

HBU

HOUSTON BAPTIST
UNIVERSITY

College of Education
and Behavioral Sciences
Clinical Teaching Handbook
2017-2018

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INTRODUCTION

Message from the Director of the Center for Preparation of Professional Educators

You are about to take a very important step in your journey to become a professional educator. This semester you will be entrusted with students' learning. Remember, when you stand before your students you represent God, Houston Baptist University, your family, and yourself. It is our prayer that God will strengthen you, that you will give God your best, and that your students and others around you will be blessed by your efforts. The faculty and staff of the School of Education stand ready to assist you on this journey. We want you to be successful as you seek to reach your goals. We are praying for God's continuous blessings upon you as you seek to serve Him.

Ava Mathis

Ava Mathis, M.Ed.
CPPE Director



A Teacher's Prayer

Each time, before I face my class,
I hesitate a while, and ask the Father,
"Help me, Lord, to understand each child.
Help me to see in every one
a precious soul, most dear;
And, may I lead that child through
paths of wonder—not of fear.
Dear Father, as they look to me
for Christian guidance true,
I look to Thee and humbly ask
that Thou will teach me, too."
Amen

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Introduction from the Dean

Education students enrolled at Houston Baptist University (HBU) progress through three distinct stages of field experience. The first phase occurs during the time that the future teacher takes the foundation courses of *Learning and Development* and *Foundations of American Educational Thought*. During this phase, the student visits classrooms and observes interactions between pupils and teachers as well as participates in designated teacher-aide, tutorial and instructional roles. The second stage of field experience occurs subsequent to the first phase and prior to the actual Clinical Teaching experience. Phase two is an integral part of certain educational methods courses. During this phase, each student spends time in school classrooms actively engaged in teacher-aide, tutorial, and instructional roles under the supervision of classroom teachers and university professors. The third stage of field experience is clinical teaching. Clinical teaching lasts fifteen (15) weeks and takes place during or near the last semester of school work in which the student is completing degree and/or certification requirements. All field experience Cooperating Teachers are master-level teachers and meet specified criteria which demonstrate excellence in the classroom.

In order to enhance the experiential opportunities of its students, the University has entered into cooperative agreements with independent school districts and private schools. Under these agreements, Houston Baptist University students are permitted to complete required observations, share in field experiences and student teaches in the schools of the participating school systems.

The faculty of Houston Baptist University believes that Clinical Teaching should be the capstone experience of the entire Educator Preparation Program. In so far as it is possible, the University desires that Clinical Teaching be done during the final semester of work toward certification. The Clinical Teaching is placed under the direct supervision of a qualified Cooperating Teacher, as well as, a certified University Supervisor.

Dr. Teresa McIntyre

Teresa M. McIntyre, Ph.D.

HBU College of Education and Behavior Sciences

STANDARDS AND POLICIES

Approval for Clinical Teaching

Clinical teaching is among the final requirements while pursuing a Texas teaching certificate. It must be done during one of the last two (2) semesters in the program. Admission to Clinical Teaching is not automatic upon completion of required courses. It is contingent upon approval by the Teacher Education Committee. The following requirements must be met:

Undergraduate Clinical Teaching

1. Satisfaction of all requirements for admission to and retention in the Educator Preparation Program.
2. Successful completion of **ALL** course work for the student's teacher preparation track (Elementary, or Middle/High School/All Level) and all courses required for any additional certifications by the end of semester prior to entering into the clinical teaching semester. This does not include clinical teaching courses or EDUC 4400 Clinical Teacher Seminar.
3. Completion of at least 21 semester hours with a GPA of 2.75 or above in the teaching field.
4. A GPA of 2.75 or higher on all course work with no grade lower than a "C," and a "B" or better in EDUC 4301 or 4311.
5. A completed *Application for Clinical Teaching* form on file in the School of Education office by the second week in February of the school year prior to Spring Clinical Teaching and by the second week in September of the school year prior to Fall Clinical Teaching.
6. Fitness for teaching as judged by performance in the classroom and in course-related field experience.
7. If seeking Bilingual Education or Spanish certification, a passing score on the appropriate Language Proficiency is required.

Graduate Clinical Teaching

1. Satisfaction of all requirements for admission to and retention in the Educator Preparation Program.
2. Successful completion of all course work for student's teacher preparation track (elementary, or middle/high school/all-level) and all courses required for any additional certifications by the end of semester prior to entering into the Clinical Teaching semester. This does not include Clinical Teaching courses or EDUC 5000 Clinical Teaching Seminar.
3. Graduates seeking initial certifications must have successful completion of the TExES content test in the teaching field or the required semester hours in each teaching field with a GPA of 2.75 or above in each teaching field.
4. A GPA of 3.0 or higher on all professional education course work with no grade lower than a "C," and a "B" or better in EDUC 6302, 6312 or 6322.
5. A completed "Application for Clinical Teaching" form on file in the School of Education office by the second week in February of the school year prior to Spring Clinical Teaching and by the second week in September of the school year prior to Fall Clinical Teaching.
6. Fitness for teaching as judged by performance in the classroom and in course-related field experience.
7. If seeking Bilingual Education or Spanish certification, passing score on the appropriate Language Proficiency.

THE CLINICAL TEACHING EXPERIENCE

Overview of Clinical Teaching Experience

Clinical teaching is the capstone experience of the professional preparation of a teacher. It is here that practical experiences based upon sound educational theory are integrated into real teaching-learning activities from which a working philosophy of education is developed. In clinical teaching, the Clinical Teacher can implement educational theory by observing its pragmatic value and by demonstrating an understanding of it. Through the application of theory, it is possible for the beginning teacher to determine the need for further study in education and content and to determine how effectively he/she functions when guiding an actual teaching-learning situation. Clinical Teaching is a period for exploration and continuous self-evaluation. Planning and re-planning to determine and extend individual abilities is a continuous process.

The Clinical Teaching experience consist of at least fifteen (15) weeks of a full-time commitment to his/her campus placement which exceeds the mandated state hours. The experience begins during the first week of the HBU semester and concludes no later than before the scheduled commencement for that semester. During the semester, the clinical teacher will adhere to the instructional day of the campus site Monday through Friday.

If the Clinical Teacher is being certified in an all-level certification or EC-6 Core Subjects, then the Clinical Teacher will be assigned two (2) placements in different grade levels/instructional settings. The two assignments will be split evenly consisting of 7 or 8 weeks at each assignment for a total full-time semester of Clinical Teaching. Clinical Teachers preparing to teach grades 4-8 may be assigned one or two placements.

Clinical Teachers will participate in all aspects of the professional role of teachers including, but not limited to, professional committees and meetings, monitoring duty (cafeteria, bus lines, etc.), parent and student conferencing, extra-curricular activities with prior approval of the University Supervisor and Cooperating Teacher, and other assigned professional duties. During the experience, Clinical Teachers are required to teach a minimum of ten (10) full-time responsibility days (or five full-time teaching days per placement). They will plan and implement all lessons during this period of time. Most Clinical Teachers exceed the minimum full-time responsibility teaching days through the build-up to the full-time teaching days.

Clinical Teachers are assigned a Cooperating Teacher and a University Supervisor to guide, support, and evaluate them. Each placement is based on the Clinical Teacher's certification and requirements for that certification in the state of Texas and Houston Baptist University policy and curriculum.

Components of Clinical Teaching

▪ Observing

Much of the first few days of Clinical Teaching will be spent in observation of the classroom environment, instructional techniques, and interpersonal communication and relationships. As the clinical teacher observes, it is helpful to take reflective notes for the purpose of asking questions of the Cooperating Teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of "why" and "how" will provides the clinical teacher with a knowledge base for choosing her/his own methods for instruction and management. During this period of time, it is also helpful to complete a seating charts for learning the names of the students, a most important step for quickly building a relationship with the students.

▪ Assisting

After a short period of time, the clinical teacher will be ready to become more actively involved with the students in order to become better acquainted. The Cooperating Teacher may give specific suggestions for the following activities:

- Monitoring student work at the desks to give one-on-one assistance
- Distributing papers or materials
- Grading papers
- Checking attendance
- Assisting with end-of-the-day duties
- Assisting students with make-up work

The clinical teacher should let the teacher know when she/he is ready to become more involved. Demonstrate enthusiasm and initiative. The cooperating teacher may be reticent to "push" the clinical teacher. At the same time, be sensitive to fact that as a guest in the teacher's classroom and one should not attempt to "take over" the class too quickly.

▪ **Teaming**

To initiate your teaching experience in the class, you may begin by sharing with the Cooperating Teacher the responsibility of planning and teaching a selected lesson. This may be done in any number of ways. For example:

- The Clinical Teacher may present the lesson "warm-up" and motivation while the Cooperating Teacher teaches the new skill.
- Divide the class into two groups with each of you taking a group for instruction.
- Divide the instructional time--one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- One person may present the lesson content while the other one supervises the cooperative group work.
- The Cooperating Teacher models a lesson presentation, and if there is a repeat of that class, the Clinical Teaching presents the same lesson.

