and lesson plans with your cooperating teacher prior to teaching all lessons. At the beginning of your teaching experiences full length lesson plans are required. If your cooperating teacher deems you are ready, then as new teaching responsibilities are added, the preceding lesson plans may be abbreviated into the form used by most practicing teachers.

Lesson Plans and Assessment:
- Please keep all lesson plans in the portfolio with the most current first and ready for review during observations or visits.
- Lessons should provide differentiation for students' needs (e.g., disabilities, language learning, etc.) and incorporate technology as appropriate.

- Technology should be used to collect, manage, and analyze student assessment data in order to determine when intervention is necessary and appropriate.
- Self-evaluation and reflection regarding the strengths of lessons and what you would change if you could do them over should occur regularly.

Photographs: Take pictures during your experience with written permission from the CT and students. (Refer to the school district's policy and/or Code of Conduct) Share 3-5 pictures with your TCU field supervisor for the end of semester presentation via your TCU Box folder.

Audio or Video Recording: It is recommended that you audio or video-record your teaching at least once, write an analysis of the lesson and place this reflection in your portfolio.

Total Teach: We will request that you have the opportunity to "total teach" for at least 2 full weeks. During this time, you would be responsible for all of the planning, preparation and teaching.   Example:
- 1 Placement = you will teach 2 weeks during the latter part of your placement.
- 2 Placements = you will teach 1 full week in each placement rotation.

Observations/Evaluations and Visits:
- The cooperating teacher should provide ongoing feedback to the clinical student teacher, including completing weekly evaluation reports in a timely manner (Please e-mail your TCU supervisor weekly to let him/her know how things are going.), a mid-term, and/or a final student teaching evaluation.
- The TCU field supervisor will be in contact via email/phone/text or visiting the campus every week.
- The TCU field supervisor will formally evaluate a minimum of four 45-minute teaching experiences (one per month = 4 total). Full-length typed, pre-approved lesson plans from the clinical teacher will be submitted 24 hours prior to the evaluation to the TCU field supervisor. (p. 22)
- Please speak with, e-mail or text your TCU field supervisor to schedule observation times.
- Benchmarks (p. 16):
  - 1 Placement = Mid and End Benchmark Evaluation (4 total=Mid & End by the Cooperating Teacher & Mid & End by the TCU Field Supervisor if necessary)
  - 2 Placements = 2 End Benchmark Evaluations (4 total=2 Cooperating Teachers & 2 by the TCU Field Supervisor if necessary)
    Completed by your Cooperating Teacher

Wrapping it up: It is optional to observe (at the campus or within the district with prior approval) in several other including special programs (e.g., reading, special education, ESL, etc.) during the last week of your placement.

Grading: This course is **Pass / Fail**.   To successfully pass this course you must demonstrate "effectiveness" and proficient ratings in the areas of professionalism, academic knowledge and pedagogy by completing the following with proficiency:

140 pts 14%	Weekly Reflection Report / Attendance Log (p. 21 - TCU Requirement: 14 weeks / minimum of 70 days) *14 reports x 10 points each
400 pts 40%	*4 Formal Observations (Pre-conference, Observation for a minimum of 45 minutes + post-observation conference) *Page 22 *Each observation 100 points (Lesson Plan 30 points, Observation 60 points & Post-Conference 10 points)
60 pts 6%	Mid and Final Benchmark Evaluation (Minimum score of 3=Proficient) *Page 23 or via Qualtrics Survey Informal Observations / Conferences *Each Benchmark Evaluation is 30 points (minimum of 2)
400 pts 40%	Comply with the TEA Teacher Code of Ethics (TAC§247.2)
PASS = 700-1000 points	**FAIL = < 699 points**

NOTE: If you have **ANY** concerns or problems, discuss them first with you CT and/or TCU field supervisor. Communicate and be proactive!

Retention in the Teacher Education Program:

Students must maintain acceptable academic performance (a minimum 2.75 GPA overall and a grade of "C" or better in content area and education courses), as well as high professional standards, in order to advance in the program and to student teaching. The College of Education is dedicated to identifying and intervening to assist students who demonstrate difficulties maintaining these standards.

Any faculty member who has a concern with a student's performance and/or professionalism may initiate the Academic Performance and Professionalism Warning (APPW) process. The process operates as follows:

1. The faculty member fills out the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
2. A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties discuss the student's understanding of the concerns, generate potential solutions and agree upon a course of action. The APPW contract is signed by the student and faculty. If the student fails to respond or attend a conference, faculty will complete the form and notify the student via certified mail.
3. The completed form is submitted to the associate dean, the student and the Office of Campus Life.
4. Any student receiving three notices through this process may be considered for dismissal from the College of Education. Except in an unusually severe or critical situation, no one notice will result in dismissal from the college or program. These notices do not become part of a student's permanent academic record.

Texas Education Agency: http://tea.texas.gov

Educator Standards
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

TEKS   http://tea.texas.gov/curriculum/teks/

Certification *Heather Doyle, TCU Director of Assessment, Certification & Accreditation   817-257-7202
    http://www.tea.state.tx.us/index2.aspx?id=25769812527&menu_id=865&menu_id2=794

Certificate Review   https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp

Teacher Standards   http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

TExES *Pearson   https://home.pearsonvue.com/tea
                    ***TCU-COE Financial Assistance Request for TExES Exam

Zoom

Zoom is the platform that TCU will use to host online classes, lectures, discussions and presentations. Please be sure to download the application to your electronic device. For more information, please refer to the TCU Instructional Technology website. Note: For attendance and academic purposes, you may be required to share your screen part or all of the time during the Zoom session. Please maintain professionalism in your attire, location and interactions.   School districts may use Google Meet, WebEx or another platform.

Campus Life and the Student Experience will Be Different This Year

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing

beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: https://www.cdc.gov/coronavirus.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

Face Coverings and Physical Distancing

Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at https://www.tcu.edu/access-accommodation/ or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: https://security.tcu.edu/polproc/usage-policy/.
Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at https://tcu.codes/code/index/)**, and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Further, if a student anticipates that they (gender-neutral pronoun) will not consent to instructor's video and/or audio participation being recorded, they need to contact the instructor immediately so the instructor may work with the student to determine how to assess their class participation and assignments that may require collaboration during the class session.

Netiquette: Communication Courtesy Code - All teacher education candidates are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If a field supervisor, cooperating teacher, or other educator has concerns about any posting(s) or communication(s) that may be inappropriate or offensive, an academic warning meeting, referral to the Associate Dean of Undergraduate Studies, and/or reporting of concerns to the Texas Education Agency may occur. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please review the following information concerning "netiquette". http://www.albion.com/netiquette/

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity: http://macaulay.cuny.edu/community/honorable-technology/guidelines/

TCU ONLINE (Brightspace/D2L/TCU Box): This course will use TCU Online / D2L to facilitate document sharing, discussions/reflections, or other web-based connections. Navigate to http://tcuonline.tcu.edu/ to log in and access the system.

