SUL ROSS STATE UNIVERSITY

DEPARTMENT OF EDUCATION
TEACHER EDUCATION PROGRAM

Student/Clinical Teaching Handbook

Student/Clinical/Intern Teacher, Cooperating Teacher, University Supervisor Information

2018
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I. INTRODUCTION

“Education is the most powerful weapon we can use to change the world.”

— Nelson Mandela
Purpose and Goals of the Teacher Education Program

The Sul Ross State University Teacher Education Program is organized to provide the student/clinical teaching experience as the culmination of the prospective teachers’ undergraduate career. It is intended to bridge the gap between the knowledge gained in the classroom and the practical application of that knowledge. Student/clinical teachers will gradually be inducted into teaching, will be observed, evaluated, and supported by experienced supervisors and will be assisted to reflect upon and evaluate their own strengths and weaknesses. The student/clinical teaching experience allows the student teacher to expand and demonstrate the knowledge and skills learned throughout the program under the guidance and supervision of qualified and experienced professionals in the field of education.

This handbook is designed to help those involved in the teaching process and provide the necessary information for a successful experience. Any questions that are not answered by the information contained within the handbook can be directed to the University Supervisor. Additional contact information is located on the next page of this handbook.

Goals of the student/clinical teaching program are:

1. To provide opportunities for the student to demonstrate skills and techniques developed through the teacher education program;
2. To allow students the opportunity to develop classroom management skills while under the supervision of professionals in the field of education;
3. To work cooperatively with participating school districts to provide a comprehensive and productive field-based teaching experience;
4. To utilize the skills of professional staff members to enhance student learning; and
5. To enhance student knowledge and understanding of the inner workings of the public school system and associated professionals.

Student Teacher and Clinical Teacher: What Is The Difference?

A student teacher is an undergraduate student that is enrolled in a traditional, university-based, teacher preparation program and will complete a minimum of 14-weeks at a designated campus to fulfill the student teaching requirement. Student teachers are enrolled in ED 4601, ED 4602, ED 4603, or ED 4605.

A clinical teacher is a graduate student enrolled in the university post-baccalaureate program for alternative certification. These students have opted to complete the 14-week clinical teaching assignment instead of the year-long internship. Clinical teachers are enrolled in ED 5627.

Observation and paperwork requirements during the 14-week placement of the student teacher and the clinical teacher do not differ.
## Education Department Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Diana Rodriguez</td>
<td>Director of Teacher Education</td>
<td>432-837-8433</td>
</tr>
<tr>
<td></td>
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SUL ROSS STATE UNIVERSITY
DEPARTMENT OF EDUCATION

STUDENT/CLINICAL TEACHING COURSE SYLLABUS
ED 4601, ED 4602, ED 4603, ED 4605, ED 5627

Contact Info: SRSU Education Department
Office: MAB 305
Phone: 432-837-8170
Fax: 432-837-8390
Director of Teacher Education Email: drodriguez5@sulross.edu

Requirements:
SRSU Student/Clinical Teaching Handbook
Blackboard access to ED 4600: Seminar in Student Teaching

Course Description:

This course serves as a capstone experience for teacher candidates enrolled in the teacher education program. Students are required to work within their placement campuses and fulfill the responsibilities and obligations outlined in the student teaching handbook. Students are expected to serve in a teaching and leadership role in a public school classroom(s) under the supervision of an experienced cooperating teacher and university supervisor. Successful completion and evaluation of the student teaching experience do not ensure certification. Please see advisor for the complete list of requirements for certification.

Administrative Code Rule §228.30 Educator Preparation Curriculum:

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:
   (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
   (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators’ Code of Ethics);
   (3) child development; (4) motivation;
   (5) learning theories;
   (6) TEKS organization, structure, and
skills; (7) TEKS in the content areas;
(8) state assessment of students;
(9) curriculum development and lesson planning;
(10) classroom assessment for instruction/diagnosing learning needs;
(11) classroom management/developing a positive learning
environment; (12) special populations;
(13) parent conferences/communication
skills; (14) instructional technology;
(15) pedagogy/instructional
strategies; (16) differentiated
instruction; and
(17) certification test preparation.

Approval for Student Teaching:

1. Must be admitted to the Teacher Education Program
2. Must have submitted an application to student teach by posted deadline.
3. Must have completed 90 semester hours or more toward degree.
4. Must have an overall grade point average of 2.75 on a 4.0 scale.
5. Must demonstrate sound physical health, sound mental health, and acceptable moral
character. (The Teacher Education Council may request a student to take a physical
examination and/or psychological tests or inventories). Shall be of good moral
character and emotionally suited for working with children.
6. State requirements include a criminal background inquiry before placement in
public schools.
7. Must have completed 12 semester hours of professional education with a minimum
grade point average of 2.5 on a 4.0 scale, with no grade lower than a C. Must be
approved to student teach by the Director of Teacher Education.

Student Teaching Credits and Time Requirements:

Student/clinical teachers earn 6 SCH by satisfactorily completing 14-consecutive weeks of
full-day assignments in one of the following courses: ED 4601, ED 4602, ED 4603, ED 4605,
and ED 5627

Course Requirements:

This course provides the student/clinical teacher with a comprehensive teaching and learning
experience through the partnership with public schools in Texas. Students are responsible for
the following course requirements:

- Complete and submit the application for student teaching by the required due date
- Complete the necessary paperwork and steps to clear criminal background check
- Have all early field experience observation hours and coursework completed prior to
  student teaching, with the exception of those hours allowed by the Director of Education.
- Complete and submit all required paperwork to the university supervisor related to
  placement, such as class schedule, cooperating teacher and administrator email addresses,
etc.