Teaming allows the Clinical Teacher to gain some initial experience in front of the class with support from the Cooperating Teacher. It also allows the students to observe the cooperative relationship of the Clinical Teacher and Cooperating Teacher. Cooperation should be made evident regarding the classroom management system as well as the instructional one.

▪ **Teaching**

After having observed the Cooperating Teacher model the preparation for and teaching of lesson plans in the subject area(s) within the classroom, the Clinical Teacher will be able to assume the responsibility for planning and teaching a single lesson in a single subject (or period). This lesson plan will be written and submitted to the Cooperating Teacher two days prior to teaching it in order to gain constructive feedback for revisions and ultimate success. This process will accelerate throughout the first 5 to 6 weeks until the Clinical Teacher has had experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day.

▪ **Full Responsibility**

A gradual buildup of teaching responsibility leads to the full responsibility experience. This means that for a minimum of two weeks, or ten consecutive days (one week or five consecutive days for each of two placements), the Clinical Teacher has full responsibility for planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will be assumed by the Clinical Teacher.

WEEK-AT-A-GLANCE PLACEMENT SCHEDULE

PLACEMENT ONE

Applies to all clinical teachers

<u>Week 1</u> Aug 29-Sep 1, 2017 <p style="text-align: center;">Introductory Conference</p>	<u>Week 2</u> Sep 4-8, 2017	<u>Week 3</u> Sep 11-15, 2017 <p style="text-align: center;">Observation 1</p>	<u>Week 4</u> Sep 18-22, 2017	<u>Week 5</u> Sep 25-29, 2017 <p style="text-align: center;">Observation 2</p>
<u>Week 6</u> Oct 2-6, 2017 <p style="text-align: center;">Independent Teaching* (5 Full Days)</p>	<u>Week 7</u> Oct 9-13, 2017 <p style="text-align: center;">Observation 3 (Mid-Term Evaluation)</p>			

* Applies to two-placement Clinical Teachers only

PLACEMENT TWO

(CONTINUATION OF PLACEMENT ONE)

Applies to EC-12, EC-6 and 4-8 certification areas

<u>Week 8</u> Oct 16-20, 2017	<u>Week 9</u> Oct 23-27, 2017 <p style="text-align: center;">Observation 4</p>	<u>Week 10</u> Oct 30-Nov 3, 2017	<u>Week 11</u> Nov 6-10, 2017 <p style="text-align: center;">Observation 5</p>	<u>Week 12</u> Nov 13-17, 2017 <p style="text-align: center;">Independent Teaching**</p>
<u>Week 13</u> Nov 27-Dec 1, 2017 <p style="text-align: center;">Independent Teaching** Observation 6</p>	<u>Week 14</u> Dec 4-8, 2017 <p style="text-align: center;">Final Evaluation/ Grade Sheet Due Dec 5th noon</p>	<u>Week 15</u> Dec 11-14*, 2017 (Makeup Day: Dec 15 th) <p style="text-align: center;">Signed Paperwork Due to Mrs. Mathis on Dec 14th noon</p>		

** All clinical teachers complete a minimum of ten (10) days of full-day teaching

TWO-PLACEMENT SCHEDULE

Applies to EC-12, EC-6 and 4-8 Certification Areas

Placement One

Weeks 1 and 2

- Within the first two weeks, an Introductory Conference must be held among the Clinical Teacher, Cooperating Teacher, and University Supervisor to review the Clinical Teaching Handbook, create a calendar to fulfill requirements, discuss duties, teaching roles, etc.
- Grade papers, check roll, work with individuals and small groups
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 3 and 4

- University Supervisor and Cooperating Teacher will conduct Observation #1
- Teach 2 to 4 times a week (perhaps after taught/modeled by Cooperating Teacher)
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 5, 6, 7

- University Supervisor and Cooperating Teacher will conduct Observation #2
- University Supervisor and Cooperating Teacher will conduct Observation #3 and hold a Mid-Term Evaluation meeting (with the University Supervisor), including having a discussion about transition to the second placement
- Begin Independent Teaching of a full load (at least 5 days)
- Attend and participate in weekly Clinical Teaching Seminar

Placement Two

Weeks 8 and 9

- University Supervisor and Cooperating Teacher will conduct Observation #4
- The Clinical Teacher, new Cooperating Teacher, and University Supervisor meet during an Introductory Conference to review Clinical Teaching Handbook and create a calendar to fulfill requirements, discuss duties, and teaching roles, etc.
- Attend and participate in weekly Clinical Teaching Seminar
- Grade papers, check roll, work with individuals and small groups

Weeks 10 and 11

- University Supervisor and Cooperating Teacher will conduct Observation #5
- Work toward teaching at full days of classes
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 12, 13, 14

- University Supervisor and Cooperating Teacher will conduct Observation #6 and hold the Final Evaluation meeting between the Clinical Teacher, University Supervisor, and Cooperating Teacher

The Final Evaluation/Grade Sheet is due to Mrs. Mathis on December 5, 2017 by 12:00 noon. (Grades are due in HuskyNet and to the Dean's Administrative Assistant on/before December 5, 2017, 12:00 noon.

- Present the portfolio to the University Supervisor and Cooperating Teacher
- Continue Independent Teaching of full load (at least 5 days)
- Attend and participate in weekly Clinical Teaching Seminar

Week 15

- Present the Portfolio to the Seminar instructor
- Withdraw gradually from teaching duties, assessment, etc.
- Observe additional school teaching, as available
- Attend and participate in weekly Clinical Teaching Seminar

SINGLE-PLACEMENT SCHEDULE

Applies to 7-12 and 4-8 Certification Areas

Weeks 1 and 2

- Within the first two weeks, an Introductory Conference must be held among the Clinical Teacher, Cooperating Teacher, and University Supervisor to review the Clinical Teaching Handbook, create calendar to fulfill requirements, discuss duties, teaching roles, etc.
- Grade papers, check roll, work with individuals and small groups
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 3 and 4

- University Supervisor and Cooperating Teacher will conduct Observation #1
- Teach 2 to 4 times a week (perhaps after taught/modeled by Cooperating Teacher)
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 5 and 6

- University Supervisor and Cooperating Teacher will conduct Observation #2
- Teach at least 3 classes per day (perhaps after taught/modeled by Cooperating Teacher)
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 7 and 8

- University Supervisor and Cooperating Teacher will conduct Observation #3, and hold a Mid-Term Evaluation meeting (with the University Supervisor)
- Teach at least 3 classes per day (perhaps after taught/modeled by Cooperating Teacher)
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 9, 10, and 11

- University Supervisor and Cooperating Teacher will conduct Observations #4 and #5
- Teach at least a full day of classes several times during the week
- Attend and participate in weekly Clinical Teaching Seminar

Weeks 12, 13, 14

- University Supervisor and Cooperating Teacher will conduct Observation #6 and hold the Final Evaluation meeting between the Clinical Teacher, University Supervisor, and Cooperating Teacher

[The Final Evaluation/Grade Sheet is due to Mrs. Mathis on December 5, 2017 by 12:00 noon. Grades are due in HuskyNet and to the Dean's Administrative Assistant on/before December 5, 2017, 12:00 noon.](#)

- Present the portfolio to the University Supervisor and Cooperating Teacher
- Begin Independent Teaching of a full load (a minimum of 10 days)
- Attend and participate in weekly Clinical Teaching Seminar

Week 15

- Withdraw gradually from teaching duties, assessment, etc.
- May observe additional school faculty
- Attend and participate in weekly Clinical Teaching Seminar
- Present the Portfolio to the Seminar instructor

COURSE POLICIES AND PROCEDURES

Placement of Clinical Teachers

The assignment of a Clinical Teacher to a school, grade-level, and the assignment of Cooperating Teachers is the responsibility of the Director of the Center for Preparation of Professional Educators (CPPE). Clinical Teachers may not contact District principals/teachers/staff to arrange a clinical teaching placement without the knowledge/approval of the CPPE Director.

Clinical teaching assignments are made in accordance with policies agreed upon by officials of partnering school systems comprising the HBU Teacher Education Advisory Council and the School of Education and policies established by the State of Texas. Cooperating Teachers are selected in a collaborative effort between HBU and partner districts. HBU selects Cooperating Teachers based on the qualifications presented to the districts. Districts and Cooperating Teachers agree to place Clinical Teachers in with Cooperating Teachers that meet the following criteria:

- Be fully certified in the teaching area
- Have at least three (3) years' classroom experience in Texas
- Possess knowledge of the basic principles of supervision and mentoring
- Agree to complete and email verification online Mentor Training to the CPPE Director within two (2) weeks of the assignment
- Collaborate with the University Supervisor to maximize the clinical teaching experience
- Plan accordingly so that EC-6 Clinical Teachers are able to independently teach all subjects per the state requirement, not just a few content areas.