Students are responsible for checking their TCU email accounts, TCU Box and for logging into TCU Online regularly.

If you experience any technical problems during your usage of TCU Online, please do not hesitate to contact support. The Koehler Center supports TCU Online for TCU students, faculty, and staff. The D2L Help Desk.

24/7/365 support 1-877-325-7778 or helpdesk@d2l.com M-F 8am-5pm 817-257-7434 or elearning@tcu.edu CHAT is available via TCU Online (Chat Widget)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy
TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/.

- Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/

Statement on Title IX at TCU
As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at https://care.tcu.edu/ or by calling (817) 257-5225 or the Counseling & Mental Health Center at https://counseling.tcu.edu/ or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at https://titleix.tcu.edu/student-toolkit/ or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues
Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.
Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct.

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide

information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research. Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Emergency Response Information

Please review [TCU's L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (https://publicsafety.tcu.edu/less-is-more/)

[TCU's Public Safety website](https://publicsafety.tcu.edu/) provides maps that show our building's rally point for evacuation and the seek shelter location. (https://publicsafety.tcu.edu/)
In the event of an emergency, call the TCU Police Department at **817-257-7777.**
Download the **_Frogshield_ Campus Safety App** on your phone. (https://police.tcu.edu/frogshield/)

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#) Specific examples include, but are not limited to:

- **Cheating**: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit.

Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

- **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
- **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

Campus Resources

There are various resources on the TCU campus that may be helpful to students:

Campus Life	817-257-7926
Campus Police	817-257-7777
Career Services	817-257-2222, Jarvis Hall
Counseling	817-257-7863
	*24/7 HELPLINE 817-257-7233 (SAFE)
Mary Couts Burnet Library	817-257-7117
Center for Academic Services	817-257-7486, Sadler Hall
Registrar	817-257-7825, Sadler Hall
William L. Adams Writing Center	817-257-7221, Rickel Bldg. 244
Student Development Services	817-257-7855, BLUU 2003
Office of Religious & Spiritual Life	817-257-7830, Jarvis Hall

TCU College of Education and Teacher Preparation Faculty & Staff

CONTACT	TITLE	E-MAIL	TELEPHONE
Dr. Frank Hernandez	Dean and Associate Professor, College of Education	Frank.hernandez@tcu.edu	817-257-6786
Dr. Cynthia (Cindy) Savage	Associate Dean, College of Education, Undergraduate Studies	c.l.savage@tcu.edu	817-257-6792
Dr. Curby Alexander	Assistant Professor of Profession Practice, College of Education, Director of Middle School / Secondary Programs	curby.alexander@tcu.edu	817-257-4356
Dr. Kathleen Kyzar	Assistant Professor, College of Education, Early Childhood Director of EC-6 Program	k.kyzar@tcu.edu	817-257-6079
Dr. Amanda Allison	Associate Professor of Art, Coordinator of Art Education, School of Art	a.allison@tcu.edu	817-257-7041
Dr. Teresa Gonzalez	Assistant Professor of Professional Practice, Deaf Education	t.gonzalez@tcu.edu	817-257-6879

Dr. Debbie Rhea	Professor and Associate Dean for Health Sciences and Research, Harris College of Nursing & Health Sciences	d.rhea@tcu.edu	817-257-5263
Dr. Sheri Neill	Associate Professor of Music Education, School of Music	s.neill@tcu.edu	817-257-6626
Dr. Karrabi Malin	Director of Clinical Teaching & Community Partnerships	k.malin@tcu.edu	817-257-7662 *817-703-2022
Anna Hudson	Interim Program Specialist, Undergraduate Studies	anna.m.hudson@tcu.edu	817-257-7660
Shannon Cooper	Academic Advisor, College of Education, Undergraduate Studies	s.m.coopera@tcu.edu	817-257-5523
Heather Doyle	Director of Accreditation, Certification & Assessment	heather.doyle@tcu.edu	817-257-7202
Melanie Coulson	Career Services Consultant	m.coulson@tcu.edu	817-257-2222

The following information is for certification-seeking graduates in regard to changes and deadlines due to the signing of House Bill 3. Please read the information below very carefully and feel free to contact Heather Doyle (Heather.Doyle@tcu.edu) with any questions.

Certification Area	Before 12/31/2020	On or after 1/1/2021
Early Childhood: Prekindergarten-Grade 3	N/A	Early Childhood-Grade 3 Content (292) Science of Teaching Reading (293) Pedagogical examination
Core Subjects: Early Childhood-Grade 6	Core Subjects EC-6 (291) Pedagogical examination	Core Subjects EC-6 (**391**) Science of Teaching Reading (293) Pedagogical examination
Core Subjects: Grades 4-8	Core Subjects 4-8 (211) Pedagogical examination	Core Subjects 4-8 (211) Science of Teaching Reading (293) Pedagogical examination
English Language Arts and Reading: Grades 4-8	English Language Arts and Reading 4-8 (117) Pedagogical examination	English Language Arts and Reading 4-8 (117) Science of Teaching Reading (293) Pedagogical examination
English Language Arts and Reading/Social Studies: Grades 4-8	English Language Arts and Reading/Social Studies (113) Pedagogical examination	English Language Arts and Reading/Social Studies (113) Science of Teaching Reading (293) Pedagogical examination

The agency will follow the timeline below to meet the HB3 statute:

Last Day to take current EC-6 content tests (291)	Last Day to use current content scores only for certification	Last Day to be recommended* with current content tests only
12/27/2020	12/31/2020	12/31/2020

*recommended includes candidate meeting all requirements, candidate applying for certification with payment, and educator preparation program recommending

**candidates may use scores on 291, in conjunction with a passing score on Science of Teaching Reading and a pedagogical examination for certification until the following dates

- 8/31/2021 - last day to meet requirements for certification
- 10/30/2021 - last day to be recommended for certification

Please contact Mrs. Heather Doyle, heather.doyle@tcu.edu / 817-257-7202 in regard to the latest TEA rulings in regard to probationary certificates, testing and certification.

Appendix: TEA Teacher / Educator Standards

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational developmental backgrounds and focusing on each student's needs.
(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning
(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
(3) Standard 3— Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
(i) Teachers organize curriculum to facilitate student understanding of the subject matter.
(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
(i) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences
(4) Standard 4— Learning Environment. Teaches interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
(iii) Teachers cultivate student ownership in developing classroom culture and norms.
(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
(ii) Teachers maximize instructional time, including managing transitions.
(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5— Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.	
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.	

