



# Clinical Teaching Handbook



*Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection.*

*Paulo Freire*

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# ACKNOWLEDGEMENT OF CLINICAL TEACHING HANDBOOK LIABILITY INSURANCE AND WAIVER OF LIABILITY

Name \_\_\_\_\_

## CLINICAL TEACHING HANDBOOK INFORMATION

My signature below acknowledges that I have accessed the University of North Texas Clinical Teaching Handbook online. I have read the handbook and agree to abide by the standards, policies, and procedures defined or referenced in the handbook. I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

## PROFESSIONAL LIABILITY INSURANCE

Clinical teaching at the University of North Texas is not covered by professional liability insurance through UNT or the public school district. Liability insurance is available through the membership in the student branches (Texas Classroom Teachers Association at 888-879-8292 or Association of Texas Professional Educators at 800-777-ATPE). Membership is mandatory and offered to university students at no charge.

## WAIVER OF LIABILITY

By signature below, I understand and accept the condition that the College of Education at the University of North Texas and the assigned public school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during clinical teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**NOTE:** Please download, sign and date one copy of this form and give it to your university supervisor at your Clinical Teaching Orientation.

# FERPA Consent to Release Educational Records and Information

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

I, \_\_\_\_\_ [print full name] am a candidate at the University of North Texas and hereby give my voluntary consent to officials:

A. To disclose the following records:

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

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty and administrators

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

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

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

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

Candidate TEA ID Number:

Student Contact Information:

Email:

Phone Number:

## UNT Conceptual Framework

### *Educators as Guides for Engaged Learners*

Educators as guides for engaged learners summarizes the conceptual framework for the University of North Texas' undergraduate and advanced education programs. Guiding engaged learners draws on six areas of development in all programs.

1. **Content knowledge** refers to the educator's subject matter expertise and proficiency in knowledge and in making the content of the P-16 curriculum meaningful to learners.
2. **Pedagogical knowledge of teaching and assessment** refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. **Encouragement of diversity** refers to the ability of educators to appreciate, affirm, and build on the various cultural heritages, learning styles, interests, and needs of learners.
4. **Promotion of equity** for all learners refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program
5. **Professional communication** refers to effective use of oral, print or digital forms of language.
6. **Engaged professional learning** refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.



## OBJECTIVES OF THE CLINICAL TEACHING EXPERIENCE

- ◆ To be immersed in teaching experiences that allow for a smooth transition from the role of a student at UNT to the role of a classroom teacher
- ◆ To demonstrate competence in all job responsibilities in the clinical teaching setting
- ◆ To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process
- ◆ To observe the behavior and learning styles of students in a world of diverse cultures and expectations
- ◆ To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning
- ◆ To learn how to create and use effective lesson plans for instruction
- ◆ To establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning, and self-motivation
- ◆ To effectively integrate technology for instruction and communication
- ◆ To engage in reflective evaluation and professional goal setting

## CLINICAL TEACHING OVERVIEW

Clinical teaching is defined as a full time, school-based experience that is supervised by both a certified cooperating teacher and a university supervisor. The primary objective of clinical teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators. The clinical teaching experience has been carefully designed to be as realistic and intensive as actual teaching. This involves placing clinical teachers in schools with carefully selected and qualified cooperating teachers. The clinical teacher's ability to assume full class responsibilities rest upon the mutual agreement of the clinical teacher, the cooperating teacher, and the university supervisor, who make up the clinical teaching triad.

The basic role of the triad is to work as a team through constant communication to support, enhance, and prepare the clinical teacher to become a reflective professional. Each member has a conceptual understanding of their respective roles that will influence the actions and events during the clinical teaching semester. Likewise, each member of this triad has expectations for the other members. It is required that all three participants in the process meet in the first weeks of the semester to collaboratively develop and plan a program of activities which meets the clinical teacher's needs.

## **CLINICAL TEACHING POLICIES**

### **LENGTH OF SEMESTER**

The clinical teaching semester has been designated as fourteen weeks.

### **ATTENDANCE**

Clinical teachers are expected to be in attendance at their cooperating school every day of clinical teaching. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, university supervisor, and school office as early as possible in case of an illness or forced absence. All absences must be made up by the clinical teacher. Excessive absences may result in the removal from clinical teaching.

### **HOLIDAYS AND STAFF DEVELOPMENT DAYS**

Clinical teachers follow the calendar of the assigned school regardless of the holidays observed by the University of North Texas. Clinical teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.