- Attend all required days during the 14-week placement
- Document and make up any missed days during the 14-week placement
- Maintain and submit required documents to the university supervisor, such as journals, lesson plans, weekly contact, etc.

**Additional Requirements For All Students Entering Education Block Courses:**
In an effort to ensure proper preparation for the TExES PPR exam, students will be required to complete and pass a practice exam. The Certify Teacher practice exam will be administered to all students enrolled in the SRSU Teacher Education Program. Please see instructor for further information regarding the Certify Teacher Practice Exam-PPR. Students will not be allowed to student teach without successfully passing the TExES Content exam.

**Attendance Policy:**
Students are expected to attend all required days at the placement campus, following the district’s official calendar. If required, students are also responsible for attending any university scheduled events such as seminars and test prep sessions. Final grades will be affected if absences are not made up. In the event of emergency or illness, students must contact the school district immediately and email the university supervisor the same day the absence occurs.

**ADA Accommodations:**
The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator
Ferguson Hall Rm. 112
Counseling and Accessibility Services
432-837-8203

**Tobacco Policy:**
No smoking or tobacco allowed at any campus.

**Electronic Equipment Policy:**
Use of cell phones and/or pagers or any other electronic communication device is prohibited during time on campus. *Do not text or take phone calls in the classroom.* Check the district and campus policies on the use of cell phones on campus.

**Academic Integrity:**
Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include, but are not limited to:
- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another’s work as one’s own;
- Copying from professional works as Internet sites without citation.
*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.
Texas Administrative Code

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

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

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(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, 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 applicable 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.

(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, sex, disability, or family status.

(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 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 knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
State Board for Educator Certification

Texas Educators’ Code of Ethics
Texas Administrative Code §247.2

Statement of Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators’ Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

__________________________________________  _________________
Educator Candidate’s signature                 Date
II.
GENERAL INFORMATION
Student Requirements and Responsibilities

1. Important Dates  The student/clinical teacher is required to complete a total of at least 14-weeks of teaching at a TEA accredited school. Any missed days will have to be made up after the final scheduled week of teaching. Final grades will not be awarded until all days are made up. Graduating seniors must be diligent in minimizing absences or graduation will be affected. Student/clinical teachers will adhere to the following schedule:

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<th>Student Teaching Dates for One Classroom Assignment</th>
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<tr>
<td>First Start Date</td>
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<th>Student Teaching Dates for Split Classroom Assignment</th>
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<tbody>
<tr>
<td>First Start Date</td>
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<td>August 27, 2018</td>
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2. Professional Standards  Student/clinical teachers are responsible for meeting and exceeding professional standards during their placements. Students are expected to:

- Follow the rules and regulations established for the public school at which they are assigned. Become familiar with policies and procedures of the campus and district within the first week of the experience.
- Engage in the same responsibilities and experiences as the cooperating teacher. This includes the same arrival and departure times as the cooperating teacher, faculty and grade-level meetings, in-services, conferences, bus/lunch duty, etc.
- Be prompt, courteous, and dependable. If an emergency occurs that prevents you from attending, contact the school immediately to notify them of your absence. Contact your assigned University Supervisor as soon as possible. DO NOT LEAVE YOUR COOPERATING TEACHER UNPREPARED.
- Make up any absences from student teaching. Any missed days will have to be made up before a final grade will be issued.
- Communicate problems or concerns to your university supervisor and follow the professional chain of command.
- Conduct yourself in accordance with the Educator’s Code of Ethics. The student teacher will be expected to act in the professional manner expected of a teacher employed at the placement school.
- Take initiative. Be open and appreciative to suggestions by professionals providing support during student teaching. Remember the cooperating teacher has the final say in the classroom.
- Observe other teachers in the school to broaden exposure to a wide range of teaching strategies, classroom management styles, and pedagogical approaches.
- STAY OFF YOUR PHONE.
3. **Dress Code**  Student/clinical teachers will be expected to maintain professional dress at all times. First impressions are very important. All students will report to their placement schools professionally dressed the first day. Based on the cooperating teacher’s approval, dress may be modified to reflect appropriate placement, i.e. gym, shop, etc. As a minimum, the student/clinical teacher will follow the district’s dress code policies for faculty and staff. The following are general requirements regarding dress code:

- Do not wear clothing with writing or pictures of a controversial or offensive nature (alcohol, drugs, obscenities, etc.).
- Remove body jewelry
- Do not wear clothing that is torn or has holes.
- Do not wear distracting haircuts (Mohawks, etc.) or unnatural colors (purple, green, etc.).
- Do not allow tattoos to be visible during school hours or when participating in school-related events.
- Do not wear caps or hats indoors.
- Males should not wear earrings, tank tops, head coverings (head rags, hats, caps, etc.) or baggy pants on campus. Sideburns should not extend beyond earlobes or fall over the eyes. Facial hair must be neatly trimmed.
- Females should not wear halter tops, low cut dresses or tops, or any see-through tops. Any clothing item that exposes the midriff when reaching up or cleavage when leaning over is inappropriate.

When in doubt, ask your cooperating teacher or university supervisor for guidance.

4. **Holidays**  Student/clinical teachers are required to adhere to the calendar of the school district at which they are placed. This includes scheduled holidays and staff development days. These days do not have to be made up at the end of the semester.

5. **SRSU Job Fair**  Students are encouraged to attend the Sul Ross State University Job Fair during the Spring semester on the Alpine campus. This absence is excused and those not in attendance are required to be present at their designated campus on that day. Please contact the SRSU Education Department for the date of the job fair. Advise your cooperating teacher early if you plan to attend and make arrangements for your absence from the classroom. ONLY APPLIES FOR SPRING TERM.