HBU requests that Districts not place Clinical Teachers in Gifted and Talented, Pre-AP, AP, or IB classes for Clinical Teachers seeking certifications in grades 4-8 or 7-12.

Clinical Teachers and Cooperating Teachers are notified of placement assignments via email before the opening of the semester term in which clinical teaching is to be completed. Every effort possible is made to provide a mutually satisfactory match of Clinical Teachers and Cooperating Teachers. On rare occasions, it may be necessary and advisable to change the assignment of the Clinical Teacher to a different Cooperating Teacher. Such changes are not to be taken lightly and must be approved by the CPPE Director and the Dean of the School of Education.

Orientation

An orientation is conducted by the Director, Center for Preparation of Professional Educators to guide the Clinical Teacher's transition from university-based course work to clinical teaching in an EC-12 school environment. During the orientation, Clinical Teachers meet with their University Supervisors. Clinical Teachers are notified of the time and date of the orientation and of their clinical teaching placement by email. Attendance and participation at the orientation is mandatory.

Seminar

In order to enhance the clinical teaching experience, a series of seminars is conducted on a regular basis. A variety of topics are presented to provide the Clinical Teacher the opportunity to expand his/her knowledge and perspective of teaching and to review topics in preparation for the certification exam. Attendance of the seminars is required of all Clinical Teachers. Two (2) or more unexcused absences from seminars will result in a one-letter grade lowering of the Clinical Teacher's final assessment. All Clinical Teachers must register for Clinical Teaching Seminar (EDUC 4400 or EDUC 5000). No additional coursework is permitted during the clinical teaching experience.

Attendance

Attendance is of vital importance with the only acceptable excuse for absence being an emergency over which the Clinical Teacher has no control.

1. In case of absence, the Clinical Teacher must notify the principal's office and cooperating teacher prior to the time school begins on the day of the absence. The University Supervisor and CPPE Director must also be notified.
2. All days missed must be made-up.
3. Clinical Teachers are also required to attend two job fairs. The dates and times of the required job fairs are on the Clinical Teaching Calendar and reminders of attendance will also be emailed to the Clinical Teachers.
4. Students may be excused from clinical teaching for a reasonable number interviews. The student must submit documentation of the request for an interview and notify their University Supervisor and the CPPE Director at least one (1) day prior to the scheduled interview. The CPPE Director will notify students about the status of their request. Interviews should not be scheduled during the time that the student has full responsibilities for instruction.

Clinical Teachers Serving as Substitute Teachers

With the approval of Senate Bill 1, each educator preparation program is permitted to determine its own best policy regarding Clinical Teachers serving as substitute teachers. Below is Houston Baptist University's policy:

1. Clinical Teachers may serve as substitute teachers only after they have completed ten (10) days of full-time teaching (or five full-time teaching days during a double placement).
2. Clinical Teachers may serve as substitute teachers only of their own volition and with the prior recommendation of their Cooperating Teacher and University Supervisor.
3. Clinical Teachers can substitute only for the Cooperating Teacher.
4. Clinical Teachers may substitute for only one (1) day.
5. Clinical Teachers who substitute will not be paid.
6. Clinical Teachers who substitute must abide by all school district guidelines for substitute teachers.
7. A certified teacher must be present in the immediate vicinity of the classroom where the Clinical Teacher is substitute teaching and must be aware of the situation.

Corporal Punishment

According to the State of Texas regulations, Clinical Teachers may **NOT** administer any form of corporal punishment.

Holidays and Spring Break for Clinical Teaching/Calendar Alignment

Students enrolled in clinical teaching will observe the holidays, Spring Break, and professional development days of their assigned schools rather than the HBU Academic Calendar. Clinical teacher assignments align with the school district calendar. Clinical Teachers begin the first day of clinical teaching as indicated on the HBU Clinical Teaching Calendar.

SUPERVISION AND EVALUATION

The evaluation of a Clinical Teacher involves more than just a grade. The evaluation is a continuous process beginning with the induction of the Clinical Teacher into the classroom. Evaluation is accomplished through the cooperative efforts of the University Supervisor, the Cooperating Teacher, and the Clinical Teacher.

It is the responsibility of the University Supervisor and the Cooperating Teacher to confer with the Clinical Teacher throughout his/her experience. Lesson evaluations, the mid-term evaluation, and the final evaluation should be completed and the results discussed with the Clinical Teacher. In turn, the Clinical Teacher should self-evaluate each lesson, the mid-term evaluation, and the final evaluation to reflect upon his/her preparation, teaching skills, and attitudes towards the instructional process.

Finally, at the end of the clinical teaching assignment, the Clinical Teacher, Cooperating Teacher, and the University Supervisor will complete specific evaluations to provide programmatic feedback to the University. Sample of forms are included in this handbook.

RESPONSIBILITIES FOR EVALUATION AND GRADING

Cooperating Teacher

1. Six (6) formal evaluations completed during the semester, with signatures from the Clinical Teacher and University Supervisor. If the Clinical Teacher is in a two-placement assignment, then three formal observations are completed during each placement.
2. The above original documentation should be submitted to the CPPE Director by the semester deadline.

University Supervisor

1. Six (6) formal evaluations completed during the semester, with signatures from the Clinical Teacher and University Supervisor. If the Clinical Teacher is in a two-placement assignment, then three formal observations are completed during each placement. Signatures from the Clinical Teacher, Cooperating Teacher, and Principal. The Principal (or designee) must also sign the *Educator Preparation Program Summary of Clinical Teaching* to acknowledge receipt of the Lesson Evaluations.
2. Review Clinical Teacher's Notebook and Portfolio.
3. Completion of the Evaluation/Final Grade form by the CPPE Director's due date.
4. Entry of grades in Blackboard gradebook, with a paper copy submitted to the Dean's Administrative Assistant.
5. Final Course Grade entered in HuskyNet by the semester deadline, with a paper copy submitted to the Dean's Administrative Assistant.
6. University Supervisor's Log – Turned in to the Director of the Center for Preparation of Professional Educators by the end of the semester
7. The above original documentation should be submitted to the CPPE Director by the semester deadline. The *Educator Preparation Program Summary of Clinical Teaching* with accompanying signatures, observation times/dates and lengths, and pre/post conference times/dates should be completed and placed on top of the stapled/clipped document set as a coversheet.
8. Monthly Expense Report, submitted by the 10th of each month to the Dean's Administrative Assistant.
9. Monthly Mileage Report, submitted by the 10th of each month to the Dean's Administrative Assistant.

Course Requirements Assignments and Activities Rubric

Semester grades are determined by the University Supervisor through the evaluation of the Clinical Teacher in five areas.* Scores for these five areas are documented on the Final Evaluation/Grade Sheet. Clinical teachers who do not complete attendance requirements may fail the Clinical Teaching course. (* NOTE: Standards vary by certification area. See the Course Syllabus for course-specific standards and time in classrooms.)

Assignments & Activities ¹	Learning Objective(s)	Standards	Point Value
1. Professionalism and Ethics (attendance, punctuality, dependability, appropriate relationships, etc.) - DOMAIN 4			25%
<p>Attendance:</p> <ul style="list-style-type: none"> ▪ Fifteen weeks of full-time work in a PK-6th grade classroom including a minimum of ten full days of full-time teaching throughout clinical teaching* ▪ Attend and participate in weekly clinical teaching seminar ▪ Keeps a daily journal of activities ▪ Uses the form in the Clinical Teaching Handbook to document attendance daily ▪ Participates in the CTE Job Fair and the Houston Area Clinical Teacher Conference 	1-7	<p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: IV.IV (Domains & Competencies: 011-013; k/s: 4.1k-4.18k, 4.1s-4.19s)</p> <p>TX Certification Areas: All TX Certification Areas (k/s): All</p> <p>IDA: (1&2) ISTE-T: All InTASC: All</p>	15%
<ul style="list-style-type: none"> ▪ Displays appropriate professional and ethical relationships with students, teachers, administrators, parents, and University Supervisor, etc. ▪ Documents the daily class schedule and contact information on the form provided in the Clinical Teaching Handbook and emails copies to the University Supervisor and Director of CPPE ▪ Collaborates with Mentor Teacher and University Supervisor to: <ul style="list-style-type: none"> ○ develop a tentative schedule for the clinical teaching experience and uses tentative schedule to create Clinical Teaching Calendar with a detailed schedule for successfully completing clinical teaching ○ select lesson topics and the unit to meet instructional requirements for lesson presentations by Clinical Teacher ○ plan timeline to become actively involved in classroom activities: <ul style="list-style-type: none"> ✓ Monitor student work to give one-on-one assistance ✓ Distribute papers or materials ✓ Grade papers ✓ Check attendance ✓ Assist with beginning and end-of-the-day duties. ✓ Assist students with make-up work. ▪ Completes and submits all assignments in a timely professional manner and responds promptly to communications from Cooperating (Mentor) Teacher, University Supervisor, and/or Director of CPPE 	1-7	<p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: II.II, IV.IV (Domains & Competencies: 005-006, 011-013; k/s: 2.1k-2.23k, 2.1s-2.21s, 4.1k-4.18k, 4.1s-4.19s)</p> <p>TX Certification Areas: All TX Certification Areas (k/s): All</p> <p>IDA: (1&2) ISTE-T: All InTASC: All</p>	10%