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Course Assignments and Timeline

FALL 2020		TOPICS	Notes	Assignment(s)
Week 1	January 4, 2021	Welcome to Clinical Teaching *TCU First Day of Classes, January 19th	Professionalism, Self-Care, Documentation / TCU Box, Syllabus, Handbook & TCU COE Website _TEA resources for virtual class schedules and instruction_.	• Week 1 Reflection • Three-Way Conference (Cooperating Teacher, Candidate & Field Supervisor) must be scheduled within the first 10 days.
Week 2	January 11	First Days of School Hacks	Resources	• Week 2 Reflection • TEA Summary Sheet – Document the date, times & signatures for the Three-Way Conference
Week 3	January 18	Technology & Applications in the Classroom	Technology Resources	• Week 3 Reflection
Week 4	January 25	Time Management, Organization & Cooperative Learning Strategies (EC-6 Seminar: ADL Training Part 1)	*Guest Speaker(s) TBD or Resources: Video & article(s)	• Week 4 Reflection • Observation 1 Evaluation by TCU COE Field Supervisor • TEA Summary Sheet – Document the date, times & signatures for Observation #1
Week 5	February 1	Equity & Diversity in the School Community (EC-6 Seminar: ADL Training Part 2)	*Guest Speakers: TBD - FWISD Equity and Excellence Specialists	• Week 5 Reflection
Week 6	February 8	The Power of Music & Art in the Classroom	D2L Resources: Video & article(s)	• Week 6 Reflection
Week 7	February 15	Special Education / ARD Process-or- ADL workshop *ZOOM or In-Person TBA	D2L Resources: Video & article(s)	• Week 7 Reflection • Observation 2 Evaluation by TCU COE Field Supervisor • Mid/End Benchmark Evaluation by Cooperating Teacher

				• TEA Summary Sheet – Document the date for Mid/End Benchmark & date, times & signatures for Observation #2
Week 8	February 22	RtI Process / Ask a Professional Panel -or- ADL workshop *ZOOM or In-Person TBA	*Guest Speaker(s) or Forum	• Week 8 Reflection • Placement 2 Start Date if applicable • Three-Way Conference (Cooperating Teacher, Candidate & Field Supervisor) • TEA Summary Sheet – Document the date, times & signatures for Three-Way Conference if applicable.
Week 9	March 1	Career Planning with TCU Career Consultant Planning for Interview Day, March 23, 2021	Melanie Coulson, m.coulson@tcu.edu / 817-257-2222 *D2L Resources/TCU Box: Cover letter, resume, references, e-portolio/Frogfolio	• Week 9 Reflection
Week 10	March 8	Mock Interviews / Preparation for Job Interviews & Graduate School	Guest Speaker(s) TBD or D2L Resources: Video & article(s)	• Week 10 Reflection • Observation 3 Evaluation by TCU COE Field Supervisor • TEA Summary Sheet – Document the date, times & signatures for Observation #3 • Prepare for TCU COE Interview Day (March 23rd)
******	March 15	**SPRING BREAK FOR THE ISDs**		
Week 11	March 22	No Class – Interview Day Preparation	*Documentation review (TEA Summary Sheet, 2 Formal Observations and Weekly Reports?)	• Week 11 Reflection • TCU COE Interview Day 2021, March 23rd (Tuesday) In-Person or Virtual TBD
Week 12	March 29	SPRING 2021 – Graduation / TEA & Certification	Heather Doyle, heather.doyle@tcu.edu / 817-257-7202	• Week 12 Reflection
Week 13	April 5	Anxiety and Depression in Schools & Teacher Health *Physical Education	Guest Speaker(s) TBD or D2L Resources: Video & article(s)	• Week 13 Reflection
Week 14	April 12	TESOL / ESL Strategies	Guest Speaker(s) TBD or D2L Resources: Video & article(s)	• Week 14 Reflection • Observation 4 Evaluation by TCU COE Field Supervisor • Mid/End Benchmark Evaluation by Cooperating Teacher • TEA Summary Sheet – Document the date for Mid/End Benchmark & date, times & signatures for Observation #4
Week 15	April 19	Gifted and Talented Education	Guest Speaker(s) TBD or D2L Resources: Video & article(s)	• Week 15 Reflection
Week 16	April 26	Reflections of Clinical Teaching *Prepare for Pinning, Graduation & Certification *TCU Last Day of Classes, April 30th	Complete the TCU COE Clinical Teaching Survey prior to class and participate in discussion. Pictures/Quotes for Pinning Due / Application for certification occurs after TExES exams(2) passed & degree conferred *Heather Doyle	• Week 16 Reflection (If applicable) • Complete TCU SPOTS course survey • Pictures and Information DUE for the TCU COE Pinning Ceremony
Week 17	May 3	*TCU Final Exams (May 3-7)		• Week 17 Reflection (If applicable)

		*TCU COE Pinning Ceremony, Friday, May 7 *TCU Graduation, Saturday, May 8 *TCU Graduates will be recommended for TEA certification if TExES exams (2) are passed and degree is conferred.		
*Week 18	May 10	*Continuation of Clinical Teaching if necessary		• Week 18 Reflection (If applicable)

*TCU-COE Clinical Teaching Website

TCU
COLLEGE OF
EDUCATION

TCU Clinical Teacher Semester Summary
Texas Education Agency

TCU Box 297900
Fort Worth, TX 76129
817.257.7660

TOTAL DAYS

TCU-COE CLINICAL/STUDENT TEACHER

TCU ID# _____ TEA ID# _____

Last Name _____ First Name _____ MI __.

☐ EC-6   ☐ BIL ☐ ESL / SPED
☐ All Level   ☐ ART ☐ DEAF ☐ MUSIC ☐ PE
☐ Other: _____

Year _____   ☐ FALL ☐ SPRING   ☐ Middle School (4-8) _____
☐ Secondary (7-12) _____

SCHOOL 1 _____ **DISTRICT** _____   **SCHOOL 2** _____ **DISTRICT** _____

COOPERATING TEACHER (Placement 1)   **COOPERATING TEACHER (Placement 2)**

Last Name _____ First Name _____ Grade/ Subject ____/____   Last Name _____ First Name _____ Grade/ Subject ____/____

E-Mail: _____ **TEA ID #** _____   E-Mail: _____ **TEA ID #** ____

TCU FIELD SUPERVISOR (Placement 1)   **TCU FIELD SUPERVISOR (Placement 2)**

Last Name _____ First Name _____   Last Name _____ First Name _____

_____, _____ **TEA ID #** _____   _____, _____ **TEA ID #** _____

Start Date (mm/dd/yy) _____   **Start Date (mm/dd/yy)** _____
End Date (mm/dd/yy) _____ # of Days: ____   **End Date (mm/dd/yy)** _____ # of Days: ____

Documentation	Date	Beginning Time	End Time	TCU Clinical Teacher Signature	Cooperating Teacher Signature	TCU Field Supervisor Signature
3 Way Conference						
#1 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
#2 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
Mid/End Evaluation		**Completed by:**			☐	☐
**3 Way Conference						
#3 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
#4 Observation Documentation						
	TOTAL MINUTES			Refer to Observation Form & Notes		
End Evaluation		**Completed by:**			☐	☐

*TEA ID #s needed for Cooperating Teacher(s), Clinical Teacher & Field Supervisor. ** Required for 2nd Placement/Assignment** 6/2018

TCU COE Clinical Teacher
Weekly Reflection

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

TCU Box 297900
Fort Worth, TX 76129
817.257.7690

TEA TOTAL DAYS: _____

TCU COE Candidate _____ **Week of** _____ **WEEK #** ____

Cooperating Teacher _____ **School** _____

TCU COE Field Supervisor _____ **District** _____

This reflection form is designed to give the TCU College of Education candidate information at regular intervals concerning progress towards completing the necessary requirements of the clinical teaching practicum. The TCU-COE candidate will be responsible for completing and submitting the document in collaboration with the cooperating teacher. The information during the week is pertinent and will help reflect and prepare for the upcoming week.