6. **Substitute Policy**  It is frequently asked if the student teacher can serve as a substitute for the cooperating teacher. It is important to understand what constitutes serving as a substitute. A student/clinical teacher is NOT considered to be serving as a substitute if the student/clinical teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for part of the day, but is in the building or engaged in an approved activity related to student teaching. This includes times when the cooperating teacher is conferring with the university supervisor or attending a professional development seminar to improve supervisory skills.

A student/clinical teacher is considered to be serving as a substitute if:

- The cooperating teacher is absent from school and no other teacher is provided as a substitute. The student teacher is fully responsible for one or more classes.
The student/clinical teacher is taken from the class of the assigned cooperating teacher and placed in another classroom where the regular teacher is either absent from school or performing duties requiring absence from the regularly assigned teaching station.

If a cooperating teacher cannot perform regularly assigned duties as a result of illness, or illness in the teacher’s family, a death in the teacher’s family or other cause for which the district excuses teachers from duties.

Student/clinical teachers are allowed to serve as substitute teachers, without pay, if ALL of the following requirements are met:

- The student/clinical teacher has been in the assigned classroom for a minimum of 10 days;
- If a substitute teacher is not immediately available and the administrator has made every effort to locate one;
- The cooperating teacher, the campus administrator, and the university supervisor agree that the student/clinical teacher is capable of successfully handling the teaching responsibilities;
- A teacher in close proximity agrees to serve as a support to the student/clinical teacher;
- The campus administrator or administrative designee is readily available in the building;
- An email is sent from the student/clinical teacher to the field supervisor, copying the cooperating teacher, university supervisor, and campus administrator, with the request.

7. Grading and Evaluation The final grade for student/clinical teaching will consist of a combination of grades from the cooperating teacher(s) and university supervisor observations and evaluations. The cooperating teacher(s) will complete a total of three evaluations. If the student has a split placement, there will be a total of six, three from each placement. The university supervisor will complete a minimum of three observations/evaluations for a single placement and four observations/evaluations for a split placement over the course of the semester. During this visitation, a 45-minute formal observation will be conducted, ending with an interactive conference. Student/clinical teachers are responsible for supplying the university supervisor with all the required documents such as lesson plans, journals, emails, and forms. The university supervisor will deduct points if all paperwork and communication is not submitted in a timely fashion.

8. Discipline Policy The student/clinical teacher will adhere strictly to the assigned school district’s discipline policy. Since you will be placed in a classroom with an established management system, you will need to learn and follow that system. Make notes regarding the strengths and weaknesses of the plan to assist with the development of a personal classroom management plan. These skills take time to develop so do not be discouraged (remember that even the most experiences teacher still find classroom management to be the greatest challenge). The following are important aspects to note regarding classroom management during student teaching:
• You cannot effectively teach unless you first manage the classroom.
• Discuss the current classroom management techniques utilized by the cooperating teacher. Be familiar with this the first week of your placement.
• You are the guest in the classroom and will be required to follow the establish classroom management plan, whether you agree with it or not.
• If you have a discipline problem that you cannot manage, consult with the cooperating teacher and the university supervisor.
• HB 349 prohibits student teachers from administering corporal punishment. **The student/clinical teacher may not use any form of physical contact in the process of disciplinary action.**
• Consult with the cooperating teacher and university supervisor BEFORE holding any conferences with parents or sending any notes to parents.
• Be aware of those students with specific individualized behavior management plans.

Revisit the following recommendations covered in ED 4322 regarding classroom management:

• Be consistent and persistent
• Get to know your students
• Be firm, yet friendly
• Be proactive, not reactive
• Teach well
• Provide choices
• Be equitable
• Respect diversity among students

9. **Lesson Plan and Course Assignments** Student/clinical teachers are responsible for planning each teaching session. Detailed lesson plans must be approved by the Cooperating Teacher and submitted to the University Supervisor. If using the school’s required lesson plan, such as TEKS Resource System, inform the university supervisor. Communicate with the University Supervisor if there are questions regarding lesson plan submission.

Student/clinical teachers are also responsible for maintaining weekly communication with the university supervisor. When meeting with the university supervisor it should be discussed how this communication will take place. Email correspondence is the most convenient.

Students must submit the Weekly Activity Log (see Appendix) to the University Supervisor. A total of 14 reflections will be submitted at the conclusion of student teaching. It is also the student’s responsibility to contribute the weekly discussion board for ED 4322 and ED 3300. These will be forums that allow you to reflect on your teaching and interact with classmates.

10. **Dismissal From the Teacher Education Program** It is never anticipated that a candidate will be asked to leave the program. There are several levels of support provided to the candidate in order to assist them through the process of teacher certification. Please seek assistance from these resources when necessary. It is much easier to deal proactively with a potential situation than to handle it retroactively.
A candidate may be placed on a growth plan, targeting areas of deficiencies and support to address and remediate these deficiencies. A committee will meet compromised of members familiar with the candidate’s situation and construct a plan including goals and a specific time line. Failure to meet the goals in the growth plan will result in dismissal from the Teacher Education Program.

Appeals
Appeals must be submitted in writing to the Department Chair and the Director of Teacher Education. If appealing an admission decision, the request must be provided to the department no more than 5 days after decision.
III.
THE ROLE OF THE COOPERATING TEACHER
Introduction

Welcome to the rewarding experience of serving as a mentor teacher (hereafter referred to as the cooperating teacher). The Sul Ross State University Teacher Education Program extends a huge thank you for your willingness to supervise our student/clinical teachers. The information included in this section of the handbook will assist you in your role and responsibilities as a cooperating teacher.

Students enrolled in the student/clinical teaching course are nearing the end of their education courses at the university. Student/clinical teaching serves as a capstone experience, allowing the student an opportunity to observe and eventually apply effective teaching practices and behaviors, under the supervision and guidance of an experienced and qualified cooperating teacher and university supervisor.