2. Responsible Instruction - lesson plans, presentations, grading, job procedures, etc. - DOMAIN 1			25%
<p>Teach six lesson observed by both the Mentor Teacher and the University Supervisor</p> <ul style="list-style-type: none"> Six formal observations – feedback to be used to improve instruction, classroom management, and for grade. 	2	<p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies: All; k/s: All)</p> <p>TX TA: All</p> <p>TX Certification Areas: All TX Certification Areas (k/s): All</p> <p>IDA: A1&2 ISTE-T: All InTASC: All</p>	15%
A midterm conference by the Mentor Teacher in collaboration with the university supervisor (coincides with Observation #3)	1-7	<p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All)</p> <p>TX TA: All</p> <p>TX Certification Areas: All TX Certification Areas (k/s): All</p> <p>IDA: A1&2 ISTE-T: All InTASC: All</p>	5%
A final evaluation and conference by the Mentor Teacher in collaboration with the university supervisor	1-7	<p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All)</p> <p>TX TA: All</p> <p>TX Certification Areas: All TX Certification Areas (k/s): All</p> <p>IDA: A1&2 ISTE-T: All InTASC: All</p>	5%
3. Responses to Correction by showing consistent improvement in areas of concern. DOMAIN 2			15%
<p>Examples include:</p> <ul style="list-style-type: none"> instructional strategies, actions taken, communication, attitude, relationships, planning, presentations, and/or evaluation of student work. <p>Steady improvement must be demonstrated in lesson evaluations.</p>	1-7	<p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: IV.IV (Domains & Competencies – All; k/s - All)</p> <p>TX Certification Areas: see syllabi TX Certification Areas (k/s): see syllabi</p> <p>InTASC: 9</p>	

4. Classroom Management and Organization (management of student behavior, time, materials, etc.) - DOMAIN 3		15%
<ul style="list-style-type: none"> ▪ Displayed proper classroom management skills. ▪ Reinforced and encouraged the efforts of learners ▪ Involved the learners actively in the lesson ▪ Acknowledged and provided for individual differences ▪ Kept learners on task ▪ Communicated personal enthusiasm 	4	<p>TAC §149.1001 (Standards 1-6)</p> <p>PPR: II.II, III.III (Domains & Competencies – All; k/s - All)</p> <p>TX Certification Areas: See syllabi TX Certification Areas (k/s): See syllabi</p> <p>InTASC: 2, 3</p>
5. Portfolio (beginning activities, case study on student in special population, reflections, section content requirements, presentation, technology proficiency, etc.)		20%
<ul style="list-style-type: none"> ▪ Organize and maintain a Clinical Teaching notebook <ul style="list-style-type: none"> ○ Use a three-ringed notebook with dividers labeled as indicated by your supervisor ○ Keep the notebook available for the supervisor to access during observations ▪ Use the notebook to develop an <u>e-portfolio</u> containing: <ol style="list-style-type: none"> 1. Professional resume 2. Educational Philosophy (250-word limit) 3. Evidence of Successful Teaching <ul style="list-style-type: none"> --Sample of Units of Study connected to Teacher Standards (5) Reflections on the success of these units or activities must accompany the lessons. --Sample of Student Work with Teacher Feedback (3-5): Clinical teacher will upload student work samples with the teacher feedback such as comments and grades. Please mark out students' names on their papers. --Sample Assessment Tool: Clinical teacher will upload a sample assessment they used during their teaching experience. This assessment can be created by the clinical teacher or an assessment commonly used for the course. --Videotaped Lesson – optional Due to FERPA issues, this is not required unless the clinical teacher receives permission from the host campus/district. Clinical teachers applying for the Student Teacher of the Year award must submit a videotaped lesson to Mrs. Mathis 4. Evidence of Technology Proficiency: The overall appearance of the website, use of buttons, and ease of access of material on the site will be evaluated. 5. Evidence of Professional Communication: Professionalism of website, appropriate picture of clinical teacher, font, spelling, and grammar. 	1-7	<p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All)</p> <p>TX TA: All</p> <p>TX Certification Areas: All TX Certification Areas (k/s): All</p> <p>IDA: A1&2 ISTE-T: All InTASC: All</p>

*Clinical teachers who do not complete attendance requirements may fail clinical teaching.

Clinical Teaching Notebook

Organize and maintain a clinical teaching notebook that:

- Uses a three-ringed notebook with dividers labeled as indicated by the Clinical Supervisor
- Keeps the notebook available for the Supervisor to access during observations

Electronic Portfolio

Every clinical teacher must have an online portfolio. Clinical teachers must construct a professional portfolio that contains evidence of learning accomplishments related to Texas Education Agency adopted standards. These standards describe what every beginning teacher should know and be able to do. Pre-service teachers have levels of competence based on Four Quality Indicators plus additional Technology Standards every beginning teacher should know and be able to do. The Portfolio will be evaluated on the enclosed rubric based on the Texas Educators Standards.

Use the clinical teaching notebook to develop an e-portfolio containing:

1. **Professional Resume**
2. **Educational Philosophy** (250-word limit)
3. **Evidence of Successful Teaching**
 - Sample of Units of Study connected to Teacher Standards (5)
 - Reflections on the success of these units or activities must accompany the lessons
 - Samples of Student Work with Teacher Feedback (3-5): Upload student work samples with the teacher feedback such as comments and grades. Mark out students' names on the papers.
 - Sample Assessment Tool: Upload a sample assessment used during the clinical teaching experience. This assessment can be designed by the Clinical Teacher or be an assessment commonly used for the course.
 - Videotaped Lesson (optional due to FERPA issues): May be submitted when the Clinical Teacher receives permission from the host campus/district. Clinical teachers applying for the Student Teacher of the Year award must submit a videotaped lesson to the CPPE Director
4. **Evidence of Technology Proficiency:** The overall appearance of the website, use of buttons, and ease of access of material on the site will be evaluated.
5. **Evidence of Professional Communication:** Professionalism of the website, an appropriate picture of Clinical Teacher, font, spelling, and grammar will be evaluated.

Assessment Rubric for Electronic Portfolio

Standards Addressed: TAC §149.1001 (Standards 1-6); TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All); TX TA: All; TX Certification Areas: See syllabi; TX Certification Areas (k/s): See syllabi; IDA: A1&2; ISTE-T: All; InTASC: All; National Standards in Certification Areas: See syllabi

SCORING CRITERIA				
PORTFOLIO COMPONENTS	Exceptional 20 pts	Adequate 10 pts	Needs Work 5 pts	Poor/Absent 0 pts
Resume and Cover Letter Cover letter must have formal formatting, describe how you are best for the job and a description of your education and experience.	Resume contains all correct personal information, Objective, certifications, education, experience. Cover letter includes all elements in a professional manner.	Resume is missing 1 category of information but contains most essential and or less than five qualifications listed. Resume must reflect what position you are applying for. Cover letter is missing only one of the element on the rubric.	Resume is missing 2 or more categories of information and less than 4 qualifications. Resume must reflect what position you are applying for. Cover letter is missing two of the elements on the rubric.	Resume is missing 4 or more categories of information and less than 4 qualifications. Resume is not reflecting what position you are applying for. Cover letter is missing 3 or more elements on the rubric.
Philosophy	Teaching philosophy statement acts as a central theme or framework that is carried throughout the rest of the portfolio elements.	Teaching philosophy statement and portfolio elements are generally connect to each other, although the connection made are weak or not obvious at times.	Teaching philosophy statement and portfolio elements seem unconnected or unrelated to each other.	Teaching philosophy statement is not included in the portfolio.
Evidence of Successful Teaching Required components: <ul style="list-style-type: none"> ▪ Sample Lesson Plans (3 to 5) ▪ Samples of Student Work with Teacher Feedback ▪ Reflection for Each Artifact ▪ Sample Assessment Tool ▪ Videotaped Lesson (optional) 	Instructional plans addressed most of the identified students' cognitive needs, and included modification of objectives, tasks, and/or materials for students at both ends of the learning spectrum. Feedback is specific and appropriate for age level of the student. Each artifact is accompanied by a reflection.	Instructional plans address some of the identified students' cognitive needs and are limited to modification of time frames or grouping arrangements for some students. Feedback is appropriate and somewhat specific for the age level of the student. Two artifacts are missing related reflections.	Instructional plans for meeting identified students' cognitive needs were unclear or limited to setting lower expectations for learning. Feedback was vague and was not appropriate for the age level of the student. Three artifacts are missing related reflections.	Instructional plans for meeting identified students' cognitive needs were not included and expectations for learning inappropriate. Feedback was not given other than a grade. Four or more artifacts are missing related reflections.