### **CAREER DAY**

One day absence is permitted for the purpose of interviews or Education Career Day with prior approval from both the university supervisor and cooperating teacher. Education Career Day is held on the University of North Texas campus in the spring semester and Texas Women's University campus in the fall semester.

### **RELATIONSHIPS WITH STUDENTS**

Clinical Teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students within the district to which the Clinical Teacher is assigned without the presence of the cooperating teacher or other appropriate certified personnel.

### **SEMINAR ATTENDANCE**

Professional development seminars conducted by university supervisors/cadre coordinators are mandatory for all Clinical Teachers.

## **SUBSTITUTE TEACHING**

Clinical Teachers may be used as a substitute teacher for only one day during the Clinical Teaching field experience. A Clinical Teacher may not be paid for any service during the Clinical Teaching experience. It is at the discretion of the partner district to utilize this service. It is recommended that the clinical teacher obtain the appropriate substitute training as provided by the respective district prior to substituting for the cooperating teacher.

## **CORPORAL PUNISHMENT**

Corporal punishment is a sensitive issue in many schools and Clinical Teachers must not resort to this method of behavior control. If corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

## **WORK/COURSES**

Clinical Teaching is considered a full academic load. Additional course work is not allowed during the Clinical Teaching semester without prior approval. Employment during Clinical Teaching is not advisable due to the tremendous time commitment expected for preparation.

## **EVALUATION**

Evaluation should be a continuous process in which the Clinical Teacher is informed of progress several times during the Clinical Teaching experience. The university will observe and evaluate the clinical teacher a minimum of four times during the Clinical Teaching experience. The university supervisor will provide a final evaluation at the conclusion of the Clinical Teaching semester. The final grade will be Pass/No Pass. Clinical Teachers must receive an average score of 4 or higher in each domain of the NTACT Final Evaluation to pass the clinical teaching courses.



## **DEPARTMENT AND PROGRAM AREA POLICIES**

### **ACCOMMODATION AND ACCESS**

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform the Field Experience Office of your need for an accommodation. Requests for accommodation must be given to the Field Experience Office no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at [http://www.unt.edu/ada](#), and by visiting the ODA in Room 321 of the University Union or phoning the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person in Teacher Education and Administration.

### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It

also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

### **COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

### **COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

### **EAGLE CONNECT**

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit <http://eagleconnect.unt.edu/>.

### **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators [(Chapter 247 of the Texas Administrative Code ), found on page 26-27 of this document] and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

## **COUNCIL FOR ACCREDITATION OF EDUCATOR PREPARATION (CAEP)**

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

## **TECHNOLOGY INTEGRATION POLICY**

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

## **TK20**

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the TK20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20> and for relevant announcements.