The cooperating teacher will likely be the most influential person in the student/clinical teacher’s teaching experience. Many research studies indicate the cooperating teacher/student teacher relationship can be a very influential factor in determining the student teacher’s future success as a classroom teacher. The attitudes, teaching styles, sense of teamwork, and positive feedback that cooperating teachers demonstrate during the teaching experience are among the essential elements of a successful experience.

Serving as an effective cooperating teacher will take time, effort, patience, and skill. As mentioned above, it will be a very valuable relationship that can positively influence the student teacher’s attitude towards the profession. The Sul Ross State University Teacher Education Program encourages cooperating teachers to invest the time and become familiar with the progression of the duties and responsibilities that the student teacher will be held accountable. Ongoing feedback and suggestions will only enhance the experience for the student teacher and allow them to feel more confident in the classroom and their interaction with students.

Criteria for Serving as a Cooperating Teacher Any teacher agreeing to serve as a cooperating teacher must have at least three years teaching experience and hold a Texas teaching certificate in the area in which the student teacher is placed. Other important attributes of a cooperating teacher include:

- Must be able to model effective instructional practices
- Must have the time, be willing, and have the ability to provide proper mentoring and evaluation of the student teacher. This includes completing the required mentor training.
- Must be willing to provide ongoing feedback resulting from observation and evaluation of the student teachers performance
- Must be willing to assist the student teacher in broadening and maximizing opportunities to further their knowledge base in current education trends and practices
- Must be prepared for the gradual increase in the level of responsibility that the student teacher will have in the classroom. The student teacher will eventually have full control of the classroom and be evaluated by the cooperating teacher and the university supervisor on their effectiveness
Preparing for the Student/Clinical Teacher The cooperating teacher can begin to prepare for the student before he/she arrives. The following are suggestions for preparing for the arrival of the student/clinical teacher:

- Prepare your students for the arrival of another adult in the classroom. Children are inquisitive and sometimes even reluctant to welcome another teacher to the classroom. Open communication with students and parents often alleviates any worries or apprehensions.
- Provide the student teacher with a workspace. If possible, access to an adult size, not child, desk or table is preferable.
- Make materials accessible to the student teacher, such as teacher editions of textbooks, lesson plans, curriculum guides, district handbook, bell schedule, etc.
- Don’t assume that the student teacher will acquaint themselves with the school layout, support staff, lounge, workroom, library, staff restrooms, etc. Plan for time to orient the student teacher to these areas.

Evaluation of the Student/Clinical Teacher The evaluation of the student/clinical teacher by the cooperating teacher is extremely valuable and essential to positive professional growth. It is important to remember that your evaluation of the student teacher’s skills is based on progress and performance as a practicing teacher not an experienced one.

The cooperating teacher is required to complete three evaluations while the student/c clinical teacher is placed in the classroom. It is at the cooperating teacher’s discretion as to when these evaluations are completed; however, it is recommended that there is a beginning-, middle-, and end-of-student/clinical teaching experience evaluation. All evaluations must be signed by the cooperating teacher and the student teacher. Results of the evaluations must be shared and discussed between the student teacher and the cooperating teacher. A copy of each evaluation must be returned to the university education department. They can be emailed or returned to the assigned university supervisor. See the evaluation form located in the Appendix of this handbook for specific information. The form in the Appendix only serves as an example. The official form is an interactive PDF and will be emailed to the cooperating teacher.

Collaboration with University Supervisor It will be imperative to maintain communication with the university supervisor. Together, the cooperating teacher and the university supervisor should formulate a plan to evaluate the progress and competency of the student/clinical teacher and address any areas of weakness.

Sequence of Student/Clinical Teaching Activities Careful planning for the induction of student/clinical teachers into their student teaching assignments ensures a smoother transition for everyone. Student/clinical teachers need ample time and opportunities to observe their cooperating teacher(s) and to become familiar with procedures before assuming teaching responsibilities.

Similarly, planning a “closure” period for student teachers will help avoid an abrupt end to the teaching experience. It will allow for gradual release from full-time teaching responsibility and time for other beneficial school-related experiences.
Student/clinical teachers should work closely with the cooperating teacher(s) to determine an appropriate time to enter and exit teaching responsibilities. Generally, closure occurring at the conclusion of a unit, project, or chapter near the final week of student teaching will provide a logical opportunity for the classroom teacher to resume teaching responsibility and for the student teacher to return to the role of aide and observer. Prior to completion of the teaching experience, the student/clinical teacher is expected to observe other classroom settings, including special education/inclusion classes.

**Fourteen Week Schedule (no split assignment)**

A student/clinical teacher may assume responsibility for small group instruction or daily routines (story time, opening exercise) during the first week. Beginning with the second week, the student teacher is responsible for planning and teaching a gradually increasing number of classes or subject areas. Full-time teaching usually begins the 5th week of the placement and continues through the 10th week. The schedule, however, of teaching may be modified if the university and cooperating teacher(s) agree that the modification is necessary. The 14th week will be the phase-out period. During this time student/clinical teachers will be expected to observe in other classroom settings, including special education classes.

**Week 1:** The student/clinical teacher has the opportunity to observe full-time during the first week, without assuming teaching responsibilities. The student/clinical teacher’s role and function during the first week should be that of observer/aide. During this orientation period, the student teacher should be aware of the following:

1. School rules and policies related to students and teachers.
2. Location of classrooms, offices, restrooms, gym, playground, cafeteria, etc.
3. Roles and functions of professional support team members (counselors, librarians, resource teachers, media specialists, nurses, diagnosticians, principals, etc.)
4. Specific classroom routines of the cooperating teacher(s)
5. Location and use of teaching materials, audio visual aids, resources (lab equipment, shop equipment, etc.)
6. School district procedures for student discipline management.
7. Rules and consequences for student behavior as determined by cooperating teacher(s).
8. First aid/emergency procedures of the school.