The TCU COE candidate was engaged in the following activities during the week (Check as many as apply):

- ☐ Tutoring
- ☐ Assisting with instruction
- ☐ Virtual instruction
- ☐ Developing Lesson Plans
- ☐ Teaching Small Groups
- ☐ Grading / Evaluations
- ☐ Technology
- ☐ Assisting supervised activities
- ☐ Teaching Entire Class
- ☐ Attendance
- ☐ Organizing materials/resources
- ☐ Other: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL DAYS PRESENT
DATE						
TEA DAY #						
Percentage of Instruction	%	%	%	%	%	**TOTAL TIME (H:M)**
Start & End Time						
Hours : Minutes						

Participated in supplementary events such as: parent-teacher conferences; professional development workshops, ARD meeting, LPAC meeting, faculty/department meetings; extra-curricular events; etc.	
Subject/Content area(s) taught this week	
Suggestions/recommendations/reflections	

Signature of Cooperating Teacher _____ **Date:** _____

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

This form may be photocopied or electronically submitted as a PDF.

Rev. 1.3.2021

TCU COLLEGE OF EDUCATION

TCU Clinical Teacher
Classroom Observation #__
Date _____

TCU Box 297900
Fort Worth, TX 76129
817.257.7690

UNDERGRADUATE

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

TCU Clinical Teacher _____ **Lesson Beginning Time** _____ ☐AM☐PM
　　　　　　　　　　　　　　　　　　　　　　　　　　　End Time _____ ☐AM☐PM

Cooperating Teacher _____ **Observation Total:** _____ minutes
TCU Field Supervisor _____
Principal _____ **Grade/Subject** _____
　　　　　　　　　　　　　　　　　　　　　　　　　　School/District _____

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

	1	2	3	4	5	EVIDENCE
Written Lesson Plan *Submitted 24 hours prior	☐	☐	☐	☐	☐	
Voice Projection	☐	☐	☐	☐	☐	
Effective Use of Instruction Time	☐	☐	☐	☐	☐	
Domain 1: PLANNING ☐ **1.1** Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. ☐ **1.2** Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. ☐ **1.3** Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. ☐ **1.4** Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	☐	☐	☐	☐	☐	
Domain 2: INSTRUCTION ☐ **2.1** Supports all learners in their pursuit of high levels of academic and social-emotional success. ☐ **2.2** Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. ☐ **2.3** Clearly and accurately communicates to support persistence, deeper learning and effective effort. ☐ **2.4** Differentiates instruction, aligning methods and techniques to diverse student needs. ☐ **2.5** Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	☐	☐	☐	☐	☐	
Domain 3: LEARNING ENVIRONMENT ☐ **3.1** Organizes a safe, accessible and efficient classroom. ☐ **3.2** Establishes, communicates and maintains clear expectations for student behavior. ☐ **3.3** Leads a mutually respectful and collaborative class of actively engaged learners.	☐	☐	☐	☐	☐	
Domain 4: PROFESSIONAL PRACTICE & RESPONSIBILITIES ☐ **4.1** Meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. ☐ **4.2** Reflects on his/her practice. ☐ **4.3** Enhances the professional community. ☐ **4.4** Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	☐	☐	☐	☐	☐	
Reinforcement & Refinement Goals						

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

TCU Field Supervisor Signature _____ TCU Clinical Teacher Signature _____

TCU-Clinical Teacher Benchmark Evaluation

UNDERGRADUATE

☐ **Midterm**   ☐ **Final**

Semester: ☐ **Fall** ☐ **Spring** **Year:** _____

DEVELOPING EFFECTIVE, ETHICAL EDUCATORS WITH A PASSION FOR LEARNING.

Clinical Teacher (Last name, First name)		TCU ID #	
Certification Area		**Specialization**	
Cooperating Teacher		**Grade Level(s) / Content Area**	
School / District		**TCU Field Supervisor**	

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

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

DIMENSIONS	COMPETENCIES	1	2	3	4	5	*SPECIFIC COMMENTS*
1. PLANNING	**1.1** Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	☐	☐	☐	☐	☐	
	1.2 Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	☐	☐	☐	☐	☐	
	1.3 Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	☐	☐	☐	☐	☐	
	1.4 Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	☐	☐	☐	☐	☐	
2. INSTRUCTION	**2.1** Supports all learners in their pursuit of high levels of academic and social-emotional success.	☐	☐	☐	☐	☐	
	2.2 Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	☐	☐	☐	☐	☐	
	2.3 Clearly and accurately communicates to support persistence, deeper learning and effective effort.	☐	☐	☐	☐	☐	
	2.4 Differentiates instruction, aligning methods and techniques to diverse student needs.	☐	☐	☐	☐	☐	
	2.5 Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	☐	☐	☐	☐	☐	
3. LEARNING ENVIRONMENT	**3.1** Organizes a safe, accessible and efficient classroom.	☐	☐	☐	☐	☐	
	3.2 Establishes, communicates and maintains clear expectations for student behavior.	☐	☐	☐	☐	☐	
	3.3 Leads a mutually respectful and collaborative class of actively engaged learners.	☐	☐	☐	☐	☐	
4. PROFESSSIONAL PRACTICES AND RESPONSIBILITIES	**4.1** Meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	☐	☐	☐	☐	☐	
	4.2 Reflects on his/her practice.	☐	☐	☐	☐	☐	
	4.3 Enhances the professional community.	☐	☐	☐	☐	☐	
	4.4 Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	☐	☐	☐	☐	☐	
Reinforcement & Refinement Goals							

Signature of Evaluator:_____   Title:_____   Date:_____

Rev. 08-09-19

Please initial one of the following in reference to TEA Certification: ☐ Recommend.   ☐ Recommend with reservations.   ☐ Do not recommend at this time.

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TCU

Off-Campus Activity

Internship, Community Engagement, and Experiential Learning

Spring 2021

Student Name:_____ **Student ID:**_____

Activity:_____ **Activity Dates:**_____

Activity Location:_____

TCU COE Clinical / Student Teaching   January 4, 2021-May 7, 2021

Due to the uncertainty caused by the COVID-19 pandemic and the potential risks involved with any type of internship, experiential learning or other activity involving community engagement, students should thoughtfully consider whether participation in this activity is in their best interest, both personally and academically. Even with the public health and other health and safety measures implemented by TCU and/or by each clinical, practicum or internship site or placement to prevent the spread of COVID-19, TCU cannot promise or ensure that a student will not be exposed to or contract COVID-19. Each TCU student is responsible for his or her own health and well-being, and must evaluate the risks of participating in a an off-campus activity in light of that student's health history, underlying health conditions, advice from healthcare providers, the availability or accessibility of healthcare facilities and providers when travelling, and other factors that may impact the risks of contracting the COVID-19 virus.