## **SPOT**

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

## CLINICAL TEACHING COMPONENTS

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

### ORIENTATION

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

#### Classroom Policies

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

#### School Policies and Procedures

- ❖ Student Handbook
- ❖ Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

#### Teaching Responsibilities

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

#### Instructional Resources

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

#### Community and Student Needs

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

## OBSERVATION

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

## ASSISTING

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

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

## TEAMING

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

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

## INSTRUCTION

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

## FULL RESPONSIBILITY

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

## CLINICAL TEACHER RESPONSIBILITIES

### RESPONSIBILITY TO THE STUDENTS

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

### RESPONSIBILITY TO THE HOST SCHOOL/ COOPERATING TEACHER

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

### RESPONSIBILITY TO THE UNIVERSITY SUPERVISOR/CADRE COORDINATOR

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

## COOPERATING TEACHER RESPONSIBILITIES

### RESPONSIBILITY TO THE CLINICAL TEACHER

- Prepare the classroom students to receive the Clinical Teacher as a professional co-worker.
- Prepare a workspace for the clinical teacher.
- Orient the clinical teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and clinical teacher are both in the classroom.
- Ensure that playground duty is done in the company of the cooperating teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the clinical teacher toward effectiveness by:
  - ◆ monitoring effective use of time,
  - ◆ requiring written lesson plans two days in advance of teaching,
  - ◆ creating a climate that encourages questioning and self-reflection,
  - ◆ praising and encouraging
  - ◆ keeping interactive lines of communication open and discuss problems frankly, one at a time,
  - ◆ sharing professional experiences and materials,
  - ◆ encouraging the use of alternative instructional and management strategies, and
  - ◆ guiding the acceptance of varied school duties and tasks which represent the teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the clinical teacher to assume all responsibility of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the clinical teacher.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the clinical teacher's effectiveness in the planning/teaching process.
- Assist the clinical teacher in implementing recommendations received during the daily evaluation sessions.
- Accept each clinical teacher as an individual and refrain from comparison of him/her with previous clinical teachers.
- Allow the clinical teacher to attend all required seminars/meetings which are part of the field experience.
- Leave the clinical teacher alone in the classroom (see pacing guide, p. 23-24) so that he/she can have a feeling of independence and an opportunity to learn from his/her mistakes.
- Introduce the clinical teacher to professional journals, resources, and organizations.
- Invite the clinical teacher to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

### RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR

- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth Plan (p. 28) whenever necessary to encourage timely change.
- Participate in a three-way evaluation conference with the clinical teacher and supervisor at the mid-point and final evaluation.
- Submit final evaluation online through Tk20.
- Contact the university supervisor/cadre coordinator with questions or concerns.

## UNIVERSITY SUPERVISOR RESPONSIBILITIES

### RESPONSIBILITY TO THE CLINICAL TEACHER

- Conduct a clinical teacher orientation at the beginning of the semester that reviews the handbook, and emphasizes responsibilities (academic, moral, ethical, legal) and the information needed to make a smooth transition from being a university student to being a successful teacher.
- Observe, assess and evaluate clinical teachers on a regular basis regarding teaching, planning, management, and professionalism (at least 4 classroom visits).
- Conduct observations at a variety of times to include a range of subjects for which the clinical teacher is responsible for teaching.
- Provide verbal and written feedback following each observation.
- Guide the clinical teacher's growth in reflective thinking and self-evaluation.
- Evaluate the clinical teacher's lesson plans and provide verbal and/or written feedback.
- Participate in a three-way evaluation conference (at least 20 minutes) with the clinical teacher and cooperating teacher at the mid-point and at the end of the semester.
- Provide documentation of any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. A copy will be provided to the Director of Clinical Practice as well.
- Provide the clinical teacher with a Growth Plan (p. 28) if there are problematic areas that need special attention. A copy of the Growth Plan/Probation Contract will be submitted to the Director of Clinical Practice as soon as all parties have signed the form.
- Complete recommendation letters for clinical teachers who are applying for teaching positions.

### RESPONSIBILITY TO THE COOPERATING TEACHER/HOST CAMPUS

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

### RESPONSIBILITY TO THE UNT FIELD EXPERIENCE OFFICE

- Continue professional development through attendance and participation in supervisor meetings each semester.
- Communicate regularly with the Director of Clinical Practice about areas of concern or make suggestions for programmatic changes.
- Verify and sign the UNT 12-day class roll.
- Complete all evaluations through Tk20.
- Complete the final grades on the UNT online reporting system.
- Serve as a mentor to a new Clinical Teacher supervisor, if requested.



## PROCEDURES FOR TERMINATION FROM CLINICAL TEACHING

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

### REASONS FOR TERMINATION

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

### PROCEDURES FOR TERMINATION (for Reasons 2–4)

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

1. The clinical teacher shall be informed by the cooperating teacher and/or university supervisor/cadre coordinator of any unsatisfactory performance. This shall be done through a written evaluation from the university supervisor, a joint conference between all three, and/or written documentation of any infractions of performance, school policy or professionalism.
2. When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal **Growth Plan** shall be initiated by the university supervisor/cadre coordinator and/or cooperating teacher and presented to the clinical teacher. This contract shall be signed by the clinical teacher and the university supervisor/cadre coordinator with copies submitted to the Director of Clinical Practice and the ARR by mid semester (week 8) at the latest.
3. Within one-week following the Growth Plan conference, the clinical teacher, cooperating teacher, university supervisor/cadre coordinator, and/or Director of Clinical Practice will confer to assess progress.
4. If inadequate progress in teaching effectiveness and/or unprofessional conduct continues, a formal **Probation Contract** will be administered, with a clear time limit for

compliance. A copy will be submitted to the school principal, the Director of Clinical Practice, and to the appropriate ARR Committee.