Teaching Responsibilities during Week 1: **NONE**

**Week 2 and 3:** During weeks 2 and 3, the student/clinical teacher should gradually assume responsibility for all of the individual class periods or subjects. By week 5, the student/clinical teacher should be ready to teach all day. Detailed lesson plans are required for each class period/subject area for every day the student/clinical teacher teaches. Both the cooperating teacher(s) and university supervisor should pay close attention to the student/clinical teacher preparation for teaching and classroom management.

Teaching Responsibilities: **Gradual take-over of all periods/subject areas.**
**Week 4 through 12:** The student/clinical teacher will assume complete control of the classroom under the supervision of the cooperating teacher and the university supervisor. The student/clinical teacher will be responsible for all the planning and carrying out of instruction during these weeks.

Teaching Responsibilities: **All day, every day.**

**Week 13:** The cooperating teacher should resume responsibility of the class gradually over the week. The student/clinical teacher will re-assume the role of aid/observer.

Teaching Responsibility: **Gradually decreasing.**

**Week 14:** Full-time teaching responsibilities are over. Week 14 is intended to allow the student/clinical teacher to experience other activities and environments that will help the student/clinical teacher develop a broad, general perspective of the school system. Student/clinical teachers should visit, observe, and participate in a variety of school experiences that will contribute to their understanding and appreciation of the school as a unified whole. All student/clinical teachers should observe in other classrooms, other grades, laboratories, centers, and shops. Elementary student/clinical teachers should visit in different grade levels and classes taught by specialists; e.g. special education, resource rooms, motor skills (PE), art, and music. Secondary and all-level student/clinical teachers should also visit science laboratories, vocational/technical programs and other classrooms.

**Split Placement Assignment**

**Week 1:** The student/clinical teacher has the opportunity to observe full-time during the first week, without assuming teaching responsibilities. The student/clinical teacher’s role and function during the first week should be that of observer/aide. During this orientation period, the student/clinical teacher should be aware of the following:

1. School rules and policies related to students and teachers.
2. Location of classrooms, offices, restrooms, gym, playground, cafeteria, etc.
3. Roles and functions of professional support team members (counselors, librarians, resource teachers, media specialists, nurses, diagnosticians, principals, etc.)
4. Specific classroom routines of the cooperating teacher(s)
5. Location and use of teaching materials, audio visual aids, resources (lab equipment, shop equipment, etc.)
6. School district procedures for student discipline management.
7. Rules and consequences for student behavior as determined by cooperating teacher(s).
8. First aid/emergency procedures of the school.

Teaching Responsibilities: **NONE**

**Week 2:** The student/clinical teacher should gradually assume responsibility for all of the individual class periods or subjects. By week 3, the student teacher should be ready to teach all day. Detailed lesson plans are required for each class period/subject area for every day the
student/clinical teacher teaches. Both the cooperating teacher(s) and university supervisor should pay close attention to the student’s preparation for teaching and classroom management.

Teaching Responsibilities: **Gradual take-over of all periods/subject areas.**

**Weeks 3 through 6:** The student/clinical teacher will assume complete control of the classroom under the supervision of the cooperating teacher and the university supervisor. The student/clinical teacher will be responsible for all the planning and carrying out of instruction during these weeks.

Teaching Responsibilities: **All day, every day.**

**Week 7:** Full-time teaching responsibilities are over. The cooperating teacher should reassume responsibility of the class gradually over the week. The student/clinical teacher will reassume the role of aid/observer.

Teaching Responsibility: **Gradually decreasing.**

**Week 8 (At new placement campus):** The student/clinical teacher has the opportunity to observe full-time during the first week, without assuming teaching responsibilities. The student/clinical teacher’s role and function during the first week should be that of observer/aide. During this orientation period, the student/clinical teacher should be aware of the following:

1. School rules and policies related to students and teachers.
2. Location of classrooms, offices, restrooms, gym, playground, cafeteria, etc.
3. Roles and functions of professional support team members (counselors, librarians, resource teachers, media specialists, nurses, diagnosticians, principals, etc.)
4. Specific classroom routines of the cooperating teacher(s)
5. Location and use of teaching materials, audio visual aids, resources (lab equipment, shop equipment, etc.)
6. School district procedures for student discipline management.
7. Rules and consequences for student behavior as determined by cooperating teacher(s).
8. First aid/emergency procedures of the school.

Teaching Responsibilities: **NONE**

**Week 9:** The student/clinical teacher should gradually assume responsibility for all of the individual class periods or subjects. By week 3, the student/clinical teacher should be ready to teach all day. Detailed lesson plans are required for each class period/subject area for every day the student/clinical teacher teaches. Both the cooperating teacher(s) and university supervisor should pay close attention to the student’s preparation for teaching and classroom management.

Teaching Responsibilities: **Gradual take-over of all periods/subject areas.**

**Week 10 through 12:** The student/clinical teacher will assume complete control of the classroom under the supervision of the cooperating teacher and the university supervisor. The
student/clinical teacher will be responsible for all the planning and carrying out of instruction during these weeks.

Teaching Responsibilities: **All day, every day.**

**Week 13:** The cooperating teacher should reassume responsibility of the class gradually over the week. The student/clinical teacher will reassume the role of aid/observer.

