



TEXAS A&M UNIVERSITY SAN ANTONIO

Cooperating/Mentor Teacher Handbook

For Teachers Mentoring Yearlong ‘Teacher Residents’



2023-24



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SAN ANTONIO

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I. MESSAGE FROM THE EDUCATOR CAFÉ

The Educator CAFÉ (Certification, Assessment, and Field Experience) at Texas A&M University at San Antonio (TAMU-SA) sincerely thanks you for your willingness to serve as a Cooperating/Mentor Teacher (titles are interchangeable) for a yearlong Teacher Resident. Your commitment to share your time and expertise, your classroom and your students will help our pre-service teachers gain valuable knowledge and skills.

As you know, the transition from learner to teacher is complex and demanding and represents one of the toughest hurdles for aspiring teachers as they prepare to transition into independent practitioners. The rich opportunities you can provide them within your classroom will allow them to experiment, practice, apply, create, revise, and question their understanding of learning and teaching in practice.

You are extremely important in the overall learning process of an aspiring teacher. Student teaching is a time of great growth for preservice educators, as they now have the chance to incorporate and apply everything they've learned about education. Student teaching, as you may remember from your own experience, is also met with some apprehension and an almost innumerable amount of questions. This is where the cooperating teacher can make all the difference. Surveys of teacher residents indicate that those who truly felt they were “nurtured” by their cooperating teachers felt better prepared and more confident about entering their first year on the job.

As a Cooperating/Mentor Teacher you will serve as a mentor and model as you provide guidance for your Teacher Resident with planning and implementing your district's curriculum. Include them in the process as it is completed on your campus, both as individual teachers and within subject or grade-level teams. Keep in mind that your mentorship is vital because the teacher resident's exposure to a live, practicing classroom is limited and they are likely inexperienced in all areas of teaching, particularly with any specific instructional policy or practice that may be mandated by your campus or district.

For the teacher resident this will be a semester of deep learning, self-awareness, improvement, and growth. Monitor your Teacher Resident's development over the course of the semester and evaluate the degree to which they are demonstrating improvement and growth in their practice. The information you will provide in this area is highly regarded for what it tells us about each student and about the program as a whole.

Provided in this handbook are some suggestions, guidelines, and basic information about our clinical teaching program that we trust will support you in the important work you will do with our students. The university Field Supervisor is also a resource for any questions or concerns.

Again, thank you for being an essential part of our students' journey to teaching.

Overview of the Teacher Residency Program

Teacher Residency is clinical teaching; however, unlike traditional, semester-long

clinical teaching, Teacher Residency is a two-semester, paid clinical teaching experience. They are both a student of the university and an employee of the school district where they are placed. As a Teacher Resident, they must fulfill the expectations of the school district, as well as those of the Educator CAFÉ in order to complete clinical teaching successfully.

II. ROLES AND RESPONSIBILITIES

A. Field Supervisor

The university field supervisor is the primary point of contact at the university for you and the teacher resident. At the beginning of the year, you will receive an introductory email from the field supervisor with contact information and other program details. Ongoing communication between the field supervisor and the cooperating teacher is important for the teacher resident's development; the field supervisor will inquire about the teacher resident's progress and will collaborate with you to best support the teacher resident. **Please direct all questions, comments, and concerns about the teacher resident or the program to the field supervisor.**

The field supervisor also serves as a mentor and teacher to the teacher resident. Each field supervisor mentors five to seven teacher residents and teaches a monthly seminar on the TAMU-SA campus to their group. You will meet the field supervisor in person when they come to the classroom to conduct formal observations of the teacher resident (two observations each semester). After each observation, the cooperating/mentor teacher will receive a copy of the observation documentation via DocuSign for information purposes. It is possible that the field supervisor will visit the classroom more often to model or coach the teacher resident, depending on the teacher resident's needs.

B. Mentor/Cooperating Teacher

Eligibility Requirements – To serve as a cooperating/mentor teacher, the classroom teacher must be certified in the area and at the grade level for which the Teacher Resident is seeking certification and must have a minimum of three (3) years of teaching experience.

Training – In addition to this handbook, the university provides an initial, brief training video for cooperating teachers and teacher residents to view together. As the teacher residency program develops further, the school district and the university will collaborate on additional training for cooperating teachers.

Observations – The mentor/cooperating teacher must conduct one 45-minute, formal teaching observation of the teacher resident each semester. The observation should take place mid-semester (October and March) and the teacher resident is responsible for scheduling the observations with the cooperating teacher. The steps to follow for each observation are outlined below and the forms the cooperating teacher is required to complete are found in the Documents & Forms section of this handbook.

The program refers to the three components of the formal observation as the Observation (POP) cycle:

Pre-Observation – Observation – Post-Observation.

All formal observations must follow these steps:

1. The teacher resident discusses and schedules the observation with the cooperating teacher for a date, time, and subject area that is available and appropriate.
2. The teacher resident consults with the mentor/cooperating teacher on the standards that will be addressed in the lesson and on the development of the lesson plan. For formal observations, teacher residents are required to use the university-provided lesson plan template. The teacher resident's Blackboard course contains all of the required forms and assignments. The teacher resident submits the lesson plan and all observation forms to the Blackboard course for final review and grading by the field supervisor.
3. The teacher resident completes the Pre-Observation Conference form two days before the formal observation.
4. The day before the observation, the mentor/cooperating teacher and the teacher resident meet for a 30-minute "pre-observation conference" or "pre-conference" in which they review the lesson plan and the Pre-Observation Conference form. This is an opportunity for the teacher resident to ask final questions and for the cooperating teacher to provide final feedback and suggestions on the lesson. The cooperating teacher completes the final section of the form, "Field Supervisor/Cooperating Teacher Pre-Conference Notes," documenting the main points discussed during the pre-conference.
5. The mentor/cooperating teacher observes the 45-minute lesson. During the observation the cooperating teacher uses the provided Scripting Pages to document what the teacher resident and the students say and do during the lesson. Scripting should be an objective documentation of what was said and done during the lesson by both the teacher resident and the students.
6. During the observation or immediately following it, the mentor/cooperating teacher completes the provided Formal Observation Evaluation form. The cooperating teacher rates the teacher resident in all domains and dimensions of the T-TESS rubric, except dimensions 4.3 and 4.4, Professional Development and School and Community Involvement.
7. During the observation or immediately following it, the mentor/cooperating teacher also completes the relevant fields of the Post-Observation Conference form. On the first, "Reinforcement" page, the cooperating teacher completes numbers 3 and 4. On the second, "Refinement" page, the cooperating teacher completes numbers 3, 4, and 5.
8. Following the observation, either the day of the observation or the next day, the

mentor/cooperating teacher and the teacher resident meet for a 30-minute “post-conference.” The post-conference is the formal debrief of the observation. The cooperating teacher leads the post-conference using the Post-Observation Conference form as a guide.