SCORING CRITERIA

Evidence of Successful Teaching	Required components: <ul style="list-style-type: none"> ▪ Lesson evaluation(s) of teaching from the Cooperating Teacher and University Supervisor ▪ Reflection (6) for each clinical teaching observation 	All six lesson evaluations were included. All related reflections were included.	Five lesson evaluations were included. All but two reflections relating to the evaluations were included.	Four lesson evaluations were included. All but three reflections relating to the evaluation were included.	Less than four evaluations were included. Less than four reflections relating to the evaluations were included.
Evidence of Technology Proficiency		Navigation is complete and clear. All navigation buttons and links work correctly. Pages are logically grouped by skill area. Navigation is consistent on each page.	Navigation is adequate and clear. All navigation buttons and links work correctly. Pages are logically grouped by skill area. Navigation is consistent on each page.	Navigation is adequate. Most navigation buttons and links work correctly. Pages are locally grouped by skill area.	Navigation does not work. Difficult to find sub-pages. Pages are not organized.
Evidence of Professional Communication		Text font and sizes are well chosen, exceptionally professional and neat work. Portfolio is complete and without any grammatical or spelling errors.	Text font and sizes are readable, professional format. Portfolio is complete and has only two or three errors.	Some effort to make text fonts and sizes readable, however, it is difficult to read, distracting and unprofessional format. Portfolio is complete and has only four errors.	Text formats are difficult to read, distracting and unprofessional. Portfolio is incomplete and has over five errors.

STANDARDS ALIGNMENT:

- Resume and Cover Letter: **Standard 6:** Professional Practices and Responsibilities, D i,ii,iii
- Philosophy: **Standard 6:** Professional Practices and Responsibilities A i,ii,iii
- Evidence of Successful Teaching (Sample lesson plans, etc.): **Standard 1:** Instructional Planning and Delivery A-F; **Standard 2:** Knowledge of Students and Student Learning A-C; **Standard 3:** Content Knowledge and Expertise A-C; **Standard 5:** Data Driven Practice A-D
- Evidence of Successful Teaching (Lesson evaluations, etc.): **Standard 1:** Instructional Planning and Delivery A-F; **Standard 2:** Knowledge of Students and Student Learning A-C; **Standard 3:** Content Knowledge and Expertise A-C; **Standard 4:** Learning Environment A-D. **Standard 6:** Professional Standards and Responsibilities B i, ii
- Evidence of Technology Proficiency: **Standard 6:** Professional Practices and Responsibilities, D i,ii,iii
- Evidence of Professional Communication: **Standard 6:** Professional Practices and Responsibilities, D i,ii,iii

Texas Educator Standards

The following TExES Pedagogy and Professional Responsibilities Domains EC-12 (160) are addressed in part or in full during this course:

Domain I. Designing instruction and assessment to promote student learning

PPR 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.

Domain II. Creating a positive, productive classroom environment

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

Domain III. Implementing effective, responsive instruction and assessment.

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

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

Technology Applications Standard I: All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informant decisions about current technologies and their applications.

Technology Applications Standard II: All teachers identify task requirement, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications 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.

Technology Applications Standard IV: All teachers communicate information in different formats and for diverse audiences.

Technology Applications 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.

Domain IV. Fulfilling Professional Roles and Responsibilities

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

TERMINATION OF THE CLINICAL TEACHING ASSIGNMENT

The clinical teaching program relies upon a cooperative relationship between Houston Baptist University, cooperating school districts or private schools, Cooperating Teachers, and the Clinical Teacher. Each Clinical Teacher must be cognizant that his/her presence in a cooperating classroom is that of a guest. Occasionally, there are circumstances which warrant the termination of the clinical teaching placement. When such action is deemed necessary, there are specific reasons and procedures established in Houston Baptist University policy that must be followed and taken into consideration by all parties involved.

Reasons for Termination

1. Mutual consent and agreement for termination by the Clinical Teacher, cooperating school personnel, and University Supervisor for reasons of illness, injury or other unforeseen problems.
2. Failure by the Clinical Teacher to establish and maintain a satisfactory performance level in classroom instruction and/or classroom management.
3. Failure by the Clinical Teacher to abide by the policies of the cooperating school.
4. Unprofessional conduct toward the University Supervisor, school personnel, parents, students and/or CPPE Director.
5. Failure to follow the requirements established in HBU University Policies, the Clinical Teaching Course Syllabus and/or the Clinical Teaching Handbook.
6. Failure to adhere or comply with Texas Professional Code of Ethics for Teachers.

Procedures for Termination

1. The Clinical Teacher shall be informed by the Cooperating Teacher and University Supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and written documentation of any infractions of school and/or university policy or lack of professionalism.
2. If the infraction is deemed severe enough as defined in HBU University Policy, termination of the Clinical Teacher's placement may occur. If no termination occurs, formal written suggestions for improvement will be given to the Clinical Teacher by the University Supervisor.
3. After an appropriate time period, if the suggestions for improvement have not been implemented, action will be taken by the Director of the Center for Preparation of Professional Educators after consultation with the Dean of the College of Education and Behavioral Sciences. The Clinical Teacher's placement may be altered, or the clinical teaching placement may be terminated with a failing course grade assigned.
4. If termination occurs, the Clinical Teacher will be notified in a letter stating the decision, reasons for that decision, and clarification whether or not an opportunity for application to participate in clinical teaching will be permitted in the future.

Appeal Procedure

If the Clinical Teacher wishes to contest the decision to terminate the assignment, he/she must first appeal through the Office of the Dean of the College of Education and Behavioral Sciences, and follow the appropriate appeals protocol.

ROLES AND RESPONSIBILITIES

The Clinical Teacher

Responsibilities of the Clinical Teacher **to the cooperating school** are to:

1. Learn immediately about the school building and grounds (location of special offices, cafeteria, building entrances, exits, lavatories, auditorium, etc.)
2. Become acquainted with the people with whom he/she will be working (principal, secretary, nurse, custodians, other teachers, etc.)
3. Maintain an ethical and professional attitude toward all members of the school community. **(DO NOT discuss students and/or classroom teachers/staff.)**
4. Become acquainted with rules, regulations, policies, and curriculum of the school to which he/she will be assigned.
5. Maintain high standards of grooming, manners, speech, moral character, and professional ethics.
6. Dress in a professional manner in keeping with the policy of the cooperating school.
7. Be prompt at all times and document your attendance.
8. Report ahead of time any absences or irregularities in the daily schedule.
9. Begin immediate observation of the school program and to become familiar with the activities of the whole school.
10. Learn the proper use and care of all school equipment and facilities.
11. Attend all school faculty meetings and staff development sessions.

Responsibilities of the Clinical Teacher **to the Cooperating Teacher** are to:

1. Be willing to devote adequate time in preparing for the clinical teaching assignment and to arrange a mutually agreeable clinical teaching schedule.
2. Have a positive relationship with the Cooperating Teacher.
3. Carry out all responsibilities agreed upon with the Cooperating Teacher.
4. Realize that master teachers are human, and to extend frequent and genuine expressions of appreciation to the Cooperating Teacher for the help he/she provides.
5. Assist the Cooperating Teacher whenever possible.
6. Talk to the Cooperating Teacher about utilizing special talents, abilities, and interests.
7. Understand that the professional and legal responsibilities of the classroom remain in the hands of the regular classroom teacher.
8. Observe carefully the Cooperating Teacher's lessons and analyze them with the teacher.
9. Be on time for all school appointments and clinical teaching duties.
10. Notify the Cooperating Teacher when illness or an unavoidable absence occurs.
11. Assume no authority that has not been delegated by the Cooperating Teacher.
12. Assist in maintaining a gradebook, cumulative records, and attendance records, and in planning parent conferences.
13. Help evaluate student work, including determining progress report and/or report card grades.
14. Recognize that every unit must be well-planned and that detailed lesson plans must be written.
15. Submit and discuss unit plans and lesson plans before they are used.
16. Demonstrate theoretical knowledge of teaching techniques and planning procedures.
17. Plan and use creative teaching strategies that encourage positive student interaction.
18. Confer frequently with the Cooperating Teacher for guidance in planning, evaluating, etc.
19. Discuss deviations from standard procedures in advance.
20. Be objective and open-minded during conferences.
21. Conduct self-evaluation after each lesson you deliver.

23. Convey a sincere desire to learn, a willingness to cooperate, and an appreciative attitude toward suggestions and criticism.
24. Work toward overcoming weaknesses and to profit from constructive criticism.
25. Assume more responsibility as the clinical teaching experience progresses.
26. Attend at least one (1) parent conference.
27. Follow the procedures of the Cooperating Teacher regarding homework and grading practices.