Teaching Responsibility: **Gradually decreasing.**

**Week 14:** Full-time teaching responsibilities are over. Week 14 is intended to allow the student/clinical teacher to experience other activities and environments that will help develop a broad, general prospective of the school system. Student/clinical teachers should visit, observe, and participate in a variety of school experiences that will contribute to their understanding and appreciation of the school as a unified whole. All student teachers should observe in other classrooms, other grades, laboratories, centers, and shops, Elementary student/clinical teachers should visit in different grade levels and classes taught by specialists; e.g. special education, resource rooms, motor skills (PE), art, and music. Secondary and all-level student/clinical teachers should also visit science laboratories, vocational/technical programs and other classrooms.
Cooperating Teacher
Guidelines for Orienting A Student/Clinical Teacher
Into A Classroom

1. **Induction**—Include the student/clinical teacher in classroom activities and experiences from the beginning. Her/his induction into responsibilities, however, should be **gradual**.

2. **Co-Worker**—Prepare your class for a student/clinical teacher prior to her/his arrival. Properly introduce her/him as a co-worker, not as an aide.

3. **Introductions and the Building**—Introduce your student/clinical teacher to faculty, staff, and administrators. Familiarize the student/clinical teacher with the school facilities, teacher parking lot, sign-in and sign-out procedures, resources and policies regarding the use of materials and equipment, the resource or media room, teacher’s lounge, and the nurse’s office.

4. **Student Teacher Desk**—Provide a separate work-study area in the classroom for the student/clinical teacher. They need seating charts, teaching supplies, staplers, tape, clips, referral forms, computer access, etc.

5. **Meetings**—Include student/clinical teachers in in-service, faculty, departmental, grade-level, and curriculum meetings when appropriate. This is where they begin to learn about their role as a leader outside the classroom in the profession.

6. **Textbooks**—Provide the student/clinical teacher with a set of textbooks, teachers’ manuals, curriculum guides, and school handbooks as needed.

7. **Record Keeping**—Explain to the student/clinical teacher the methods of record keeping for attendance, late arrivals, grades, progress reports, cumulative folders, etc. Also include information about working with aides, the gifted and talented program, special education program, ESL program, and substitute teachers.

8. **Lesson Planning**—Demonstrate to the student/clinical teacher how you devise your lesson plans and how you use many different resources and ideas. Tell the student why you use the materials or teach as you do. Help the student raise questions when doing his/her own planning of lessons. Don’t assume that a student teacher will be aware of your intent simply from observing you model a lesson or procedure.

9. **Guides, Manuals, Materials, and Supplies**—Demonstrate the use of curriculum guides and teachers’ manuals for your grade level. Students have had a varying amount of instruction on such procedures. Assist them with TEKS, resources materials, and supplies.

10. **Planning Time**—Choose a particular time for planning on a daily and weekly basis. A student/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.

11. **Classroom/School Discipline Plans** - Explain discipline policies from the very beginning. Indicate how a situation will be handled if a student misbehaves and both of you are in the classroom. Student/clinical teachers are NEVER allowed to administer corporal punishment.

12. **Observations and Evaluations** - Provide frequent evaluations in written as well as verbal form. Remember to offer praise as well as well as constructive criticism. Be very specific in evaluations and offer suggestions for methods, habits, grammar usage, organization, etc. Some teachers and student teachers like to use a notebook for an ongoing “conversation” of comments and questions as the progresses. This may be used in addition to the required forms that are used on a weekly basis.

13. **Guidance and Support** - Be prepared to give step-by-step guidance. The transition from the university setting to the classroom is difficult and may require repeated explanations of detailed procedures in the classroom.

14. **Student/Parent Conferences** - When appropriate, include the student/clinical teacher in student and/or parent conferences or telephone conversations. Guide her/him to use diplomacy and appropriate communication skills so that parents are not alienated.

15. **Mistakes and Errors** - Correct student/clinical teacher’s mistakes after the lesson when the class cannot hear any comments being made. When a student/clinical teacher is corrected in front of the class, her/his credibility is weakened and she/he is embarrassed unnecessarily. If need be, a note or email can be written to the student or a form of nonverbal communication can be used to call attention to a glaring error.

16. **Acceptance** - Accept each student/clinical teacher as an individual and do not compare her/him with previous student teachers you may have had.

17. **Teaching Time and Pacing** - Gradually give the student/clinical teacher some freedom so that he/she can have a feeling of independence and a chance to learn from their own mistakes. Leave the room for short intervals when the student is teaching to allow her/him to manage the class of their own.

18. **Expectations** - Try not to convey to the student/clinical teacher that you expect perfection or that you do not trust them with your students. They are vulnerable and sensitive to your approval and acceptance. Some become so concerned about pleasing you that they forget to focus upon the student and often create a self-fulfilling prophecy of “I can’t do it right!” Help them see beyond “How am I doing?” to “How are the students doing?”

19. **Communication** - Remember to ask the student/clinical teacher for her/his opinion in matter and be sure to give the student credit when he/she generates suggestions and ideas that can be used in the classroom.
20. *Tips and Pointers*-Give student/clinical teachers pointers on how you set up a classroom at the beginning of the school year and the steps you take to close your classroom at the end of the year.

**Additional Resources for Cooperating Teachers:**

National Association for Sport and Physical Education
http://www.aahperd.org/naspe/careers/irc-coopteacherrole.cfm

http://www.tooter4kids.com/classroom/tips_for_cooperating_teachers.htm
IV.
THE ROLE OF THE UNIVERSITY SUPERVISOR
Introduction
The university supervisor is the liaison between the university, the cooperating teacher, and the student/clinical teacher. The university supervisor represents the university and is a very crucial part of the student/clinical teaching experience. Even though problems are not anticipated, the university supervisor will be the initial contact for the cooperating teacher and the student/clinical teacher.