9. The teacher resident completes their portions of the Post-Observation Conference form within 48 hours of the observation.

10. The teacher resident uploads all completed documents to the Blackboard course for final review and grading by the field supervisor.

It is important that the cooperating/mentor teacher and the teacher resident ensure the accurate completion of all the observation forms, as they are documents that can be audited by the Texas Education Agency (TEA). The program uploads completed forms into the university database in preparation for an audit.

Evaluation of the Teacher Resident’s Professionalism – The mentor/cooperating teacher will assess the professional dispositions of the teacher resident twice each semester – at the mid-term of the semester (October/March) and at the end of the semester (December/May) using the provided TAMUSA Clinical Disposition form. The program has instructed the field supervisor to email the form to the cooperating teacher at the appropriate time of the semester with instructions and a due date. The form itself includes instructions, as well.

Regarding scoring, the overwhelming majority of teacher residents should score Developing (1 point) or Proficient/Meets Expectations (2 points) for each disposition. If the cooperating teacher has not witnessed the behavior, the teacher resident should be scored Developing (1 point). The teacher resident should only be scored Unacceptable/Fitness to Teach (0 points) if there is an unacceptable infraction of the disposition.

It is imperative that the cooperating teacher notify the field supervisor at the first display of any unacceptable behavior on the part of the teacher resident.

Once the mentor/cooperating teacher completes the Clinical Disposition form, it is important to meet with the teacher resident, share the ratings, and discuss positives and areas for growth. The cooperating teacher should provide a copy of the form to the teacher resident, as well as scan and email the form to the field supervisor.

The Clinical Disposition Form is included in the Documents and Forms section of this handbook.

edTPA –

Candidates in the Teacher Residency program will prepare and submit an edTPA portfolio in lieu of taking the multiple-choice #160 Pedagogy and Professional Responsibilities (PPR) TExES exam for certification.

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills

and knowledge that all teachers need from Day 1 in the classroom. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

edTPA requires clinical teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

Tips for Mentoring Teacher Residents –

Acclimation with the Classroom. The classroom is recognized as the domain of the teacher, so it is powerful to have a cooperating teacher who welcomes the teacher resident into his or her classroom and positions them as a true co-teacher. The sooner the teacher resident establishes a level of comfort with the daily operations of your classroom, the sooner they will feel ready to begin instructional duties. Ways to help with this acclimation:

- introductions to other teachers/staff, parent letter,
- provide a dedicated workspace in the classroom (if possible),
- establish channels of communication (exchange email, phone numbers, etc.),
- acquaint your teacher resident with school/district resources, with school/district rules- to include duties and responsibilities such as lunch, before/after school, etc.

Remember Who Cooperating Teachers Are. The teacher that you are today is most certainly not the same teacher you were in your first year, it took you time to develop your teacher identity. Student-teaching represents the beginning of this identity development. Be reassuring and supportive with teacher residents as they develop their personal teaching style.

- If you are comfortable, encourage their input during your lesson planning and encourage them to think of ways to adapt the activities and instruction to their own style. If worthy, consideration of including a teacher resident's instructional ideas can be extremely transformative for them. By simply validating an idea, you start building a connection, encouraging your teacher resident's enthusiasm, and setting a tone of collaborative practice for the remainder of the semester, and that they will carry with them into their own practice.

Be Inquisitive, Reflective and Understanding. Part of remembering who mentor/cooperating teachers are, is recognizing that teacher residents will have idealistic concepts of how classrooms are "supposed" to work. The concepts are formed through their own experiences as a student and their college coursework. The aspiring teacher will likely have to reimagine these (mis)conceptions as realistic conceptions, or possibly future goals to be worked toward, and perhaps those that are simply incorrect, inappropriate, or otherwise unrealistic.

- Mentor/cooperating teachers can help their teacher residents tremendously simply by being available for open discussion and dialog. Cooperating teachers should encourage questions from the teacher resident. Equally important is the ability of the cooperating teacher to pose questions that inform the teacher resident's growth in practice.
- Early on in the student teaching experience, the cooperating teacher is encouraged to model how they adjust a lesson after reflecting on it. This works best if done aloud and with intent so the teacher resident can "see your reflective thinking". This can be done in numerous ways but can be as simple as engaging in a "think aloud" or even just a brainstorming activity with the teacher resident.

Instructional Coaches Guide to Asking Reflective Questions (Outside Resource):

<http://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1>

Providing Feedback to Teacher Residents. Research confirms what we as teachers already know that providing meaningful feedback can greatly enhance learning and achievement. This is true of the students in your classroom; it is also true of your teacher resident. Feedback is usually more effective when it is provided timely and with specificity.

While research suggests that immediate feedback is the most effective, this is not always possible in an instructional setting. To maximize effectiveness, try to provide feedback to your teacher resident as regularly as possible and as close to the feedback "event" as possible. Also, feedback needs to be as specific as possible to maximize effectiveness. For example, simple feedback statements such as "great job" or "not quite there yet" do not offer any insight from which they can grow. Below are additional guidelines for providing feedback to teacher residents:

1. Focus feedback on behavior rather than the person. It is important that we refer to what a person does in the classroom rather than a personal trait. Thus, we might say a person "talked considerably at the meeting" rather than that this person is "a loudmouth."

2. Focus feedback on observations rather than inferences. Observations refer to what we can see or hear in the behavior of another person, while inferences refer to our interpretation of the behavior. The sharing of inferences or conclusions may be valuable, but it is important that they be supported by observations and facts.

3. Focus feedback on description rather than judgment. The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

4. Focus feedback on the sharing of ideas and information rather than on giving advice. By sharing ideas and information we leave the receivers free to decide for themselves in the light of their own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell them what to do with the information, and in that sense, we take away the freedom to determine the most appropriate course of action as well as reducing their responsibility for their own behavior.

5. Focus feedback on exploration of alternatives rather than answers or solutions. The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution which may or may not fit a particular problem.