5. The university supervisor/cadre coordinator, ARR Chair, or student may request that the Director of Clinical Practice administer an observation and evaluation. A conference of all parties will follow.
6. When the clinical teacher is placed on probation and reassessment indicates unfavorable progress, the clinical teacher will meet with the Director of Clinical Practice and ARR Chair to discuss possible options. The options offered will depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the clinical teacher, the school, the cooperating teacher, and the students in the classroom. Some options that may be considered include the following:
  - a. Withdrawal from clinical teaching, with the option to reapply for clinical teaching.
  - b. Withdrawal from clinical teaching, with the decision to transfer to another college within the University to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
  - c. Referral to the appropriate ARR Committee, possibly resulting in termination of clinical teaching with a failing grade. The final termination decision is made by the appropriate ARR Committee following official ARR procedures/policies.
7. If the clinical teacher is to be terminated from the Clinical Teaching assignment, he/she will be given a letter stating the decision, the reasons for the termination, and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted. This letter is generated by the Director of Clinical Practice and approved by the Associate Dean for Educator Preparation before dissemination to anyone.

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

## **APPEAL PROCEDURE**

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

1. The clinical teacher must submit a written appeal to the College of Education Admission, Review, and Retention (ARR) committee.
2. The ARR chairperson will convene the committee to process the appeal.
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of clinical teacher infractions, the procedures followed by the university supervisor/cadre coordinator and cooperating teacher, and the appeal letter from the clinical teacher.
4. The committee will vote to accept or reject the appeal. The Director of Clinical Practice will meet with the clinical teacher to inform him/her of the decision and recommendation of the committee. A written copy of the decision will be given to the clinical teacher and the Associate Dean for Educator Preparation.
5. The decision may be appealed to the Dean of the College of Education.

# APPENDIX

## Sample Forms

- ◆ **Observation Suggestions**
- ◆ **Pacing Guide**
- ◆ **Code of Ethics/Immunity Status for Student Teaches**
- ◆ **Growth Plan/Probation Contract**
- ◆ **University of North Texas Contacts**

## **RECOMMENDATION FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT**

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

### **CLASSROOM ROUTINE**

1. Starting Procedures

What does the teacher do as students arrive in the classroom?

Does the teacher have instructions on the board or activities for engagement?

How are class roll, lunch count, etc. conducted?

2. Material Distribution

Are instructional materials ready for use?

What are the student responsibilities regarding materials?

3. Restroom Procedures

May students leave for the restroom freely?

Are passes available to use under certain guidelines?

Must the teacher give permission before a student may be excused?

4. Lunch Procedures

How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?

How are the elementary students taken to the cafeteria and picked up?

### **RECORD KEEPING**

1. Attendance

Are the students allowed to assist?

2. Grading

Does the teacher use different types of evaluation symbols? (100%, ✓+, ☺)

How is the grade book set up? (electronic, paper copy, etc.)

3. Referrals

How are disciplinary actions and follow-up procedures handled?

How are other referrals handled? (speech, SPED, counselor, etc.)

### **CLASSROOM MANAGEMENT**

1. Discipline Plan

What are the rules?

How were they chosen?

How are they enforced? (praise, consequence)

2. Tardy Policy

How is the policy enforced?

What is the school policy for acceptable excuses for tardies?

3. Seating Arrangements

How does the teacher determine seating? (alphabetical, discipline, ability levels)

Can students move at different times or do they need to stay in their seat for the entire period?

4. Grouping

Are students grouped for projects, reading, etc.?

How does the teacher determine this grouping?

## TEACHING PROCEDURES

1. Lesson

a. Introduction and teaching

How is the purpose of the lesson set?

How does the teacher motivate students' interest?

How does the teacher relate lesson content to the students' prior knowledge?

What type of questioning is used to determine student understanding?

b. Student activities

How are students monitored for degree of understanding?

How does the teacher produce a smooth transition from teaching procedures to student practice?

How are students kept on task?

c. Enrich/Re-teach activities

What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?

What modifications/accommodations and re-teach opportunities are provided for those who have not mastered the objective?

d. Closure

How does the teacher involve the students in a brief review of the lesson objective?

2. Homework/Make-up work/Late work/Tutorials

a. How does the teacher grade homework?

b. What is the policy for late work?

c. What is the policy for students who have been absent?

d. What is the policy for helping students before, during, and after school?

3. Transition techniques/Fillers

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

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

How are students recognized during classroom discussion? How do students gain the teacher's attention?

How does the teacher bring all students into the learning environment and keep them on-task?

How does the teacher redirect off-task behaviors?