Criteria for Serving as University Supervisor To be eligible to serve as a university supervisor, the candidate must have a Master’s degree in education (or equivalent experience) and previous teaching experience in early childhood, elementary, or secondary settings.

University Supervisor Requirements and Responsibilities The university supervisor will be responsible for meeting several criteria to fulfill obligations for both the Texas Education Agency and Sul Ross State University. All student teachers are required to be observed and evaluated a minimum of 3 times for at least a 45-minute period. The university supervisor may use his/her discretion for scheduling additional observation, based on individual student progress. University supervisors should make contact with the campus administrator and cooperating teacher as soon as possible and exchange contact information. *Students with split placements can expect two, formal observations within each placement, for a total of for within the entire student teaching experience.

Strict adherence to the following deadlines is imperative:

- First contact with the student/clinical teacher MUST be made within the first three weeks of placement. This can be via telephone, email, Skype, or in person but there must be documentation provided to the field coordinator containing information about the first contact. Information should include date of contact, time of contact, and items discussed such as daily class schedule, campus calendar, email addressed to send copies of evaluations, etc. The most convenient way to accomplish this is to forward a copy of the Documentation of First Contact form to the education department. Please email to the Director of Education, Diana Rodriguez at drodriguez5@sulross.edu.

- The first formal observation of the student/clinical teacher MUST occur during the first six weeks of placement. If the student is expected to complete a split assignment, the date of the first observation should be as early as possible because he/she will be moving to the new placement six weeks into the student teaching experience.

<table>
<thead>
<tr>
<th>Deadlines for Student/Clinical Teacher Visits-Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline for First Contact</td>
</tr>
<tr>
<td>September 7, 2018</td>
</tr>
</tbody>
</table>

- University supervisor MUST meet with the student/clinical teacher after every evaluation to discuss the results. The time of this “interactive conference” must be documented for every evaluation conducted. The duration of this conference will be documented on the Student Proficiency Report in the designated area.
• The following are required to receive a copy of the student/clinical teacher evaluation within 5 business days of completing the report: the campus administrator, the cooperating teacher, the student teacher, the coordinator of field experiences. The university supervisor will be emailed an electronic copy of the Student Proficiency Report with a read receipt. Regretfully at this time, the report is NOT compatible with Mac computers. If you would prefer a paper copy, please contact the department.

• The university supervisor is responsible for collecting all evaluation reports from the cooperating teacher and required paperwork from the student/clinical teacher and forwarding the reports to the education department.

• The university supervisor is required, to read each student teacher's weekly posted reflection and provide a response.
V.
APPENDIX
Student/Clinical Teaching Contact Information and Schedule

Please complete the following information. Provide the contact information of where you will be living while you are teaching. If there are changes in the information, notify the education office and your university supervisor immediately.

Student Name:______________________________

Address:______________________________Phone:________________

City/State:______________________________Zip:________________

SRSU email:______________________________(all correspondence will be sent via SRSU email, check it often!)

Alternate Contact:______________________________Phone:________________

Placement Details:

Placement District:______________________________Campus:______________________________

Cooperating Teacher:______________________________Email:________________

Campus Administrator:______________________________Email:________________

Campus Phone Number:______________________________

If split assignment complete below:

Placement District:______________________________Campus:______________________________

Cooperating Teacher:______________________________Email:________________

Campus Administrator:______________________________Email:________________

Campus Phone Number:______________________________

*Attach copy of daily schedule to this form and submit a copy to the university supervisor
# WEEKLY ACTIVITY/REFLECTION LOG

**Student/Clinical Teacher Name:**

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

## Documentation of Activities

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

## Strengths Exhibited During Week

## Areas of Improvement During Week
Student/Clinical Teacher Absence Form

Name: ____________________________ Date: __________________

Placement District: __________________ Campus: __________________

Date(s) of Absence: __________________

Describe your plan to make-up the absence: __________________

Cooperating Teacher

University Supervisor

Student /Clinical Teacher

*Do not leave your cooperating teacher unprepared!
SUL ROSS STATE UNIVERSITY
Department of Education
Teacher Education Program

MISSED DAYS MAKE-UP VERIFICATION FORM

Name: _______________________________ Date: __________________

Placement District: ___________________ Campus: __________________

Date(s) of Absence: ____________________

The signatures below are verification that the student /clinical teacher has made up any missed days or hours missed during student teaching.

Comments: ______________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

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___________________________________________________________________

___________________________________________________________________

Cooperating Teacher

________________________________________

Student/Clinical Teacher

________________________________________
SUL ROSS STATE UNIVERSITY
Department of Education
Teacher Education Program

STUDENT/CLINICAL TEACHER SUBSTITUTE FORM

Name:___________________________ Date:___________________________

Placement District:_____________ Campus:__________________________

Date of Substitution:__________________________

Teacher substituting for:________________________________________

Please review the university requirements for student/clinical teachers serving as substitutes at the assigned campus before approval.

If the student/clinical teacher served as a substitute for someone other than the assigned cooperating teacher, explain below:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Campus Administrator_________________ Cooperating Teacher_________________

University Supervisor_________________ Student /Clinical Teacher_________________
VERIFICATION OF RECEIPT OF HANDBOOK

I, ____________________________, verify that I have received the Sul Ross State University handbook and will periodically review its contents with my assigned university supervisor and cooperating teacher. I understand that it is my responsibility to refer to the handbook for guidance throughout the student teaching experience. If, at any time, I have questions or am unclear about issues that may arise during student teaching, I will contact the appropriate support person for guidance.

______________________________  ____________________________
TEP Student                      Date

______________________________  ____________________________
Director of Teacher Education    Date
Observation Information

Today’s Date:

Observation Start Time: End Time:

Please note: TEA observations must be at least 45 minutes in length.