Adapted from Teacher's College, Columbia University

Recommended Pacing Guide –

The “Pacing Guide” is a suggested list of activities to complete each month with your teacher resident. The teacher residents have been provided a similar pacing guide, which is found in the course syllabus. Below is an excerpt from the resident’s pacing guide:

SEMESTER 1

July/August

| Complete | Activity |
|-----------------|--|
| | Attend the 2 Day Residency Cohort orientation/Mentor Training |
| | Attend Orientation, Seminar 1 and Wednesday afternoon Special Topics course |
| | Go to your placement district’s website and print the district’s Academic Calendar. Keep this with your course documents. |
| | Meet with your Mentor Teacher and attend the staff development and workdays required by your school district. |
| | Participate in / complete any district requirements for Teacher Residents. |
| | Exchange contact information with your Mentor Teacher and Field Supervisor. |
| | View, the Mentor Teacher Orientation/Training Video and review the Educator CAFÉ Handbook with your Mentor Teacher. Sign and submit the Affidavit to QuickBase. |
| | Email your daily schedule to your Field Supervisor. Include the conference period, lunch period and the time of each subject. The Mentor Teacher and your Field Supervisor must approve any changes to your schedule. |
| | Write a letter introducing yourself to your students’ parents. Be sure to work with your Mentor Teacher on this and get your Field Supervisor’s input. You need the Mentor Teacher’s approval before you send anything to parents. The principal or the school may have a policy regarding letters home. |
| | Schedule and Prepare for your first Field Supervisor Observation. This observation is due by the middle of September. |

September

| Complete | Activity |
|-----------------|---|
| | Attend weekly Special Topics course Wednesday afternoons |
| | Attend Seminar 2 |
| | Participate in / complete any district requirements for Teacher Residents. |
| | Submit completed Field Supervisor observation 1 to QuickBase. This observation is due by the middle of September. |
| | Work with your Mentor Teacher to create a calendar for the semester. Include the days and subjects you will teach and when. Keep in mind that you must teach ALL subjects for a total of 30 days (about 4 and a half weeks), but these can be spread out across the |

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| | <i>school year</i> and do not have to be consecutive. Teaching all subjects, all day is called “Full Teach” or “Total Teach.” |
| | Ask your Mentor Teacher about the available curricular materials and inquire about getting access to them. Familiarize yourself with textbooks and their ancillaries, curriculum guides, manipulatives, literary collections, etc. from the classroom, campus, and district. Be familiar with these resources and use them in your teaching! |
| | For the first two weeks of the month, co-plan and co-teach one to two lessons per day with your Mentor Teacher. Use your Mentor Teacher’s lesson plans. Then, take over teaching your first subject or class period. Use your Mentor Teacher’s lesson plans. Be sure to reflect and debrief with your Mentor Teacher. Ask questions! |

October

| Complete | Activity |
|----------|--|
| | Attend weekly Special Topics course: Wednesday afternoons |
| | Attend Seminar 3 |
| | Participate in / complete any district requirements for Teacher Residents. |
| | Take over teaching your second subject or class period using lessons agreed upon through collaborating with your Mentor Teacher. Review all your upcoming lesson plans with your Mentor Teacher. Follow the school and district guidelines for planning and submitting lesson plans. |
| | Attend team-planning meetings with your Mentor Teacher. Gradually add responsibilities to your daily routine. |
| | Schedule and prepare for your Mentor Teacher’s first observation. Assist your Mentor Teacher with the required Observation form and meetings. Submit completed observation to QuickBase. This observation is due by the middle of October. |
| | Ask your Mentor Teacher to complete the Midterm Disposition Form and the Addendum. Schedule time to meet with your Mentor Teacher to discuss. Your Mentor Teacher will complete the Midterm Disposition form in Qualtrics. |
| | Schedule and prepare for your Field Supervisor’s second formal observation. This observation is due by the middle of November. |

November

| Complete | Activity |
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| | Attend weekly Special Topics course: Wednesday afternoons |
| | Attend Seminar 4 Morning Session |
| | Participate in / complete any district requirements for Teacher Residents. |
| | Submit completed Field Supervisor observation 2 to QuickBase. This observation is due by the middle of November. |
| | Choose days to teach all subjects/sections (Total Teach) using your own lesson plans that have been pre-approved by the Cooperating Teacher. The Cooperating Teacher can assist you in planning. Remember, you are required to Total Teach for 30 days (about 4 and a half |

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| | weeks) or 6 weeks (about 1 and a half months) throughout the year. Be sure to note Total Teach days on your Timesheet. |
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December

| Complete | Activity |
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| | Attend weekly Special Topics course: Wednesday afternoons |
| | Participate in / complete any district requirements for Teacher Residents. |
| | Complete and submit your End of Semester Self-Reflection to QuickBase. |
| | Ask your Mentor Teacher to complete the Mid-Year Disposition form. Meet to discuss the ratings. |
| | All final Fall coursework is due on Monday December 11. |

DATES TO NOTE:

| DATE | EVENT NOTE |
|--|---|
| First Day of Class: August 7 –Edgewood August 9- South San August 10- Harlandale August 15-San Antonio (SAISD) August 22-Southwest | <ul style="list-style-type: none"> New Teacher Orientation and PD: see your district calendar. |
| September 4 | <ul style="list-style-type: none"> Labor Day TAMU-SA Closed/Districts Closed |
| November 20-24 | <ul style="list-style-type: none"> Thanksgiving Holiday *CT/Residency Cohort follow District Calendar (11/23-24 for TAMU-SA) |
| December 14 | <ul style="list-style-type: none"> GRADES ARE DUE in Blackboard for the CAFÉ |

SEMESTER 2

January/February

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| | Apply for Spring graduation – last day to submit application is February 15. |
| | Complete Context for Learning and upload to Blackboard |
| | Prepare lesson plans for edTPA (January) ; implement/video record edTPA (February) |
| | Attend Wednesday afternoon sessions |

March

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|--|---|
| | Mentor Teacher will give oral and written feedback using the Preconference, Observation, and Post Conference Lesson Observation Forms. (POP cycle) (due by end of week 7) |
| | Attend Mandatory TAMUSA Friday Seminar and Wednesday afternoon sessions |
| | Field Supervisor 2 nd formal observation including pre-conference, observation, post-conference (POP cycle) (due by end of week 12) |
| | Submit completed edTPA by end of March submission window |

April

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| | Field Supervisor 3 rd formal observation (POP cycle) (due by end of week 16) |
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May

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| | If possible observe another teacher other than your mentor teacher. Mentor teacher will give you the name of the teacher. For PE and Special Education EC-12 students observe a different level (elementary and secondary). |
| | Teach your last class. |
| | Complete Final Refection |
| | Submit Final Disposition Forms |
| | Last official day of Student Teaching and all required paperwork due at or before the final Seminar |
| | Make up Days –days that you were absent from teaching will be made up after the final seminar. An appeal must be submitted to complete make-up days. |
| | Complete form for certification (if all required TExES exams have been passed) |

C. Teacher Resident

Student Learning Outcomes – Students participating in clinical teaching will:

1. Deepen their understanding of the multifaceted roles of a professional teacher through planned, sequenced activities.
2. Apply the principles and methods from their college classes in an authentic classroom setting.
3. Employ researched strategies in working with students from different cultural and socioeconomic background.
4. Apply knowledge of the content, skills, professional attributes, and design of curriculum, instruction, and assessments.
5. Communicate about and discuss all phases of experience with both the cooperating teacher and the university supervisor.
6. Receive feedback from structured observations, including conferencing and suggestions for improvement from the university Field Supervisor.
7. Participate in extracurricular activities, Parent Teacher Student Association Meetings, and other opportunities for professional development.
8. Develop understanding of teaching as a profession through self-evaluation, problem solving, and reflection about teaching and learning experiences.