Responsibilities of the Clinical Teacher **to the students** are to:

1. Report to clinical teaching physically and mentally fit to show enthusiasm for teaching and learning.
2. Become active by assisting pupils who need special help and by participating in routine duties.
3. Accept responsibilities for the classroom environment such as proper lighting, attractive bulletin boards, seating arrangements, etc.
4. Realize that each child is an individual with a unique growth and development pattern.
5. Become acquainted with pupils by discussing with the Cooperating Teacher the home background, problems, and abilities of the children.
6. Treat all confidential records and information in a professional manner.
7. Learn students' names quickly.
8. Establish rapport with the pupils.
9. Become acquainted with the work expected of students along with the quality of work expected from each individual.
10. Become familiar with school and classroom policies concerning discipline.
11. Accept the responsibility for classroom management based upon the system set up by the Cooperating Teacher.
12. Make every effort to provide for individual differences and to respect the personality of each child.
13. Plan appropriately for each lesson, using positive and engaging teaching strategies.
14. Be able to motivate and stimulate an interest in the subject matter through diversified techniques.
15. Establish good routines and transitions from one learning activity to another.
16. Model accurate English usage, sentence structure, spelling, and legible penmanship.
17. Ensure that materials are suitable and varied for students to accommodate their skills and interests.
18. Incorporate a variety of teaching methods and strategies.
19. Be sensitive to the progress of the lesson, such as time, interest, etc.
20. Balance student-teacher interaction during lesson presentations.
21. Recognize that each individual has important contributions to make and give pupils opportunities to express themselves.
22. Be consistent in policies in order to avoid making threats that cannot be carried out.
23. Interact with students with mutual respect that develops over time.
24. Refrain from allowing personal problems to interfere with classroom teaching.

Responsibilities of the Clinical Teacher **to the community** are to:

1. Familiarize yourself with the educational needs and resources of the community.
2. Become aware of the community expectations and social behavior of the community.
3. Participate in community-school related activities.
4. Demonstrate professional dignity and behave in a manner consistent with the ethics of the profession.
5. Maintain good grooming, manners, speech, and moral character.

Responsibilities of the Clinical Teacher **to the University Supervisor** are to:

1. Help the University Supervisor arrange an observation schedule by providing copies of both school and class schedules.
2. Complete given assignments and utilize suggestions for improvement.
3. Provide a copy of unit plans and lesson plans before the evaluated lesson for reference to the observing University Supervisor.
4. Arrange with the Cooperating Teacher a time/place to conference after each University Supervisor visit.
5. Seek and accept constructive criticism designed to improve instructional proficiency.
6. Keep the University Supervisor informed of irregularities or difficulties.
7. Contact the University Supervisor when illness or absences occur.

Responsibilities of the Clinical Teacher **to Houston Baptist University** are to:

1. Demonstrate high ethical and professional conduct.
2. Follow rules and regulations of the university and of the cooperating school.
3. Attend weekly seminar sessions, workshops, job fairs or other programs at the request of the university.
4. Complete evaluations of Cooperating Teacher, University Supervisor, and program surveys. Return the surveys to the Director of the Center for Preparation of Professional Educators.

The Cooperating Teacher

The Cooperating Teacher (classroom teacher) is a very important person in the training of the Clinical Teacher. The success of the Clinical Teacher depends largely upon the understanding, assistance, and enthusiasm of the Cooperating Teacher. More specifically, the Cooperating Teacher is given the responsibility of guiding the growth and activities of a novice and of contributing to the continuous improvement of the Educator Preparation Program. However, the Cooperating Teacher must remember that his/her primary responsibility is to the pupils in his or her classroom.

Each Cooperating Teacher is selected by the Principal of the respective campus and approved by the cooperating district and by the Director of the Center for Preparation of Professional Educators prior to placement of Clinical Teaching.

The Texas Education Agency and HBU require Cooperating Teachers working with our students to:

- Be fully certified in the teaching area
- Have at least 3 years' classroom experience in Texas,
- Possess knowledge of the basic principles of supervision and mentoring,
- Agree to complete online Mentor Training and email verification of completing mentor training to the director of the center for preparation of professional educators,
- Collaborates with the university supervisor to maximize the clinical teaching experience,
- Enable clinical teachers seeking EC-6 certification to teach all subjects to meet the state requirement, not just a few content areas.

HBU requests that Districts do not place students in GT, Pre-AP, AP, or IB classes for Clinical Teachers seeking certifications in Grades 4-8 or 7-12.

Responsibilities for the Cooperating Teacher **to Mentor a Clinical Teacher** are to:

1. Be willing to complete mentor training with the University Supervisor and complete an online presentation.
2. Include the Clinical Teacher in classroom activities and experiences from the very beginning. His/her induction into responsibilities, however, should be gradual. Be prepared for your Clinical Teacher to begin on the class day in required by HBU Clinical Teaching Calendar.

4. Prepare your class for a Clinical Teacher prior to his/her arrival. Properly introduce him/her as a co-worker, not as an aide.
5. Introduce the Clinical Teacher to administrators, other faculty members, and the school staff. Familiarize the Clinical Teacher with the school facilities, resources, and policies regarding the use of materials and equipment.
6. Provide a separate work/study area in the classroom for the Clinical Teacher. A personal desk is needed for organization and the development of professionalism.
7. Include the Clinical Teacher in faculty and curriculum meetings when appropriate. This is where he/she begins to learn about leadership and the profession.
8. Provide the Clinical Teacher with a set of textbooks, teachers' manuals, curriculum guides, or school handbooks as needed and when possible.
9. Explain to the Clinical Teacher the methods of record keeping for attendance, tardiness, grades (how many are required, etc.), conduct, etc. Discuss emergency and health procedures (e.g., fire drills, nosebleeds, vomiting).
10. Demonstrate to the Clinical Teacher how you devise your lesson plans and how you use many different resources and ideas. Tell the Clinical Teacher why you use the materials or teach as you do. Introduce the clinical teacher to professional journals and other publications as sources for ideas. Help the Clinical Teacher raise questions when doing his/her own planning of lessons. A Clinical Teacher may not be aware of your intent simply from observing you model a lesson or procedure. These teaching components have probably become second nature to you, but may not be apparent to the Clinical Teacher. Explain the purposes behind your instructional practices.
11. Demonstrate the use of curriculum guides, teachers' manuals and portfolios for your grade level. Make available the TEKS, STAAR, and other tested objectives and district guidelines for your grade/subject.
12. Choose a particular time for planning on a daily and weekly basis. In addition, establish a regularly scheduled conference time. A Clinical Teacher will need close supervision and a lot of assistance in the initial stages of making lesson plans. It is also helpful early on in the semester to do long-range planning and to schedule the weeks for full responsibility.
13. Develop specific and clear policy and procedures concerning classroom management with the Clinical Teacher from the very beginning. Indicate how a situation will be handled if a student misbehaves and both of you are in the classroom. Whose responsibility to address?
14. Provide frequent feedback (at least one a week) in written as well as verbal form. Conduct at least:
 - a. Six (6) formal evaluations completed during the semester, with signatures from the Clinical Teacher and University Supervisor.
 - b. If the Clinical Teacher is in a two-placement assignment, then three formal observations are completed during each placement.
 - c. The above original documentation should be submitted to the CPPE Director by the semester deadline.

Remember to offer praise as well as constructive criticism. Stress reflective questioning and self-evaluation. Be very specific in evaluations and offer suggestions for methods, habits, grammar usage, organization, etc. Some Cooperating Teachers and Clinical Teachers like to use a notebook for an on-going conversation of comments and questions, reflective questioning, and self-evaluation as the day progresses. This may be used in addition to the formal evaluation forms provided by HBU.

15. Be prepared to give step-by-step guidance. The transition from the university to the classroom is difficult and may require repeated explanations of detailed procedures in the classroom.
16. When appropriate, include the Clinical Teacher in parent conferences or telephone conversations. Guide him/her to use diplomacy and appropriate communication skills so that parents are not alienated.
17. Correct a Clinical Teacher's mistakes after the lesson when the class cannot hear any comments being made. When a Clinical Teacher is corrected in front of the class, his/her credibility is weakened, and he/she is embarrassed unnecessarily. If need be, a note can be written to the student, or some form of non-verbal communication can be used to call attention to a glaring error.
18. Accept each Clinical Teacher as an individual and do not compare him/her with previous Clinical Teachers you have had. This places an unnecessary stress upon a Clinical Teacher when he/she frequently hears stories about how well someone else did as a Clinical Teacher.
19. Gradually, give the Clinical Teacher some freedom so that he/she can have a feeling of independence and a chance to learn from his/her own mistakes. Leave the room for short intervals when the Clinical Teacher is teaching to allow him/her to practice and gain confidence.
20. Do not convey to the Clinical Teacher that you expect perfection or that you do not trust him/her with your students. A Clinical Teacher is vulnerable and sensitive to your approval and acceptance. Some Clinical Teachers become so concerned about pleasing you that they forget to focus on the students and often create a self-fulfilling prophecy of "I can't do it right." Help them to shift from focusing on their own teaching to focusing on the student's learning.
21. Remember to ask the Clinical Teacher for his/her opinion in matters and be sure to give the Clinical Teacher credit when he/she generates suggestions and ideas than can be used in the classroom.
22. Give Clinical Teachers pointers on how you set up a classroom at the beginning of a school year.
23. Complete evaluations of University Supervisor and program surveys and return to the Director of the Center for Preparation of Professional Educators.