School:

Grade Level/ Subject:

Student Information

Student First Name:

Student Last Name:

Student ID Number:

Student TEA ID Number:

Program: e.g. Interdisciplinary EC-6

Cooperating Teacher Information

CT First Name:

CT Last Name:

Supervisor Information

Supervisor Name:

Form Completed by:
## PLANNING

<table>
<thead>
<tr>
<th>Dimension 1.1 Standards and Alignment</th>
<th>Accomplished Instructional Planning Includes:</th>
<th>Proficient Instructional Planning Includes:</th>
<th>Developing Instructional Planning Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> As you observe the lesson, is there evidence of these components?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All activities, materials and assessments that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Are sequenced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Are clearly relevant to students’ prior understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Integrate other disciplines</td>
<td></td>
<td></td>
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<tr>
<td>◦ Provide appropriate time for all lesson components including lesson, student work, and closure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Reinforce broader unit and course objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Are appropriate for diverse learners</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- All measurable objectives aligned and logically sequenced to the state/national content standards</td>
<td></td>
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<tr>
<td>- Integration of technology to enhance mastery of objectives</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Most activities, materials and assessments that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Are sequenced</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Are somewhat relevant to students’ prior understanding</td>
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<td></td>
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<tr>
<td></td>
<td>◦ Provide appropriate time for most lesson components including lesson, student work, and closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Fit into the broader unit and course objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Are appropriate for diverse learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Most objectives aligned to the state/national content standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Integration of technology that adequately supports objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Few or no objectives aligned to the state/national content standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Few activities, materials and assessments that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Are sequenced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Does not provide appropriate time for most lesson components including lesson, student work, and closure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Fit into the broader unit and course objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Are appropriate for diverse learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
### Dimension 1.2 Data and Assessment

**Note:** As you observe the lesson, is there evidence of these components?

<table>
<thead>
<tr>
<th>Accomplished Instructional Planning Includes:</th>
<th>Proficient Instructional Planning Includes:</th>
<th>Developing Instructional Planning Includes:</th>
</tr>
</thead>
</table>
| - Formal and informal assessments to monitor student progress are directly aligned to objectives.  
  - Formative and/or summative assessments are well constructed for diagnostic use.  
  - Substantive, specific and timely feedback to the students during the lesson. | - Formal and informal assessments to monitor student progress are adequately aligned to objectives.  
  - Formative and/or summative assessments are constructed for diagnostic use.  
  - Consistent feedback to the students during the lesson. | - Few formal and informal assessments to monitor student progress are directly aligned to objectives.  
  - Formative and/or summative assessments are poorly constructed for diagnostic use.  
  - Few opportunities for timely feedback to the students during the lesson. |

**Comments:**
### Dimension 1.3 Knowledge of Students

**Note:** As you observe the lesson, is there evidence of these components?

<table>
<thead>
<tr>
<th>Accomplished Instructional Planning Includes:</th>
<th>Proficient Instructional Planning Includes:</th>
<th>Developing Instructional Planning Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson connects to students’ prior knowledge, experiences and future learning expectations. Instruction activities and/or checks for understanding guide students to apply their strengths, background knowledge, life experiences and/or skills to enhance their own learning. Opportunities for students to engage in a variety of learning strategies to achieve high levels of academic and social-emotional success.</td>
<td>The lesson connects to students’ prior knowledge and experiences. Opportunities for students to engage in adequate learning strategies.</td>
<td>The lesson poorly connects to students’ prior knowledge and experiences. Limited learning strategies.</td>
</tr>
</tbody>
</table>

**Comments:**
The remainder of this T-TESS Cooperating Teacher Observation Form will include all dimensions 1-4. These pages are just an example. The official form is provided to the cooperating teacher as an interactive attachment and emailed by the Director of Education.
**SUL ROSS STATE UNIVERSITY**
*A Member of the Texas State University System*

**Student Teacher □ Clinical Teacher □ Postbac Intern □**

Proficiency Report

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Date: ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Field/Level: ____________</td>
<td>Time In: __________ Time Out: __________</td>
</tr>
<tr>
<td>Campus: __________________________</td>
<td>Univ. Supervisor: __________</td>
</tr>
<tr>
<td>District: ________________________</td>
<td>Semester: Fall 20□ Spring 20□</td>
</tr>
</tbody>
</table>

**Scoring (select the appropriate criteria from the dropdown box next to each objective)**

**Domain I: Planning**

1. Standards and Alignment
2. Data and Assessment - Formal and Informal Methods
3. Knowledge of Students
4. Activities - Encourage higher order thinking
5. Well Organized, sequential lessons

**Domain II: Instruction**

1. Achieving Expectations
2. Content Knowledge and Expertise
3. Communication to support persistence and deeper learning
4. Differentiation - align methods and techniques
5. Monitor and Adjust using progress data
6. Promotes high levels of student academic and social - emotional success

**Domain III: Learning Environment**

1. Classroom Environment, Routines and Procedures - Safe Environment
2. Managing Student Behavior - Clear Expectations
3. Classroom Culture - Mutually Respectful and Collaborative

**Domain IV: Professional Practices and Responsibilities**

1. Professional Demeanor and Ethics
2. Goal Setting - reflection practice
3. Professional Development
4. School Community Involvement
5. Demonstrates leadership with students, colleagues and community
Session Grade: __________

A copy of this observation will be placed in the student's file at Sul Ross State University. An electronic copy of this observation document has been emailed for review to the following people:

Campus Administrator:
Name- Email-

Student Teacher/Clinical Teacher/Intern:
Name- Email-

Cooperating Teacher/Mentor Teacher:
Name- Email-

Coordinator of Field Experience:
Name- Email-