Educator CAFÉ Participation Requirements –

1. Maintain an overall or last 60-hour GPA of 2.75 or greater.
2. Declare and maintain a certification seeking degree plan.
3. Meet Fitness to Teach standards.
4. Be an active TAMU-SA student.
5. Meet semester benchmarks including testing requirements for clinical teaching.

Professionalism – The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet Educator CAFÉ Participation Requirements will be allowed to continue in the program.

Code of Ethics. All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. Students exhibiting a pattern of concern will be referred to the Associate Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFÉ will be required to shift to a non-certification degree program to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree plan.

Fitness to Teach Standards. Students pursuing an initial teacher's certification must meet Fitness to Teach Standards that are assessed by faculty, program staff, and their cooperating teachers throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas.

Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program. The Fitness to Teach online submission form can be accessed on the Educator CAFÉ webpage at <https://www.tamusa.edu/college-of-education-and-human-development/epp/fitness-to-teach-form.html>.

Growth Plan. If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and removal from the program is possible. Periodically in each candidate's preparation, there will be checkpoints at which faculty, Field Supervisors and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a Growth Plan.

Relationships with Students. Teacher Residents should exercise extreme caution regarding interactions with students under their direction. It is not appropriate to socialize in any way, including on social media, with students within the district to which the resident has been assigned without the presence of the cooperating teacher.

Dress Code. All TAMU-SA students are expected to abide by the dress code provided by the school district. There should be no visible tattoos, body piercing (excluding ear piercings for women), and no revealing clothing. Running shorts, cut-offs, leggings, tank tops, or flip-flops, etc. are never considered professional attire. Jeans may be worn if, and only if, it is the norm on the campus where you have been placed.

Electronic Devices and Social Media. All forms of electronic devices, such as cell phones, iPads, etc. should only be used for academic and instructional purposes. The Educator CAFÉ faculty recommend caution in the use of personal social media as this may reflect on your professional reputation.

Students must receive the full support and recommendation of both the Field Supervisor and the Cooperating Teacher (Mentor Teacher) to be recommended for certification. Students who do not receive full support and recommendation from both the Field Supervisor and the Cooperating Teacher will not receive credit for the clinical teaching course and will be required to re-enroll in clinical teaching the next semester that it is offered. Non-recommendation may result in being permanently removed from the Educator CAFÉ. In this case, the candidate would be required to change their degree plan to one this is not certification seeking.

It is imperative that the cooperating teacher notify the field supervisor at the first display of any unacceptable behavior on the part of the teacher resident.

The Clinical Disposition Form, the Fitness to Teach Standards, the Code of Ethics and Standard Practices for Texas Educators, and the Growth Plan form are included in the Documents and Forms section of this handbook.

Time in the Classroom – Over the course of the school year, teacher residents must complete a minimum of 70 full-days or 140 half-days of clinical teaching. Students are required to be on their assigned campus for the entire school day. The school district and the campus will work with the cooperating teacher and the teacher resident to determine the days and times for clinical teaching.

Teacher residents must spend at least three days per week on the assigned campus under the supervision of the cooperating teacher.

During the yearlong teacher residency, students are required to “Full Teach” or “Total Teach” (teach all day; teach all subjects) for 30 days (six full weeks). These days do not have to be consecutive and they can be accomplished throughout the entire school year. The Pacing Guide found later in the syllabus suggests a possible schedule for Total Teach and the Time Sheet requires Teacher Residents to document Total Teach.

Teacher residents should note that their day may be longer as they are expected to mirror the day of the cooperating teacher. This includes any required hours before or after school tutoring or on-duty. Teacher residents are expected to follow the school district calendar regardless of the holidays observed by TAMU-SA. Teacher residents are expected to be at school for campus/district staff development days and to participate in any professional development programs.

Attendance – Teacher residents are expected to attend their placement everyday. Residents are expected to report to campus and depart campus on the same regular schedule as their cooperating teacher. Late arrivals and early departures due to performing other personal activities are not permitted. Leaving the school campus during the school day is not permitted without prior approval.

It is the responsibility of the teacher resident to inform the cooperating teacher, university Field Supervisor, and the school office as early as possible in case of an illness or absence. Students MUST complete an “ATTENDANCE POLICY AND REQUEST FOR ABSENCE” form for ALL absences-even PARTIAL DAYS (excluding TAMU-SA seminar days). In addition, a “Clinical Teacher Absence Monitoring” form will be completed to track all absences.

Residents may only be absent for a total of 3 days each semester. (If a resident tests positive for COVID, accommodations will be made.) Upon the third absence, students may be placed on a Growth Plan to address attendance. Any additional days missed may be required to be made up at the end of the semester.

Tardiness will also be addressed as a disruption to the classroom and may result in a growth plan and/or removal from the placement. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from teacher residency.

Seminars and Course Assignments – The Texas Education Agency requires all educators to engage in continuing professional development; therefore, the Educator CAFÉ incorporates professional development seminars into each teacher residency semester. The professional development seminars are MANDATORY and occur generally once each month; the dates are included on the teacher resident's course syllabus. Failure to attend all seminars WILL impact the overall teacher residency course grade.

Required assignments and activities are listed in the teacher resident's course syllabus and submitted to the Blackboard course. Failure to complete any assignments or activities will result in not passing teacher residency. Students who do not earn credit for teacher residency will be required to repeat clinical teaching.

Timesheets –

Please sign all time sheets according to candidate's attendance. They will be required and submitted at the end of each term.

edTPA –

You are a vital element to the residents support. Attendance to the Wednesday afternoon edTPA support session is required as there are ethical guidelines that will be covered while you support residents. Residents will need access to your class to plan, implement, film and reflect on their teaching in the spring for a submission end of March.

Substitute Teaching during Teacher Residency – Teacher residents are not allowed to substitute for any teacher during days designated for clinical teaching. A teacher resident may assume responsibility for the class part of the day if the cooperating teacher is in the building engaged in an activity related to supporting your clinical placement, such as meeting with your Field Supervisor.

District Termination of Placement – The placing of TAMU-SA students in teacher residency requires a cooperative relationship between the university and the partnering school district. Each student must understand that their presence in the district, and in a particular classroom, is that of a guest. Occasionally there are circumstances in which the district determines that the student is not an appropriate fit for their district/campus. The district will notify the university regarding termination of the placement based upon the best interest of the district. This is a non-negotiable determination made by the school district and the university will not challenge such a decision. If possible, the university will attempt to obtain a new placement for the student in another district, however; it is possible that the student will need to drop clinical teaching and complete it in the next semester it is offered. If the student is terminated due to violation of the TAMU-SA Student Code of Conduct or the Texas Educator Code of Ethics or deemed unsatisfactory according to the disposition evaluation, students may be counseled or required to be removed from the Educator CAFÉ and continue to a non-certification plan. Students who are terminated twice from a district will not be allowed to continue in the Educator CAFÉ Program.