How is the classroom discipline plan implemented?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?

What non-verbal signals are used?

PARENT/TEACHER INTERACTION

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents?

**UNIVERSITY OF NORTH TEXAS  
ELEMENTARY CLINICAL TEACHING PACING GUIDE**

WEEK	RESPONSIBILITIES
<b>Weeks 1-7 are for the first rotation of PDS 2</b>	
<b>1</b>	<b>Observe and assist</b> The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
<b>2</b>	<b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>3</b>	<b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>4</b>	<b>Independently plan and teach 2-3 subjects/periods per day</b> As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the Clinical Teacher should have taught all subjects/periods.
<b>5-7</b>	<b>Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.
<b>Weeks 8-14 are for the second rotation of PDS 2</b>	
<b>8</b>	<b>Observe and assist</b> The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
<b>9</b>	<b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>10</b>	<b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so that the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>11</b>	<b>Independently plan and teach 2-3 subjects/periods per day</b> As the clinical teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the clinical teacher will teach at most 3 subjects/periods per day. By the end of week 5, the clinical teacher should have taught all subjects/periods.
<b>12-14</b>	<b>Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.  FINAL CONFERENCES DURING WEEKS 13-14

Note: This is a suggestion. It can be changed to meet individual needs.



**UNIVERSITY OF NORTH TEXAS  
MIDDLE/HIGH SCHOOL CLINICAL TEACHING PACING GUIDE**

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

Note: This is a suggestion. It can be changed to meet individual needs.

## **Texas Administrative Code**

### STATE BOARD FOR EDUCATOR CERTIFICATION

#### EDUCATORS' CODE OF ETHICS

#### CHAPTER 247

#### RULE §247.2

#### **Code of Ethics and Standard Practices for Texas Educators**

(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.

Clinical Teacher Name: \_\_\_\_\_

**University of North Texas**  
**Clinical Teaching Growth Plan/Probation Contract**

- Growth Plan Contract
- Probation Contract

Identified areas of concern:

Recommended Intervention Strategies:

Timeline for Meeting Goals:

Additional Concerns, Needs, Comments:

Date to Reconvene: \_\_\_\_\_

Signatures: \_\_\_\_\_ Date: \_\_\_\_\_  
(Clinical Teacher)

\_\_\_\_\_ Date: \_\_\_\_\_  
(Cooperating Teacher)

\_\_\_\_\_ Date: \_\_\_\_\_  
(University Supervisor and/or Cadre Coordinator)

\_\_\_\_\_ Date: \_\_\_\_\_  
(Director of Clinical Practice)

*Supervisors: Forward any Probation Contracts to UNT Clinical Practice Office.*

**University Contacts**  
**University of North Texas**  
**College of Education**  
**Denton, TX 76203**

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Mr. Tim Sutton	Director of Clinical Practice	<a href="mailto:tim.sutton@unt.edu">tim.sutton@unt.edu</a>
Ms. Destinie Noles	Clinical Practice Assistant	<a href="mailto:destinie.noles@unt.edu">destinie.noles@unt.edu</a>
Dr. Gwen Pasco	Student Advising Office	<a href="mailto:g.pasco@unt.edu">g.pasco@unt.edu</a>
Ms. Jessica Powell	TEXES Advising Office	<a href="mailto:jessica.powell@unt.edu">jessica.powell@unt.edu</a>

District PDS Sites	Cadre Coordinator	Email
Allen	Dr. Amy Willerson	<a href="mailto:amy.willerson@unt.edu">amy.willerson@unt.edu</a>
Argyle/Sanger	Ms. Michele Langley	<a href="mailto:michele.langley40@gmail.com">michele.langley40@gmail.com</a>
Aubrey/Little Elm	Ms. Heather Steen	<a href="mailto:smileyface10182001@yahoo.com">smileyface10182001@yahoo.com</a>
Carrollton-Farmers Branch	Ms. Jane Olson	<a href="mailto:janeolson@verizon.net">janeolson@verizon.net</a>
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EC-4/EC-6 Post-Bac	Dr. Stacey Williams	<a href="mailto:wstacey10@yahoo.com">wstacey10@yahoo.com</a>

**OTHER IMPORTANT CONTACTS**

Registrar Information Counter.....	940.565.2378
Student Records and Academic Status .....	940.565.2369
Financial Aid .....	940.565.2302
Graduation Application.....	940.565.4625
Career Center .....	940.565.2105