Just like all TCU students, those who choose to participate in a clinical placement, internship, field placement, or similar community engagement or experiential learning opportunity in the 2020-21 academic year should have health insurance. Students are also responsible to obtain, review, and ensure they are comfortable with the health and safety protocols of the employer or internship site or location prior to participating in the activity at the activity location. Students are encouraged to use guidelines suggested by the CDC and local health authorities in their assessment.

This form is in addition to, and not a substitute for, the Affirmation and Acknowledgement of Risk form required of all students participating in off-campus activities.

Please select one of the following statements and return this form to your course faculty:

I do not choose to participate in the activity identified above. I will immediately consult with my academic advisor to understand alternatives and how this might impact my academic progress or plan.

Yes, I will participate in practicum, internship, and/or field or clinical placement as scheduled in the winter intercession/spring 21 semester, and I represent that I have current health insurance coverage and will maintain that coverage while I am a student at TCU. By signing below and choosing to participate in the identified activity, I acknowledge that TCU cannot eliminate the risks to me of contracting the COVID-19 virus or any harm to my life and health that may be caused by the virus. By signing below, I also represent that I have considered and evaluated the risks associated with living and learning in a campus environment and/or participating in the identified activity in light of my health history, underlying health conditions, advice from my healthcare providers, and other factors that may impact the risks to me of contracting the COVID-19 virus. By choosing to participate in this activity, I represent that I have decided to assume those risks. Finally, by choosing to participate in the identified activity and signing below, I agree that on behalf of myself, my executor, heirs, and assigns, I release and hold harmless Texas Christian University and its trustees, officers, employees, agents, and successors of and from any and all expenses, damages, judgments, and costs, of whatever kind, that arise from any illness or injury I may acquire or sustain while participating in the practicum, internship, and/or field or clinical placement.

_____   _____
Student Signature   Date

_____   _____
Course Faculty/Program Director   Date

TEXAS CHRISTIAN UNIVERSITY
INFORMED CONSENT, ASSUMPTION OF RISK, RELEASE FROM LIABILITY, AND INDEMNITY AGREEMENT

Program: ___TCU COE Clinical / Student Teaching___   Course Number (if applicable): _____

Instructor/Sponsor:_____   Semester/Dates of Participation: _Spring 2021 / January-May_

Destination or Location of Program:_____

Please read, sign, and return this form to __Dr. Karrabi W. Malin, k.malin@tcu.edu__. Note that program participation will not be permitted until the signed form is received and acknowledged by the office/individual indicated above.

Printed Name of Student/Program Participant: _____   Student ID: _____

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

ASSUMPTION OF RISKS: Despite precautions, accidents and injuries can occur. I understand and appreciate that certain dangers, hazards and risks of harm are or may be inherent in participating in the Program, including those associated with travel and transportation to and from the Program and in any independent research or activities I undertake as an adjunct to the Program, due to acts of third parties, natural disaster, and other occurrences. I acknowledge and understand that TCU and its agents and employees cannot control all of these risks. I have reviewed the activities and events associated with the Program, including the specific risks described below. I acknowledge that the nature of the Program and related activities, events, and transportation may expose me to hazards and risks that may result in my personal or bodily injury, illness or death, and/or loss or damage of property, and I accept all risks to my health and property that may result from my participation in the Program. I understand that is my responsibility to know and provide what I will need for participation in the Program. I agree not to wear, use or do anything that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may be dismissed from the Program.

HEALTH INSURANCE: I ACKNOWLEDGE THAT IT IS IMPORTANT THAT I HAVE HEALTH INSURANCE COVERAGE WHICH EXTENDS TO ME WHILE PARTICIPATING IN THE PROGRAM, AND I VERIFY THAT HAVE SUCH COVERAGE OR WILL SECURE SUCH COVERAGE IF I DO NOT ALREADY HAVE IT. I understand that TCU does not provide such coverage and that no insurance coverage may exist through TCU to cover any injuries or damages which I may sustain or claims which may arise as a result of my participation in the Course/Activity.

SPECIFIC RISKS OF TRAVEL OR PROGRAM: I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous and that I may be injured and/or lose or damage personal property as a result of participation in the Program. Further, I understand that TCU accepts no responsibility for losses or additional expenses incurred by me due to delay or changes in air, hotel, or other services, sickness, weather, strike, war, terrorist acts, pandemic, quarantine, breakdown in equipment, theft or other causes. Specific risks related to the Program include but are not limited to:

_____
_____
_____
_____
_____
_____

INSTITUTIONAL ARRANGEMENTS: I hereby acknowledge that TCU is not representing, sponsoring, endorsing or acting as an agent for any transportation carriers, hotels, or other suppliers of goods or services that may be used in connection with the Program. I understand that TCU may procure these goods or services only as a convenience to participants, but TCU is not providing or selling the goods or services. I assume all the risks of using such providers or suppliers and acknowledge that TCU assumes no liability, in

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whole or in part, for damages, injuries, losses, or additional expenses arising from the action or inaction of any such provider or supplier or the condition or quality of the goods or services supplied, including and damages, losses, or additioinal expenses incurred by me due to delay or changes in arrangements for the Program. I further understand that TCU is not responsible for matters beyond its control. I acknowledge that TCU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic Program as deemed necessary by TCU.

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

HEALTH AND SAFETY: I acknowledge there may be physically strenuous activities associated with the Program. I have reviewed the activities associated with the Program, and I have been advised to consult with a medical doctor with regard to my personal medical needs. I represent and warrant that there are no health-related reasons or problems that preclude or restrict my participation in this Program, and by my signature below I represent and warrant that I am physically able to participate in all planned activities associated with he Program. I agree to stop and seek assistance if I do not believe I can safely continue any activity during the Program. I represent that I have advised TCU of any physical or mental disabilities and/or needs which may affect my ability to participate fully in the Program and have requested and received reasonable accommodation, if needed. I recognize that TCU is not obligated to attend to any of my medical or medication needs, and I assume all risks and responsibility for same. I agree to pay all expenses relating to my medical or medication needs.

TCU RULES, REGULATIONS, AND POLICIES: I agree to abide by the guidelines set forth in TCU's Code of Student Conduct and to obey and comply at all times with all of the rules, regulations, and policies of TCU while participating in the Program, including those which may be employed to minimize the risks of injury, as well as compliance with all federal, state and local laws.