III. DOCUMENTS AND FORMS

A. Affidavit for the Clinical Teacher and Cooperating Teacher Orientation/Training

B. Observations Forms

1. Pre-Formal Observation Reflection Form
2. Formal Lesson Observation/Evaluation Form
3. Pre-Service Teacher Evidence/Data Collection Sheet
4. Formal Post-Observation Conference Reflection Form

C. Attendance Policy and Request for Absence Form

D. Professionalism Forms

1. Code of Ethics and Standard Practices for Texas Educators
2. Fitness to Teach Standards
3. TAMUSA Clinical Disposition
4. Candidate Midterm Checklist (Addendum to Clinical Disposition, Midterm only)
5. Growth Plan



TEXAS A&M UNIVERSITY
SAN ANTONIO

Educator CAFÉ
College of Education and Human Development



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
ONE UNIVERSITY WAY
SENATOR FRANK MADLA BUILDING, STE. 212
SAN ANTONIO, TEXAS 78224

Affidavit for the Clinical Teacher and Mentor/Cooperating Teacher Orientation/Training

Mentor/Cooperating Teachers with Clinical Teachers:

Review the **Mentor/Cooperating Teacher Handbook** together
Here is a short video tutorial to watch before you sign the affidavit.

<https://youtu.be/LCU2596KIil>

Then, sign and date this form and upload it to Blackboard.

Single placement cooperating teachers: complete by

Dual placement cooperating teachers: complete by

I certify that my cooperating teacher and I have reviewed the Clinical Teacher-Cooperating Teacher Handbook and have watched the Cooperating Teacher Orientation/Training Video.

Clinical Teacher Print Name: _____ Date: _____

Clinical Teacher Signature: _____

Cooperating Teacher Signature: _____

Pre Observation → Observation → Post Observation Cycle Form

| | | | |
|--|---|--|--|
| Teacher Candidate: | | J/K#: | |
| TEA ID # | | Teacher Candidate Signature*: | |
| District: | | Campus: | |
| Room: | | Grade Level: | |
| Subject: | | Cooperating Teacher: | |
| Date of Preconference: | | Preconference Format: | Face to face/online/phone |
| Date of Observation: | | Start Time: | End Time: |
| | | | Total Time: <i>(minimum 45 minutes)</i> |
| Date of Post conference: | | Post conference Format: | Face to face/online/phone |
| Evaluator: | | Evaluator Signature*: | |
| <i>*NOTE: Original signatures required.</i> | | | |
| Pre Observation Reflection | Observation/Evaluation | Post Observation | |
| Total Points: _____/10 (2 points per question) | Total Points: _____/10 Scale: 12-14 proficient and above = 10 points; 9-11 proficient and above = 8 points; 6-8 proficient and above = 6 points; 3-5 proficient and above = 4 points; 0-2 proficient and above = 2 points | Total Points: _____/10 Scale: 10- 9 = Proficient, 8-6 = Developing, 5-1 = Needs Improvement (requires resubmission) | |

What is the Observation (POP) Cycle?

1. Pre Observation

- Schedule **Observation & Pre Observation** with your Field Supervisor
- Your **Pre Observation** occurs at least a day *before* your scheduled observation, either via Zoom, telephone, or in-person
- Submit Lesson Plan and the completed **Pre Observation Section** of your **Observation Cycle Form** 48 hours before your scheduled **Observation** to your Field Supervisor



2. Observation

- On the day of your **Observation** your Field Supervisor will meet you at your placement
- Your Field Supervisor will conduct a minimum of a 45-minute observation of you teaching
- Field Supervisor will script what they hear/see, will evaluate with [TTESS Rubric](#), and complete the **Formal Observation/Evaluation Section** of your Observation Cycle Form



3. Post Observation

- Meet with your Field Supervisor immediately after your Observation for Post Conference
- Together with your Field Supervisor complete the **Post Observation Conference Reflection section** of your Observation Cycle Form and discuss areas of reinforcement & refinement



1. Pre Observation Reflection

- ✓ This part of the form must be completed by the teacher candidate prior to their pre observation conference with their Field Supervisor.
- ✓ Submit a copy of your lesson plan and this section completed in Blackboard two days prior to the pre conference meeting.

- ✓ ****Field Supervisor/Cooperating Teacher Notes will be added in the last box of the pre conference denoting what was discussed.**

1. **Identify the learning objective (ensure it is measurable or observable)** - what do you expect students to know or be able to do by the end of this lesson? How will you connect this lesson to students' prior knowledge and experiences?

2. **Assessment** - How will you assess students' progress toward the learning objective during the lesson? How will students demonstrate their knowledge and/or skills by the end of the lesson?

3. **Instructional Activities** - Describe the instructional activities that will engage students with the content? How will these activities support students in achieving the learning objective? (ie. DOK questions, exit ticket, etc.).

4. **Differentiation** - How will you adjust the instructional activities to address strengths and gaps in background knowledge, life experiences, and skills of all students?

5. What specific concerns do you have regarding this observation? For which specific areas would you like feedback?

****Field Supervisor/Cooperating Teacher Pre-Conference Notes:**

2. Formal Observation

- This evaluation is aligned to the [Texas Teacher Evaluation Support System \(T-TESS\)](#). T-TESS is a growth model evaluation system that is intended to support the continued development of educators. It is not a quantified system, nor should the levels of proficiency be equated to any sort of grading system. The expectation is that even most experienced teachers will operate at the level of “proficient”.
- T-TESS is made up of Four Domains: **1) Planning, 2) Instruction, 3) Learning Environment and 4) Professional Practices and Responsibilities**. Each Domain contains several Dimensions. This student evaluation includes Domains 1-4. Although Domain 4, Professional Practices and Responsibilities, has been included on this form, in most cases it is not possible to observe 4.3 and 4.4 of this Domain in pre-service teachers. In most cases, it will not be evaluated during this observation; indicate N/A for not applicable.
- “Proficient” is the level of proficiency required in statute and is considered to be “rock solid teaching”. It is not expected that many students will achieve the levels of proficiency “Accomplished” or “Distinguished”. These levels of proficiency will only be assigned when there is clear evidence of significant growth over time.

| Distinguished | Accomplished | Proficient 8-10 points | Developing 7-5 points | Improvement Needed Below 4 points |
|---|---|--|--|--|
| Teacher candidate demonstrates distinguished performance at a high level always and consistently (Consistently Student Centered) | Teacher candidate demonstrates accomplished expectations consistently most of the time (Mostly Student Centered) | Teacher candidate applies proficient competencies, most of the time (Both Student and Teacher Centered) | Teacher candidates demonstrates developing characteristics, or skills required some of the time (Mostly Teacher Centered) | Teacher candidate demonstrates few quality characteristics, or skill required rarely (Teacher Centered) Fitness to Teach Needed |

Be sure to total the amount of time that the teacher candidate was observed. This must be verified prior to the teacher candidate receiving a recommendation for certification. Do NOT include any time spent planning or debriefing with the teacher candidate; only instructional time should be included in this total.