The Principal

The principal is an important member of the Clinical Teaching experience. While in the school, the Clinical Teacher is responsible to the principal. Therefore, the principal should assume the following responsibilities:

1. Share in the responsibility of selecting Cooperating Teachers and in the placement of Clinical Teachers in combination with the Director of Center of Preparation of Professional Educators.
2. Provide the leadership necessary to the professional growth of both the Cooperating Teacher and the Clinical Teacher.
3. Directly administer the Clinical Teaching program in the school.
4. Provide orientation for the Clinical Teachers by discussing the basic philosophy of the school, policies, and curriculum offerings.
5. Serve as a liaison among Clinical Teacher, Cooperating Teachers, and the University.
6. Complete surveys and return to the surveys to the Director of Center for Preparation of Professional Educators.

7. The University Supervisor will give you copies of the clinical teacher observations. TEA requires us to obtain a signature from the principal or their designee stating that copies of the observations were received.

The University Supervisor

It is the responsibility of the University Supervisor to assist and work closely with the Cooperating Teacher to establish the most desirable educational experiences possible for Clinical Teachers. The University Supervisors establish special requirements for the Clinical Teachers with whom they are working but will, in all cases, respect the planning of the Cooperating Teacher and the policies of the school.

Qualifications for the University Supervisor are that he/she:

- Must be a certified teacher, hired by HBU, who has a Master's Degree (Undergraduate Level Clinical Teacher) or terminal degree (Undergraduate or Graduate Level Clinical Teacher) to observe candidates, monitor his/her performance and provide constructive feedback to improve his/her professional performance. The HBU School of Education must keep a copy of each supervisor's teacher certificate on file.
(<http://www.sbec.state.tx.us/sbeonline/virtcert.asp>)
- Has theoretical and practical knowledge of teaching and learning for both adults and children.
- Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
- Understands the functions and methods of K-12 public and private schools.
- Is responsible in executing his or her professional responsibilities.
- Must have annual training in Field Supervision which addresses the above standards; the HBU School of Education is responsible for maintaining verification of annual University Supervisor training. Verification documentation must be available for compliance audit purposes.

Responsibilities of the University Supervisor include are that he/she must:

1. Serve as a mentor trainer for the Cooperating Teacher in combination with online mentor training.
2. Serve as a liaison among the university, the school, and the Clinical Teacher.
3. Support the Clinical Teacher to display the dispositions of a professional educator.
4. Maintain communications with the Director of the Center for Preparation of Professional Educators on a regular basis, particularly if any problems occur.
5. During the first or second week of the school placement, the University Supervisor must meet with the Clinical Teacher and Cooperating Teacher to review expectations and make a plan a schedule for the placement.
6. The University Supervisor should meet the Principal as soon as possible, becoming the liaison between the school and HBU. Give the Principal (or his/her assistant) an HBU folder explaining that a copy of the CT evaluations will be placed inside after each visit and that the Principal or their designee must sign for each copy of the CT evaluation received.
7. The University Supervisor shall document instructional practices observed and provide written feedback through an interactive conference with the Clinical Teacher.
8. The University Supervisor must plan to make no fewer than six visits to observe the Clinical Teacher in a teaching situation during the semester—at least three for each placement if the Clinical Teacher has a dual placement. Documentation of each observation should be given to the Clinical Teacher, the Cooperating Teacher, and the Principal. If necessary, the University Supervisor can send the copies via email the following day. School personnel are not to be asked to make copies or distribute them to

- the designated recipients.
9. Each formal observation must be at least 45 minutes in duration and must be conducted by the University Supervisor. Each observation must include a pre- and post-observation conference.
 10. The University Supervisor must provide the first formal observation within the first three weeks of all assignments.
 - a. Six Formal Evaluations (3 in each placement if clinical teacher is in a two-placement assignment)
 - b. At the conclusion of each observation or evaluation, the University Supervisor must meet with the Clinical Teacher and, when possible, the Cooperating Teacher to debrief the lesson giving encouragement and praise as well as offering suggestions for improvement in future lessons.
 11. Hold periodic conferences with the Clinical Teacher to discuss his/her progress.
 12. Sign and submit the original of all forms to the Director of the Center for Preparation of Professional Educators; copies should be given to the Clinical Teacher, Cooperating Teacher, and Principal.
 13. Serve as liaison to school personnel regarding the Clinical Teaching experience.
 14. Complete and submit all required reports, evaluations, and grades in a timely manner as required by the University.
 - a. Provide copies of all evaluations signed by the Clinical Teacher and the Cooperating Teacher, along with, signed documentation that the Principal or the Principal's designee received copies of the evaluations.
 - b. Complete and obtain signatures for the *Educator Preparation Program Summary of Clinical Teaching*.
 - c. Grade required assignments and activities as delineated in the Course Requirements Chart and enter these scores in the Blackboard gradebook.
 - d. Complete the Final Evaluation/Grade Sheet.
 - e. Enter final course grade in Huskynet.
 - f. Complete and submit Expense Reports to the Dean's Administrative Assistant.
 - g. Complete and submit Mileage Reports to the Dean's Administrative Assistant.

Center for Preparation of Professional Educators (CPPE)

Responsibilities of the Center for Preparation of Professional Educators are that the Director must:

1. Coordinate and direct the clinical teaching experience within the School of Education.
2. Coordinate the assignment of Clinical Teachers to public and private schools.
3. Collaborate with cooperating school personnel with regard to policies and programs.
4. Determine eligibility of applicants to be admitted to Clinical Teaching.
5. Communicate the requirements and expectations for Clinical Teachers, Cooperating Teachers, University Supervisors, and Principals.
6. Coordinate the assignments and activities of the University Supervisors.
7. Serve as a consultant to all individuals involved in the Clinical Teaching experience.
8. Develop forms and materials that facilitates the administration of the Clinical Teaching experience.
9. Maintain documentation as required by the university and the Texas Education Agency.
10. Provide an effective Clinical Teaching orientation.
11. Support effective university-school partnerships.
12. Develop and conduct research to promote continuous quality improvement of the Educator Preparation Program.

CLINICAL TEACHING

Forms and Templates

Supervisor's Document Checklist

Clinical Teacher _____ University Supervisor _____

Due Date _____

DOCUMENTS DUE TO THE CPPE DIRECTOR		NOTES
1	Signed FERPA form	Unless collected at Clinical Teacher Orientation
2	Signed Code of Ethics and Standard Practices	Unless collected at Clinical Teacher Orientation
3	Signed Course Agreement	Unless collected at Clinical Teacher Orientation
4	Clinical Teacher's Daily Schedule	
5	Clinical Teaching Log	
6	Mentor Training Form – Single/First Placement	Due to the CPPE Director within two (2) weeks of the placement
7	Mentor Training Form – Second Placement	Due to the CPPE Director within two (2) weeks of the placement
8	Supervisor and Cooperating Teacher Observations 1	
9	Supervisor and Cooperating Teacher Observations 2	
10	Supervisor and Cooperating Teacher Observations 3 - Midterm	
11	Supervisor and Cooperating Teacher Observation 4	
12	Supervisor and Cooperating Teacher Observations 5	
13	Supervisor and Cooperating Teacher Observations 6 - Final	
14	Visit Summary with Signatures	
15	Final Evaluation/Grade Sheet	
16	Survey List Acknowledgement Signatures acknowledge receipt of requests to complete surveys	Signed by the Clinical Teacher, University Supervisor, Cooperating Teacher, and Principal/Designee
17	Program Evaluation (Access at http://tiny.cc/CPPE-Program)	Completed online by: <ul style="list-style-type: none"> • Clinical Teacher • Cooperating Teacher • University Supervisor • Principal/Designee
18	Evaluation of the Cooperating Teacher (Access at http://tiny.cc/HBU-Mentor)	Completed online by the Clinical Teacher
19	Evaluation of Seminar EDUC 4400/EDUC 5000 Faculty (Access at http://tiny.cc/HBU-Faculty)	Completed online by the Clinical Teacher
20	Clinical Teacher Reference Form (Access at http://tiny.cc/HBU-Reference)	Completed online by the University Supervisor
21	Evaluation of the Cooperating Teacher (Access at http://tiny.cc/HBU-Mentor)	Completed online by the University Supervisor
MISCELLANEOUS		NOTES
22	Mileage/Expense Logs (Due by the 10 th of the month following mileage occurrence)	Submit to Mrs. Melissa Wells
23	Clinical Teaching Notebook Maintained by Clinical Teacher	Reviewed by the University Supervisor
24	Observation Notes/Notebook (Maintained by the Field Supervisor)	



Educator Preparation Program Summary of Clinical Teaching

Fall of _____(year)

Spring of _____(year)

The deadline for submission is the last day of the semester of clinical teaching. Submit the completed Clinical Teaching documentation to the COEBS Director for the Center for the Preparation of Professional Educators (CPPE) with the following attached documents: 1) observations signed by the student, principal and University Supervisor, 2) lesson plans and planning documents, and 3) other artifacts of the Clinical Teaching experience.