RELEASE FROM LIABILITY: In consideration of my participation in the Program and TCU transporting me (if applicable), I hereby release TCU and its Board of Trustees, officers, employees, agents and representatives from any and all liability to me or my personal representatives, heirs, estate, and assigns for claims, demands, expenses or causes of action I have or may have in the future for any loss or damage to property, injury, accident or expense arising out of, resulting from, caused by, occurring during or in any way connected with the Program or my participation in it, REGARDLESS OF WHO MAY BE AT FAULT OR RESPONSIBLE UNDER ANY LEGAL THEORY AND EVEN IF SUCH DAMAGE, LOSS, INJURY OR DEATH ARISES FROM OR IS CAUSED BY OR ATTIBUTABLE TO, DIRECTLY OR INDIRECTLY, THE SOLE OR CONCURRENT NEGLIGENCE OF TCU but excluding any gross negligence or willful misconduct of TCU. IT IS MY EXPRESS INTENT THAT THE ABOVE RELEASE INCLUDES THE RELEASE BY ME OF TCU FROM THE CONSEQUENCES OF TCU'S OWN NEGLIGENCE. THE ONLY CIRCUMSTANCE UNDER WHICH MY RELEASE OF TCU DOES NOT APPLY IS WITH RESPECT TO ANY OCCURRENCE RESULTING FROM THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF TCU.

CONTROLLING LAW AND JURISDICTION: The terms of this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement are to be governed by and construed under the laws of the State of Texas, and venue with respect to any dispute arising between TCU and any other party that involves this Release and Indemnity Agreement or my participation in the Course/Activity shall be exclusively in Tarrant County, Texas.

SEVERABILITY: Each provision of this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement is severable and if one portion is invalid or illegal, such invalid or illegal portion shall not apply but the remaining portions shall nevertheless remain in full force and effect. I understand that the terms of the Release and Indemnity Agreement are contractual and not mere recitals and are binding upon me, my heirs, personal representatives and assigns.

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

IMPORTANT – READ ENTIRE AGREEMENT BEFORE SIGNING.

_____   _____

Signature of Program Participant   **Date**

IF PROGRAM PARTICIPANT IS A MINOR - PARENT APPROVAL: As parent or legal guardian of the above-mentioned Program Participant, I agree to and approve the terms of this Release and Indemnity Agreement on behalf of myself (including releasing any claims I may have against TCU related to the Program) and on behalf of the Program Participant. I consent to the Program Participant's participation in the Program and warrant that I have full authority to do so on behalf of myself, the Program Participant, and the Program Participant's heirs, personal representatives, and assigns. I understand and assume the risks of the Program Participant's participation in the Course/Activity.

I FURTHER AGREE TO DEFEND TCU AGAINST ALL CLAIMS, LAWSUITS, INVESTIGATIONS AND DEMANDS AND TO INDEMNIFY AND HOLD HARMLESS TCU any and all losses, liabilities, settlements, judgments, damages and costs (including court costs, attorneys fees and costs of investigation), for any damage to or loss of any property or any personal or bodily injury, illness or death of any person or any one or more of the foregoing, arising out of Program Participant's participation in the Program, REGARDLESS OF WHO MAY BE AT FAULT OR RESPONSIBLE UNDER ANY LEGAL THEORY AND EVEN IF SUCH DAMAGE, LOSS, INJURY OR DEATH ARISES FROM OR IS CAUSED BY OR ATTIRBUTABLE TO, DIRECTLY OR INDIRECTLY, THE SOLE OR CONCURRENT NEGLIGENCE OF TCU but excluding any gross negligence or willful misconduct of TCU. IT IS MY EXPRESS INTENT THAT THE ABOVE INDEMNITY INCLUDES INDEMNIFICATION BY ME OF TCU FROM THE CONSEQUENCES OF TCU'S OWN NEGLIGENCE. THE ONLY CIRCUMSTANCE UNDER WHICH MY OBLIGATION TO INDEMNIFY TCU DOES NOT APPLY IS WITH RESPECT TO AN OCCURRENCE RESULTING FROM THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF TCU.

Signature of Parent or Legal Guardian
(If Program Participant is a minor)

Date

REVISED 12.8.20

TCU-COE Tentative Calendar 2021 Clinical Teacher Candidates

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
*2021	DECEMBER 28	DECEMBER 29	DECEMBER 30	DECEMBER 31	JANUARY 1 2021! ☺	JANUARY 2	JANUARY 3
WEEK 1	JANUARY 4	JANUARY 5	JANUARY 6	JANUARY 7	JANUARY 8	JANUARY 9	JANUARY 10
3-Way Conference *Must completed within the first 2 weeks of placement.	Aledo ISD PD Arlington ISD PD Birdville ISD Flex / PD Burleson ISD PD Carroll ISD PD Castleberry ISD PD Coppell ISD OFF Crowley ISD OFF Eagle Mountain-Saginaw ISD 1st Day of School Everman ISD PD Fort Worth ISD OFF Grapevine-Colleyville OFF H-E-B ISD PD Keller ISD PD Mansfield ISD PD Midlothian ISD PD White Settlement ISD PD	Aledo ISD PD Arlington ISD 1st Day of School Birdville ISD PD Burleson ISD PD Coppell ISD PD Carroll ISD 1st Day of School Castleberry ISD PD Crowley ISD PD Everman ISD PD FWISD PD GCISD PD H-E-B ISD 1st Day of School Keller ISD 1st Day of School Mansfield ISD PD Midlothian ISD 1st Day of School White Settlement ISD PD	Aledo ISD, Birdville ISD, Burleson ISD, Castleberry ISD, Coppell ISD, Everman ISD, FWISD, GCISD, Mansfield ISD & White Settlement ISD 1st Day of School Crowley ISD PD Lewisville ISD PD	Crowley ISD 1st Day of School Lewisville ISD 1sr Day of School			
WEEK 2	JANUARY 11	JANUARY 12	JANUARY 13	JANUARY 14	JANUARY 15	JANUARY 16	JANUARY 17
		Castleberry ISD PD *TCU Employees Return to Campus			EM-S ISD & H-E-B ISD S ½ Day / PD		
WEEK 3	JANUARY 18	JANUARY 19	JANUARY 20	JANUARY 21	JANUARY 22	JANUARY 23	JANUARY 24
OBS #1	MLK Day OFF	TCU 1st Day					
WEEK 4	JANUARY 25	JANUARY 26	JANUARY 27	JANUARY 28	JANUARY 29	JANUARY 30	JANUARY 31
WEEK 5	FEBRUARY 1	FEBRUARY 2	FEBRUARY 3	FEBRUARY 4	FEBRUARY 5	FEBRUARY 6	FEBRUARY 7
OBS #2					FWISD PD		
WEEK 6	FEBRUARY 8	FEBRUARY 9	FEBRUARY 10	FEBRUARY 11	FEBRUARY 12	FEBRUARY 13	FEBRUARY 14
					Birdville ISD & Coppell ISD S ½ Day / PD Carroll ISD WD Crowley ISD PD Everman ISD PD Keller ISD PD Mansfield ISD OFF		
WEEK 7	FEBRUARY 15	FEBRUARY 16	FEBRUARY 17	FEBRUARY 18	FEBRUARY 19	FEBRUARY 20	FEBRUARY 21
Mid/End Evaluation	Aledo ISD PD Arlington ISD OFF Birdville ISD WD / PD Burleson ISD PD Carroll ISD OFF Castleberry ISD OFF Coppell ISD WD Crowley ISD OFF EM-S ISD PD Everman ISD PD FWISD WD / FLEX GCISD PD Keller ISD OFF Lewisville ISD PD Mansfield ISD WD White Settlement ISD PD	Carroll ISD PD EM-S ISD PD					
WEEK 8	FEBRUARY 22	FEBRUARY 23	FEBRUARY 24	FEBRUARY 25	FEBRUARY 26	FEBRUARY 27	FEBRUARY 28
	Castleberry ISD PD Midlothian ISD PD TELPAS Window Begins→	TELPAS Window	TELPAS Window	TELPAS Window	H-E-B ISD S ½ Day / PD *Tentative Last Day of Placement 1 TELPAS Window		
WEEK 9	MARCH 1	MARCH 2	MARCH 3	MARCH 4	MARCH 5	MARCH 6	MARCH 7
Placement 2 *Tentative* 3-Way Conference	TELPAS Window	TELPAS Window	TELPAS Window	TELPAS Window	Aledo ISD PD Lewisville ISD Early Release TELPAS Window		
WEEK 10	MARCH 8	MARCH 9	MARCH 10	MARCH 11	MARCH 12	MARCH 13	MARCH 14
		*TCU SPRING REFRESH BREAK	*TCU SPRING REFRESH BREAK	*TCU SPRING REFRESH BREAK	Coppell ISD S ½ Day / PD Castleberry ISD & Midlothian ISD WD		