Please circle a rating in each box of the following Rubric to obtain a score.

| <u>Domain 1-Planning</u> | | | |
|--|--|--|---|
| Standards and Alignment 1.1 The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners. | Data and Assessment 1.2 The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. | Knowledge of Students 1.3 Through knowledge of students and proven practices, teacher ensures high levels of learning, social-emotional development and achievement for all students. | Activities 1.4 The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. |
| Rating: Di A P De IN st. v. | Rating: Dis A F De IN t. v. | Rating: Dis A F De IN t. v. | Rating: Dis A F De IN t. v. |
| <u>Domain 2-Instruction</u> | | | |
| Achieving Expectations 2.1 The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. | Content Knowledge and Expertise 2.2 The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. | Communication 2.3 The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. | Differentiation 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs. |
| Rating: Di A P De IN st. v. | Rating: Dis A F De IN t. v. | Rating: Dis A F De IN t. v. | Rating: Dis A F De IN t. v. |
| Monitor and Adjust 2.5 The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. | | | |
| Rating: Di A P De IN st. v. | | | |
| <u>Domain 3-Learning Environment</u> | | | |
| Classroom Environment, Routines and Procedures 3.1 The teacher organizes a safe, accessible, and efficient classroom. | Managing Student Behavior 3.2 The teacher establishes, communicates, and maintains clear expectations for student behavior. | Classroom Culture 3.3 The teacher leads a mutually respectful and collaborative class of actively engaged learners. | |
| Rating: Di A P De IN st. v. | Rating: Dis A F De IN t. v. | Rating: Dis A F De IN t. v. | Rating: Dis A F De IN t. v. |
| <u>Domain 4-Professional Practices and Responsibilities</u> (Indicate N/A if not observed; this is often the case for pre-service teachers) | | | |

| | | | |
|--|---|--|--|
| Professional Demeanor and Ethics 4.1 The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. | Goal Setting 4.2 The teacher reflects on his/her practice. | Professional Development 4.3 The teacher enhances the professional community. | School Community Involvement 4.4 The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. |
| Rati Di A P De IN ng: st. v. | Rati Di A P De IN ng: st. v. | Rati Di A P De IN N/A ng: st. v. | Rati Di P Dev IN ng: st. A . N/A |

Teacher Candidate Evidence/Data Collection Sheet

Evaluations of teacher candidate performance should be based on actual evidence collected during instruction. Use the following pages to record key information from the lesson. Record specific data regarding what the teacher candidate said and did and what the students said and did. Make additional copies of this form as needed to record your evidence. Include this data with the Evaluation; discuss with the teacher candidate.

| | |
|---|--|
| Evidence – What the TEACHER CANDIDATE said and did | Evidence – What the STUDENTS said and did |
|---|--|

| | |
|--|--|
| | |
|--|--|

Evidence – What the TEACHER CANDIDATE said and did

Evidence – What the STUDENTS said and did



| | |
|--|--|
| | |
|--|--|

| Evidence – What the TEACHER CANDIDATE said and did | Evidence – What the STUDENTS said and did |
|---|--|
| | |

3. Post Observation Reflection

Reinforcement Plan

Self-Analysis -Identify what aspects of the lesson went well. Explain why you feel these aspects of the lesson went well. (Completed by teacher candidate immediately after observation)

Describe how you demonstrated respect for and rapport with students during the lesson? Describe how you demonstrated a responsiveness to the learning needs of all students during the lesson. (Identify the T-TESS Dimension(s) aligned to your response) (Completed by teacher candidate immediately after observation)

Reinforcement Area (Evaluator identifies T-TESS Dimension(s) that went well during the lesson):
(Completed by evaluator immediately after observation)

Evidence: (Completed by evaluator immediately after observation)

Refinement Plan

Self-Analysis -Identify and explain what revisions you would make to instruction of this lesson? Support your response with evidence from informal evaluation and/or progress monitoring. **(5 points)**
(Completed within 48 hours by teacher candidate)

Refinement Area (Evaluator identifies T-TESS Dimension(s) that needs improvement):
(Completed immediately after observation by evaluator)

Evidence: (Completed immediately after observation by evaluator)

Recommendations/Goals (Evaluator identifies two or three specific goals for the clinical teacher to focus on):
(Completed immediately after observation by evaluator)

ATTENDANCE POLICY AND REQUEST FOR ABSENCE

In the event of an absence, the principal, cooperating teacher and the university Field Supervisor must be informed by telephone and email as early as possible. **The form below must be signed within seven days of absence.** Clinical teachers may only miss 3 days total during the clinical teaching semester. Upon the third absence, your Field Supervisor will complete an absence monitoring form. Any additional days missed must be made up at the end of the semester.

Clinical teachers are expected to be on time and in attendance at their placement each day. 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 Field Supervisor, and the school office as early as possible in case of an illness or absence. Field Supervisors will contact field faculty when clinical teachers have three or more absences. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching program. **STUDENTS MUST COMPLETE AN ABSENCE SHEET FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING TAMU-SA SEMINAR DAYS).**

Procedure to request an absence: If a student wants to request an absence for which they have advanced notice, they must receive approval from the university Field Supervisor prior to the proposed absence.

I, _____, request permission to be absent from my clinical teaching placement on _____, 2023. The reason for my absence is:

_____.

Approval should be requested in this order:

| | | |
|-----------------------|-----------|------|
| Clinical Teacher Name | Signature | Date |
|-----------------------|-----------|------|

| | | |
|--------------------------|-----------|------|
| Cooperating Teacher Name | Signature | Date |
|--------------------------|-----------|------|

| | | |
|----------------------------------|-----------|------|
| University Field Supervisor Name | Signature | Date |
|----------------------------------|-----------|------|

* Return this form to your university Field Supervisor and keep a copy

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Adopted by the State Board for Educator Certification (SBEC)

PREAMBLE

The Texas educator strives to create an atmosphere that will nurture to fulfillment the potential of each student. The educator is responsible for standard practices and ethical conduct toward students, professional colleagues, parents, and the community. The code is intended to govern the profession, and interpretations of the Code shall be determined by the Professional Practices Commission. The educator who conducts his affairs with conscientious concern will exemplify the highest standards of professional commitment.

PRINCIPLE I

PROFESSIONAL ETHICAL CONDUCT

The Texas educator should endeavor to maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

STANDARDS

The educator shall not intentionally misrepresent official policies of his school district or educational institution and shall clearly distinguish those views from his personal attitudes and opinions.

The educator shall honestly account for all funds committed to his charge and shall conduct his financial business with integrity.