Clinical Teacher _____ **H** _____ **Phone** _____

University Supervisor _____ **Email** _____

District _____ **Campus 1** _____ **Campus 2** _____

Cooperating Teacher 1 _____ **Email** _____

Principal 1 _____ **Email** _____

Cooperating Teacher 2 _____ **Email** _____

Principal 2 _____ **Email** _____

First Contact Date _____ (within the first week of placement/assignment)

First Contact Start Time _____ **End Time** _____ **In-Person** **Phone** **Email**

OBSERVATION ONE					
Within three (3) weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE <small>Pre-Conference Post-Conference</small> <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					
Clinical Teacher Signature				Date	
University Supervisor Signature				Date	
Cooperating Teacher Signature				Date	
Principal/Designee Signature				Date	

Additional Support (include dates and a summary of support):

OBSERVATION TWO					
Within five (5) weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE Pre-Conference Post-Conference <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					
Clinical Teacher Signature				Date	
University Supervisor Signature				Date	
Cooperating Teacher Signature				Date	
Principal/Designee Signature				Date	

Additional Support (include dates and a summary of support):

OBSERVATION THREE*					
Mid-Term Evaluation (within seven (7) weeks of the placement/assignment * This marks the end of Placement 1 if there are two placements)					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE Pre-Conference Post-Conference <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					
Clinical Teacher Signature				Date	
University Supervisor Signature				Date	
Cooperating Teacher Signature				Date	
Principal/Designee Signature				Date	

Additional Support (include dates and a summary of support):

OBSERVATION FOUR					
Within nine (9) weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE Pre-Conference Post-Conference <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					
Clinical Teacher Signature				Date	
University Supervisor Signature				Date	
Cooperating Teacher Signature				Date	
Principal/Designee Signature				Date	

Additional Support (include dates and a summary of support):

OBSERVATION FIVE*					
Within eleven (11) weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE Pre-Conference Post-Conference <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					
Clinical Teacher Signature				Date	
University Supervisor Signature				Date	
Cooperating Teacher Signature				Date	
Principal/Designee Signature				Date	

Additional Support (include dates and a summary of support):

OBSERVATION SIX					
Within thirteen (13) weeks of the placement/assignment					
	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
CONFERENCE Pre-Conference Post-Conference <input type="checkbox"/> In-Person <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Email					
Clinical Teacher Signature				Date	
University Supervisor Signature				Date	
Cooperating Teacher Signature				Date	
Principal/Designee Signature				Date	

Additional Support (include dates and a summary of support):

DOCUMENT SUBMISSION CHECKLIST

- Six (6) observations completed
- Six (6) pre- and post-conferences completed
- Binder Review completed (and has been checked by the University Supervisor)
- Electronic portfolio completed (and has been checked by the University Supervisor)
- Any missed Clinical Teaching dates have been made up
- Survey Acknowledgement form (all signatures have been collected)
- Surveys completed by the Clinical Teacher (4), University Supervisor (3), at a minimum
- Final Grade Sheet completed

Satisfactory	Unsatisfactory	Date	Final Assessment of Candidate's Clinical Teaching Experience	
			University Supervisor Signature	
			Cooperating Teacher Signature	
			Principal/Designee Signature	

* This form will be completed by the University Supervisor and submitted to the Director of the Center for Preparation of Professional Educators (CPPE) when end-of-semester grades are posted.



Clinical Teaching FINAL EVALUATION/GRADE

(By University Supervisor)

Clinical Teacher _____ Year _____ Semester Fall Spring

Grade/Subject Area _____ District _____

Directions. Using the Course Requirements Assignments and Activities Rubric in the course syllabus, calculate the clinical teacher’s course grade. Write additional comments on the lines below each category to document the rationale for each score.

_____ 1. **DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES** - Professional Demeanor and Ethics: *The clinical teacher meets HBU and district expectations for attendance, professional appearance, decorum, and procedural, ethical, legal and statutory responsibilities.* - **Max of 25 Points**

_____ 2. **DOMAIN 1: PLANNING (RESPONSIBLE)** - Evidence is apparent in the lesson plan. - Standards & Alignment: *The clinical teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners* - **Max of 25 Points**

_____ 3. **DOMAIN 2: INSTRUCTION (RESPONSIVE)** – Evidence is apparent in instruction and classroom - Achieving Expectations: *The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.* - **Max of 15 Points**

_____ 4. **DOMAIN 3: LEARNING ENVIRONMENT** – Evidence is apparent in the classroom. Classroom Environment, Routines & Procedures: *The clinical teacher organizes a safe, accessible and efficient classroom.* - **Max of 15 Points**

_____ 5. **ELECTRONIC PORTFOLIO** - content requirements, presentation, technology proficiency, etc. - **Max of 20 Points**

Total Points _____

Course Grade _____

Undergraduate Grading Scale
92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Graduate School Grading Scale:
93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 72 and below=F

University Supervisor Signature _____ **Date** _____

Clinical Teaching SURVEY LIST

The following surveys should be completed by the last day of the clinical teaching assignment:

CLINICAL TEACHER

Signature of Acknowledgement: _____

1. CPPE Program Evaluation
(Access at <http://tiny.cc/CPPE-Program>)
2. Evaluation of Cooperating Teacher
(Access at <http://tiny.cc/HBU-Mentor>)
3. Evaluation of University Supervisor
(Access at <http://tiny.cc/HBU-Supervisor>)
4. Evaluation of University Faculty
(Access at <http://tiny.cc/HBU-Faculty>)

UNIVERSITY SUPERVISOR

Signature of Acknowledgement: _____

1. CPPE Program Evaluation
(Access at <http://tiny.cc/CPPE-Program>)
2. Clinical Teacher Reference Form
(Access at <http://tiny.cc/HBU-Reference>)
3. Evaluation of Cooperating Teacher
(Access at <http://tiny.cc/HBU-Mentor>)

COOPERATING TEACHER

Signature of Acknowledgement: _____

1. CPPE Program Evaluation
(Access at <http://tiny.cc/CPPE-Program>)
2. Evaluation of University Supervisor
(Access at <http://tiny.cc/Mentor-Eval-of-Supv>)

PRINCIPAL/DESIGNEE

Signature of Acknowledgement: _____

1. CPPE Program Evaluation
(Access at <http://tiny.cc/CPPE-Program>)



CLINICAL TEACHING SCHEDULE

Clinical Teacher's Name _____ Dates of Placement _____ to _____

Clinical Teacher's Home Phone _____ Other Phone _____

District _____ School _____ Day Begins ____:____ Day Ends ____:____

Cooperating Teacher _____ Room _____ Email _____

Subject _____ Grade _____ School Phone Number _____

Principal _____ Email _____

My complete class schedule for my clinical teaching assignment is:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2						
3						
4						
5						
Lunch						
6						
7						
8						
9						

The space provided below is for important holidays, in-service days, etc. when class will not be held at my school:



CLINICAL TEACHING SCHEDULE

Clinical Teacher's Name _____ Dates of Placement _____ to _____

Clinical Teacher's Home Phone _____ Other Phone _____

District _____ School _____ Day Begins ____:____ Day Ends ____:____

Cooperating Teacher _____ Room _____ Email _____

Subject _____ Grade _____ School Phone Number _____

Principal _____ Email _____

My complete class schedule for my clinical teaching assignment is:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2						
3						
4						
5						
Lunch						
6						
7						
8						
9						

The space provided below is for important holidays, in-service days, etc. when class will not be held at my school:



FERPA CONSENT TO RELEASE EDUCATIONAL RECORDS AND INFORMATION

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

I, _____ [print full name], am a candidate at Houston Baptist University and I hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- Records relating to my performance on the state exams

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based Cooperating Teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

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

Signature of Clinical Teacher _____ Date _____

Clinical Teacher TEA ID Number _____ Date of Birth / /
Month Date Year

Social Security # - -

Contact Information: HBU Email _____ Phone Number _____

Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose.¹

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

Enforceable Standards.²

(1) Professional Ethical Conduct, Practices, and Performance.

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

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Signature of Clinical Teacher _____ Date _____

Clinical Teacher TEA ID Number _____ Date of Birth / /
Month Date Year

Social Security # - -

Contact Information: HBU Email _____ Phone Number _____

¹ Portion copied from §247.1: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530.

² Copied in entirety from §247.2: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242.

Lesson Plan Template

Subject _____ Grade Level _____ Date _____ Time Estimate _____

Unit _____ Topic _____

Goal(s)

Objective(s)

TEKS

Materials/Resources/Technology Needs

Instructional Procedures

Focusing Event _____

Teaching/ Learning Procedures

Formative Check (ongoing or specific) _____

Reteach (alternative used as needed) _____

Closure _____

Assessment/Summative Evaluation _____