WEEK 11	MARCH 15	MARCH 16	MARCH 17	MARCH 18	MARCH 19	MARCH 20	MARCH 21
*TCU COE Research & Pedagogy Workshop – Monday, March 15, 3:00pm-5:00pm→	Aledo ISD, Arlington ISD, Birdville ISD, Burleson ISD, Carroll ISD, Castleberry ISD, Coppell ISD, Crowley ISD, Eagle Mountain-Saginaw ISD, Everman ISD, Fort Worth ISD, Grapevine-Colleyville ISD, Hurst-Euless-Bedford ISD, Keller ISD, Lewisville ISD, Mansfield ISD, Midlothian ISD & White Settlement ISD SPRING BREAK 2021						
WEEK 12	MARCH 22	MARCH 23	MARCH 24	MARCH 25	MARCH 26	MARCH 27	MARCH 28
	TELPAS Window	*TCU Interview Day 2021 @BLUU* TELPAS Window	TELPAS Window	TELPAS Window	TELPAS Window		
WEEK13	MARCH 29	MARCH 30	MARCH 31	APRIL 1	APRIL 2	APRIL 3	APRIL 4
OBS #3	Fort Worth ISD OFF / FLEX	TELPAS Window *STAAR ALT 2 / Gr.3-8 EOC Testing*	TELPAS Window *STAAR ALT 2 / Gr.3-8 EOC Testing*	TELPAS Window Closes **X** *STAAR ALT 2 / Gr.3-8 EOC Testing*	Aledo ISD OFF / Flex Arlington ISD OFF Birdville ISD WD/OFF Burleson ISD OFF Carroll ISD WD Castleberry ISD WD Coppell ISD WD Crowley ISD OFF EM-S ISD WD Everman ISD OFF Fort Worth ISD OFF / FLEX G-C ISD WD Keller ISD WD Mansfield ISD OFF Midlothian ISD WD White Settlement ISD WD *TCU OFF*		
WEEK 14	APRIL 5	APRIL 6	APRIL 7	APRIL 8	APRIL 9	APRIL 10	APRIL 11
	Burleson ISD WD Coppell ISD OFF Lewisville ISD OFF Mansfield ISD WD	*STAAR TESTING*	*STAAR TESTING*	*STAAR TESTING*	*STAAR TESTING* *TCU COE Research & Pedagogy Festival Projects DUE*		
WEEK 15	APRIL 12	APRIL 13	APRIL 14	APRIL 15	APRIL 16	APRIL 17	APRIL 18
OBS #4	Arlington ISD PD/Flex Midlothian ISD PD				Aledo ISD WD TCU COE Research & Pedagogy Festival Audio DUE		
WEEK 16	APRIL 19	APRIL 20	APRIL 21	APRIL 22	APRIL 23	APRIL 24	APRIL 25
End Evaluation	Castleberry ISD PD		TCU COE Research & Pedagogy Festival		*Possible 70 Days*		
WEEK 17	APRIL 26	APRIL 27	APRIL 28	APRIL 29	APRIL 30	MAY 1	MAY 2
	Lewisville ISD WD				Burleson ISD PD GCISD WD *Possible 70 Days* *TCU Last Day of Classes*		
WEEK 18	MAY 3	MAY 4	MAY 5	MAY 6	MAY 7	MAY 8	MAY 9
	TCU Exams	**TCU Exams** *STAAR / EOC*	**TCU Exams** *STAAR / EOC*	**TCU Exams** *STAAR / EOC* *All 70 days must be finished by today to graduate.*	**TCU Exams** *STAAR / EOC* **TCU-COE Pinning**	**TCU Graduation**	*An "INCOMPLETE" will be issued for less than 70 days of Clinical Teaching after May 7th for a summer graduation date.
WEEK 19	MAY 10	MAY 11	MAY 12	MAY 13	MAY 14	MAY 15	MAY 16
*Tentative		*STAAR / EOC*	*STAAR / EOC*	*STAAR / EOC*	*STAAR / EOC*		
WEEK 20	MAY 17	MAY 18	MAY 19	MAY 20	MAY 21	MAY 22	MAY 23
*Tentative	Aledo ISD WD				EM-S ISD WD White Settlement ISD Last Day of School		Birdville ISD Graduation
WEEK 21	MAY 24	MAY 25	MAY 26	MAY 27	MAY 28	MAY 29	MAY 30
*Tentative	White Settlement ISD WD	Arlington ISD & Birdville ISD S ½ Day / PD White Settlement ISD PD	Arlington ISD, Birdville ISD, Castleberry ISD, Coppell ISD, Crowley ISD, Everman ISD,Lewisville ISD & Midlothian ISD S ½ Day / PD Last Day of School Mansfield ISD Last Day of School White Settlement ISD PD	Aledo ISD, Burleson ISD, Crowley ISD ,GCISD, H-E-B ISD, Keller ISD & Midlothian ISD S ½ Day / PD Last Day of School Arlington ISD, Birdville ISD, Castleberry ISD, Coppell ISD & Lewisville ISD PD EM-S ISD ½ Day / PD Carroll ISD, FWISD Last Day of School Everman ISD, Mansfield ISD & White Settlement ISD PD	Aledo ISD PD Arlington ISD WD/Flex Burleson ISD PD Carroll ISD PD / Graduation Castleberry ISD PD Crowley ISD PD EM-S ISD ½ Day / PD Last Day of School FWISD PD H-E-B ISD PD Keller ISD PD White Settlement ISD PD	EM-S ISD Graduation Keller ISD Graduation	H-E-B ISD Graduation
WEEK 22	MAY 31	JUNE 1	JUNE 2	JUNE 3	JUNE 4	JUNE 5	JUNE 6
*Tentative	Memorial Day OFF	Aledo ISD PD/Flex Burleson ISD PD/Flex Castleberry ISD PD White Settlement ISD Flex PD	Aledo ISD PD/Flex				