The educator shall not use institutional or professional privileges for personal or partisan advantage.

The educator shall accept no gratuities, gifts or favors that might impair or appear to impair professional judgment.

The educator shall not offer any favor, service or thing of value to obtain special advantage.

The educator shall not falsify records, or direct or coerce others to do so.

PRINCIPLE II

PROFESSIONAL PRACTICES AND PERFORMANCE

The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional teaching practices and professional performance and shall continually strive to demonstrate competence.

STANDARDS

The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.

The educator shall possess mental health, physical stamina, and social prudence necessary to perform the duties of his professional assignment.

The educator shall organize instruction that seeks to accomplish objectives related to learning.

The educator shall continue professional growth.

The educator shall comply with written local school board policies, state regulations, and applicable state and federal laws.

PRINCIPLE III

ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES

The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.

STANDARDS

The educator shall not reveal confidential information concerning colleagues unless disclosure serves professional purposes or is required by law. The educator shall not willfully make false statements about a colleague or the school system.

The educator shall adhere to written local school board policies and legal statutes regarding dismissal, evaluation, and employment processes.

The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, creed, national origin, age, sex, handicap, or marital status.

The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.

The educator shall not use coercive means or promise special treatment in order to influence professional decisions or colleagues.

The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

PRINCIPLE IV

ETHICAL CONDUCT TOWARD STUDENTS

The Texas educator, in accepting a position of public trust, should measure success by the progress of each student toward realization of his potential as an effective citizen.

STANDARDS

The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.

The educator shall not intentionally expose the student to disparagement.

The educator shall not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.

The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.

The educator shall endeavor to present facts without distortion.

The educator shall not unfairly 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, creed, sex, handicap, national origin, or marital status.

The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

PRINCIPLE V

ETHICAL CONDUCT TOWARD PARENTS AND COMMUNITY

The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.

STANDARDS

The educator shall make reasonable effort to communicate to parents' information, which should be revealed in the interest of the student.

The educator shall endeavor to understand community cultures and relate the home environment of students to the school.

The educator shall manifest a positive role in school public relations.

FITNESS TO TEACH STANDARDS

1. Social Maturity: (Conduct Standard: Interacts with staff and students appropriately)
2. Emotional Maturity: (Conduct Standard: Exhibits personal self-control using mature judgment)
3. Effective Communication: (Conduct Standard: Uses professional language in oral and written communication. Effective communication includes showing respect for students, families, and co-workers, and avoiding use of derogatory terms and phrases. Effective communication also recognizes variation in expectations depending on the audience, with particular attention to the teacher's capacity as a role model to all students and their learning outcomes. Effective communication will therefore exhibit proficiency in appropriate grammar. Teachers should demonstrate ability to facilitate two-way communication with parents/guardians using available tools that are responsive to their language needs.)
4. Initiative and Reliability: (Conduct Standard: Reliable and Responsible in meeting commitments)
5. Ethical Standards: (Conduct Standards: Follows Code of Ethics and Standard Practices for Texas Educators as found in Chapter 247 of the Texas Administrative Code)
6. Role Model: (Conduct Standard: Projects a professional image and positive attitude for students through professional attire, personal hygiene, respect for the rules of the school/district, respect for others, leadership, and demonstrated passion for their role as a teacher.)
7. Receptiveness to instruction: (Conduct Standard: Seeks and accepts guidance and demonstrates application)
8. Aptitude for the Profession: (Conduct Standard: Displays a positive interest toward competence in teaching)
9. Cooperation: (Conduct Standard: Works smoothly within social guidelines and with professional personnel and collaborates with colleagues to improve instruction for all students. A teacher exhibiting cooperation will take an active role in building a professional culture that supports school initiatives and programming inside and outside the classroom.)
10. Student Motivation: (Conduct Standard: Maintains appropriate level of concern to support student effort and success, which is exhibited by student feedback highlighting the teacher's establishment of a safe and supportive learning environment, their willingness to help students learn, and demonstrated care for individual interests and learning goals)
11. Critical Thinking (Conduct Standard: Demonstrates cognitive flexibility and problem solving)
12. Sensitivity to Diversity (Conduct Standard: Demonstrates knowledge, skill, and respect in working with others from diverse backgrounds by modeling fair, equitable and appropriate treatment of all students, families, and co-workers.)



TEXAS A&M UNIVERSITY
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TAMUSA CLINICAL DISPOSITION (Use for Mid-Term and Final Disposition)

| | | | | | |
|--------------------|-------|--------|-------------------|----------------------|-------|
| Teacher Candidate: | J/K#: | TEA #: | Field Supervisor: | Cooperating Teacher: | Date: |
|--------------------|-------|--------|-------------------|----------------------|-------|

Clinical Candidate Disposition Form- *After reading each box check the box that describes your candidate best (1.1 - 9.3)*

| Disposition | | Unacceptable/Fitness to Teach (0 points) | Developing (1 point) | Proficient/Meets Expectations (2 points) |
|---|-----|---|---|---|
| #1 Demonstrates Effective Oral Communication Skills | 1.1 | <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice | <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors | <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment |
| | 1.2 | <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation | <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation | <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors |
| | 1.3 | <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic | <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic | <input type="checkbox"/> Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary |
| #2 Demonstrates Effective Written Communication Skills | 2.1 | <input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses | <input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses | <input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses |
| | 2.2 | <input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes | <input type="checkbox"/> Demonstrates common errors in spelling and grammar | <input type="checkbox"/> Demonstrates precise spelling and grammar |
| #3 Demonstrates Professionalism | 3.1 | <input type="checkbox"/> Does not respond to communications and does not submit all assignments (or tasks) | <input type="checkbox"/> Delayed response to communications and late submission of assignments (or tasks) | <input type="checkbox"/> Responds promptly to communications and submits all assignments and completes all tasks |
| | 3.2 | <input type="checkbox"/> Fails to exhibit punctuality and/or attendance | <input type="checkbox"/> Not consistently punctual and/or has absences | <input type="checkbox"/> Consistently exhibits punctuality and attendance |
| | 3.3 | <input type="checkbox"/> Crosses major boundaries of ethical | <input type="checkbox"/> Crosses minor boundaries of ethical | <input type="checkbox"/> Maintains professional boundaries of ethical |

| | | | | |
|---|-----|---|--|---|
| | | standards of practice | standards of practice | standards of practice |
| | 3.4 | <input type="checkbox"/> Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others | <input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom, but this is kept to a minimum | <input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace |
| | 3.5 | <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic | <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic | <input type="checkbox"/> Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary |
| #4 Demonstrates a positive and enthusiastic attitude | 4.1 | <input type="checkbox"/> Often complains when encountering problems and rarely offers solutions | <input type="checkbox"/> Seeks solutions to problems with prompting | <input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining |
| | 4.2 | <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities | <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed | <input type="checkbox"/> Tries new ideas/activities that are suggested |
| | 4.3 | <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions | <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect | <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues |
| #5 Demonstrates preparedness in teaching and learning | 5.1 | <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback | <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions | <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed |
| | 5.2 | <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve | <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement | <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance |
| | 5.3 | <input type="checkbox"/> Comes to class unplanned and without needed materials | <input type="checkbox"/> Comes to class with some plans and most needed materials | <input type="checkbox"/> Comes to class planned and with all needed materials |
| | 5.4 | <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed | <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust | <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits |
| | 5.5 | <input type="checkbox"/> Does not gather or seek student performance data to drive instruction, planning, etc. | <input type="checkbox"/> Gathers some performance data to drive instruction, planning, etc. | <input type="checkbox"/> Plans using data to drive instruction and impact learning. |
| #6 Exhibits an appreciation of and value for cultural and academic diversity | 6.1 | <input type="checkbox"/> Demonstrates inequitable embracement of all diversities | <input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities | <input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence |
| | 6.2 | <input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students | <input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task | <input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors |
| #7 Collaborates effectively with stakeholders | 7.1 | <input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus | <input type="checkbox"/> Demonstrates some flexibility in working with others | <input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus |
| | 7.2 | <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by | <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent | <input type="checkbox"/> Always maintains a respectful tone, even during dissent as evidenced by not interrupting |

| | | | | |
|--|-----|--|---|---|
| | | interruptions and talking over others | | or talking over others |
| | 7.3 | <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted | <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration | <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration |
| #8 Demonstrates self-regulated learner behaviors/takes initiative | 8.1 | <input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support | <input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth | <input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support |
| | 8.2 | <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work | <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles | <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted |
| #9 Exhibits the social and emotional intelligence to promote personal and educational goals/stability | 9.1 | <input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues | <input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues | <input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues |
| | 9.2 | <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily | <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time | <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations |
| | 9.3 | <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness | <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time | <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness |
| Summary of Dispositions | | Number of Dispositions Needing Improvement _____ | Number of Dispositions where Developing _____ (x1 point) | Number of Dispositions where Meets Expectations _____ (x2 points) |

*Adapted from Ball State University's Educator Disposition Assessment System.

**Original Signatures Required below.

**Evaluator Name _____

**Evaluator Signature _____ Total Points ____/56

Check one: Mid-Term or End of Semester (EOS)

**Disposition Point Conversion: (For Field Supervisors only)

42-56= 15 points (Proficient)

41-28= 10 points (Developing)

27 and below= 5 points (Unacceptable) FTT

Please **initial** and check yes or no:

_____ (MIDTERM ONLY) The candidate is currently on track to complete Clinical Teaching this semester Check one: Yes or No

End of Semester: (please **only initial ONE statement**)

_____ I agree the candidate has completed Clinical Teaching and recommend for Certification (**End of Semester**)

_____ I **DO NOT** recommend this candidate for Certification. **Rationale must be provided in writing (End of Semester)**

Use the space below for any additional comments:

Candidate Midterm Checklist

**To be completed by the Cooperating Teacher with the Mid -Term Disposition

Teacher Candidate: _____ J/K#: _____ Date of Evaluation: _____

Cooperating Teacher: _____ Signature: _____

| CLINICAL TEACHER HAS: | COMPLETED (√) | NOT YET ACCOMPLISHED (√) |
|---|--------------------------|---|
| Attended Professional Development | | |
| Attended a Parent Meeting | | |
| Attended on campus events (after hours) | | |
| Engaged in a co-teach lesson | | |
| Attended an ARD/504 Meeting | | |
| Taken over one or more subjects or class periods (i.e., Planning, instruction, assessment, classroom management) | | |
| Contributed during TEAM/grade level meetings | | |
| Planned and scheduled at least 3 weeks of Full Teach | | |
| Demonstrated effective classroom management strategies | | |
| Engaged students in lessons by differentiating and infusing cultural relevance | | |
| Taught a small group for remediation or re-engagement | | |
| Delivered feedback to individual students on their performance “Glows and Grows” | | |
| Participated in the analysis of benchmark data | | |
| Led a lesson that included Social Emotional Learning | | |

Texas A&M University San Antonio
Educator Preparatory Program
Candidate Growth Plan
(Must be Typed and Uploaded to Quick Base upon Initiation and Completion)

| | |
|--|-----------------------|
| Student Name: | K/J Number: |
| District: | Campus: |
| Cooperating Teacher: | Grade/Subject: |
| Field Supervisor: | Date: |
| Schedule to Evaluate Growth Plan Progress: | |
| Step 1 - Goal Selection | |
| Area(s) Identified for Improvement – (specify areas that require improvement from TTESS rubric or Fitness to Teach) | |
| Evidence – (provide evidence that supports the concerns identified in focus areas) | |

Step 2 – Action Plan

Professional Growth Strategies & Activities – (identify strategies & activities pertaining to the area(s) of focus)

| Intervention Strategies | Support (Training, Materials, Staff) | Date and Evidence of Completion | Evaluation Measures (What evidence will be provided to demonstrate growth and progress) | Evidence of Successful Completion (Measurable Outcome) |
|--------------------------------|---|--|--|---|
| | | | | |
| | | | | |
| | | | | |

| | | |
|-----------------------|------------------------------------|-------|
| Initial Review | EDUCATOR CAFÉ Candidate Signature: | Date: |
| | Cooperating Teacher Signature: | Date: |
| | Field Supervisor Signature | Date: |

Progress Report 1 (within 14 days of initial review):

| | | |
|---|------------------------------------|-------|
| | | |
| Follow-up 1 | Candidate Signature: | Date: |
| | Cooperating Teacher Signature: | Date: |
| | Field Supervisor Signature: | Date: |
| Progress Report 2 (within 24 days of initial review): | | |
| | | |
| Follow-up 2 | EDUCATOR CAFÉ Candidate Signature: | Date: |
| | Cooperating Teacher Signature: | Date: |
| | Field Supervisor Signature: | Date: |
| Final Report (within 30 days of initial review): | | |
| | | |
| Final Follow-Up | EPP Candidate Signature: | Date: |
| Candidate has made sufficient progress: Yes No | Cooperating Teacher Signature: | Date: |
| | Field Supervisor Signature: | Date: |

***If the candidate has not made sufficient progress within 30 days, the candidate may be removed from the clinical teaching assignment.**

FITNESS TO TEACH

Note: The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet program standards will be allowed to continue in the program. Students pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by faculty and program staff throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program.

If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and removal from the program is possible. Periodically in each candidate's preparation, there will be checkpoints at which faculty, Field Supervisors and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan.

All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. Note: Students exhibiting a pattern of concerns will be referred to the Assistant Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFÉ will be required to shift to a non-certification degree program to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree p