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WEEK 23	JUNE 7	JUNE 8	JUNE 9	JUNE 10	JUNE 11	JUNE 12	JUNE 13
*Tentative				*Carlson/Jo Kelly Last Day of School	*Carlson/Jo Kelly PD		
WEEK 24	JUNE 14	JUNE 15	JUNE 16	JUNE 17	JUNE 18	JUNE 19	JUNE 20
*Tentative							
WEEK 25	JUNE 21	JUNE 22	JUNE 23	JUNE 24	JUNE 25	JUNE 26	JUNE 27
*Tentative		*STAAR / EOC*	*STAAR / EOC*	*STAAR / EOC*			

Suggested Course Materials & Readings:

Algozzine, A. & Ysseldyke, J. (2004). Tips for beginning teachers. Longmont, CO: Sopris West Educational Services.

Armstrong, T. (2000). Multiple intelligences in the classroom, 2nd ed. Alexandria, VA: Association for Curriculum and Supervision Development.

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Butler, S. M. & McMunn, N. D. (2006). A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning. San Francisco: Jossey-Bass.

Canter and Associates, eds. (rev. 2001). First-class teacher: Successful strategies for new teachers. Santa Monica, CA:

Canter and Associates. Caruso, J.J. (1977). Phases in student teaching, Young Children, 33 (1), 57-63.

Chang, M. L. (2004). Classroom management in photographs. New York, NY: Teaching Resources.

Chenfeld, M. B. (2007). Celebrating young children and their teachers. St. Paul, MN: Redleaf Press.

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Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.

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Emmer, E T., Everston, C., Clements, B. S., & Worsham, M. E. (2006). Classroom management for secondary teachers. 7 th Ed. Englewood Cliffs, New Jersey: Allyn & Bacon.

Foster, B. R., Jr., Walker, M. L., & Song, K. H. (2006). A beginning teaching portfolio handbook: Documenting and Reflecting on your professional growth and abilities. Upper Saddle River, NJ: Pearson.

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Goethals, M. S., & Howard, R. A. (2000). Student teaching: A process approach to reflective practice: A guide for student, intern, and beginning teachers. Upper Saddle River, NJ: Merrill.

Goldberg, M. (2006). Integrating the arts: An approach to teaching and learning in multicultural and multilingual settings. Boston, MA: Pearson.

Guise, M., Habib, M., Thiessen, K., & Robbins, A. (2017). Continuum of co-teaching implementation: Moving from traditional student teaching to co-teaching. *Teaching and Teacher Education*, *66*, 370-382.

Heacox, D. (2002). Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners, Grades 3-12. Minneapolis, MN: Free Spirit Publishing.

Howe, R. (2004). Training wheels for teachers: What I wish I'd known my first 100 days on the job. New York, NY: Kaplan Publishing.

Jones, F. (2000). Tools for teaching: Discipline, instruction, motivation. Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

Levine, M. (2001). Educational care: A system for understanding and helping children with learning differences. (2nd ed.). Cambridge and Toronto: Educators Publishing Service.

Loomans, D. & Kolberg, K. (2002). The laughing classroom: Everyone's guide to teaching with humor and play. Tiburon, CA: H.J. Kramer, Inc.

Lovey, J. (2002). Supporting special educational needs in secondary school classrooms. London: David Fulton Publishers, Ltd.

McCarney, S. B. & Wunderlick, K. C. (2006). The teacher's resource guide. 2 nd Ed. Columbia, MO: Hawthorne Educational Services, Inc.

McEwan, E. K. (2006). How to Survive and Thrive in the First Three Weeks of School. Thousand Oaks: Corwin Press.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA.: Association for Supervision and Curriculum Development.

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Marzano, R.J. & Simms, J.A. (2014). *Questioning sequences in the classroom.* Bloomington, IN.: Marzano Research Laboratory.

Nagro, S. A., DeBettencourt, L. U., Rosenberg, M. S., Carran, D. T., & Weiss, M. P. (2017). The effects of guided video analysis on teacher candidates' reflective ability and instructional skills. *Teacher Education and Special Education*, *40*(1), 7-25.

Noddings, N. 2002). Teaching children to care: Classroom management for ethical and academic growth, K-8. Turners Falls, MA: Northeast Foundation for Children, Inc.

Paterson, K. (2005). 55 Teaching dilemmas: Ten powerful solutions to almost any classroom challenge. Ontario, Canada: Pembroke Publishers.

Payne, R. K. (1996). A framework for understanding poverty. (4th ed.). Highlands, TX.: aha! Process, Inc.

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Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. (2nd ed.). Columbus, OH: Pearson Merrill Prentice Hall.

Venables, D.R. (2014). How teachers can turn data into action. Alexandria, VA.: ASCD.

Whitaker, T. (2012). What great teachers do differently: Things that matter most. (2nd ed.). London and New York: Routledge.

Wormeli, R. (2007). Differentiation: From planning to practice grades 6-12. Portland, MA: Stenhouse.

Wong, H. K. & Wong, R. T. (1998). <u>How to be an Effective Teacher: The First Days of School</u>. Mountain View: Harry K. Wong Publications, Inc.

TCU COLLEGE OF **EDUCATION**

Research & Pedagogy *Festival*

2021 RESEARCH & PEDAGOGY FESTIVAL

WEDNESDAY, APRIL 21, 2021 | VIRTUAL FESTIVAL

SUBMISSIONS DUE FOR REVIEW FRIDAY, APRIL 9, 2021
SUBMISSIONS DUE WITH EMBEDDED AUDIO FRIDAY, APRIL 16, 2021

Undergraduate and Graduate student(s) are encouraged to present their scholarly and pedagogical work.

POSTER FORMAT

Posters should be formatted using the 30" x 42" template found on the Student Research web page.

RECOMMENDED POSTER CONTENT

- Title
- Student name(s)
- Faculty mentor(s) name(s)
- College of Education Center affiliation (if applicable)
- Research questions or pedagogical project objectives
- Description (abstract)
- Methods used to answer research question(s) or to implement a novel approach
- Summary of results, including a clear, concise conclusion.
- Posters should include charts, tables, graphs, figures, images, photographs, and the like. We ask that consent of participants be obtained if photographs are used.
- Embedded audio clip (see #3 below for details)

POSTER PREPARATION WORKSHOP

Monday, March 15, 3-5 p.m. This workshop is highly recommended, and will address design, communication, and technical considerations for research and pedagogy posters. The workshop will be held via Zoom.

[Website Information](#)

[FAQs Link](#)

QUESTIONS?
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