University of Texas at Dallas

UTeach Dallas

Developing Future STEM Teachers for Texas

<u>Clinical Teaching</u>

Training

Handbook

UTD

University of Texas at Dallas

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Founders North 3.410

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All Observation Forms are available to download and print. For the most up-to-date version, please go to: https://bit.ly/UTeach_UTD_ObsDoc

Introduction to UTeach Dallas

Thank you for your commitment to mentoring with the UTeach Dallas program at The University of Texas at Dallas. Our program allows students interested in teaching secondary STEM classes the opportunity to gain experience in classrooms from their very first course. By the time students complete the UTeach Dallas program, they will be well prepared to teach STEM courses at the secondary level.

The UTeach Dallas model (the UTeach parent program is from The University of Texas at Austin) was created to address the need to produce and retain sufficient numbers of qualified STEM teachers to keep America internationally competitive. The United States will continue to need qualified STEM teachers with strong content knowledge to help students reach their potential and fill STEM (science, technology, engineering, & math) careers.

The UTeach Dallas program aims to recruit and train STEM teachers and transform the way universities prepare teachers. UTeach Dallas produces teachers who are confident and competent in their subject matter. This pace-setting program was developed at The University of Texas at Austin in 1997 and has proved such a success that the model is being replicated nationwide by the National Math and Science Initiative (NMSI) in conjunction with the UTeach Institute.

UTeach Dallas allows students to receive a bachelor's degree in the student's area of concentration, along with the opportunity to obtain a secondary mathematics, science, or computer science teaching certification. This increases UTeach Dallas students' job opportunities upon completion of their program. A key component of UTeach Dallas is that the program helps increase classroom engagement and has been shown to be a much more effective approach to instruction than the traditional lecture style of delivery. Overall, the goal of UTeach Dallas is to prepare future STEM teachers who will help transform education into a much more engaging and enriched learning environment.

UTeach Dallas steeps STEM majors in real-world teaching experiences the beginning. Five courses require various early field teaching experiences intended to introduce UTeach Dallas students to effective STEM teaching through inquiry-based lesson design. These courses are taught by experienced master teachers who know firsthand the challenges of teaching STEM courses in public schools. These courses put students in local elementary, middle, and high school settings where they observe and teach inquiry-based lessons. This immersion into the challenging world of teaching helps UTeach Dallas students begin to understand the teaching profession. The most important stakeholders to UTeach Dallas students are field supervisors and cooperating teachers. UTeach Dallas appreciates the knowledge and service you provide to our students.

Mentoring in Inquiry-Based Instruction

Effective mentoring of clinical teachers in inquiry-based instruction is highly dependent upon the attitude and perception of the mentor. Some cooperating teachers may not fully understand inquiry-based instruction. The lack of understanding of inquiry-based instruction from the cooperating teacher's perspective makes changing attitudes and perceptions of clinical teachers much more difficult. This idea promotes the need for cooperating teachers to have a stronger foundation in inquiry-based instruction before they are able to work with and help modify attitudes and perceptions of their clinical teachers.

Five-Factors of Effective Mentoring

Clinical teachers rely on their cooperating teachers to impart the skills and knowledge necessary to be successful in the classroom. Several researchers define clinical teachers as practicing students experiencing the problem-solving skills necessary to teach, while exploring if teaching is the right career choice for them. To support this exploration of the teaching profession, the mentoring process must be highly structured to help guide clinical teachers, or mentees, through the practice of teaching. Education research supports utilizing a five-factor model to help focus the clinical teacher and the cooperating teacher. This assists in evaluating how well the clinical teacher incorporates each of these five areas into her/his classroom teaching.

Personal Attributes Checklist

_____Supportive

_____Comfort in communications

_____Attentive

_____Instill confidence

_____Instill positive attitudes

_____Assist in reflection

System Requirements Checklist

_____Discuss aims/standards

_____Outline curriculum

_____Discuss school/district policies

Pedagogical Knowledge Checklist

_____Guide lesson preparation

_____Assist with timetabling

_____Assist with teaching strategies

_____Assist in planning

_____Discuss implementation

_____Discuss knowledge

_____Provide Viewpoints

_____Discuss questioning techniques

_____Discuss assessments

_____Discuss problem-solving

Modeling Checklist

_____Model rapport with students

_____Display enthusiasm

_____Model a well-designed lesson

_____Model content teaching

_____Model classroom management

_____Model effective teaching strategies

_____Demonstrate cooperative instruction

_____Use syllabus language/vocab/TEK

Feedback Checklist

_____Observe teaching for feedback

_____Provide oral feedback

_____Review lesson plans

_____Provide evaluation on teaching

_____Provide written feedback

_____Articulate expectations

Summarizing the Five-Factors of Effective Mentoring

The relationship that develops between a cooperating teacher and their clinical teacher must be centered on confidence and trust. Cooperating Teachers who collaboratively work with their Clinical Teacher through personal attributes, system requirements, pedagogical knowledge, modeling, and feedback are able to effectively impact the professional growth of the clinical teacher.

Notes:

CLINICAL TEACHING FIELD EXPERIENCE SUMMARY

COURSE EXPECTATIONS

- Spend a minimum of eight hours every day on the assigned campus (TAC – "full day being 100% of a school day")
- Teach three class periods autonomously for at least 70 full days (TAC – "no fewer than 70 full days")
- Submit lesson plans in advance to UTeach Dallas Instructors and Cooperating Teacher and revise as requested
- Demonstrate proficiencies in teaching and obtain documentation through observations and reflections
- Complete, submit, and meet deadlines for portfolio tasks and TEA Checkpoint assignments (as assigned) in a timely manner

COURSE GRADE: A passing grade in this course requires:

- Teaching the specified number of days in the school (at least 70 days and 560 hours)
- Completion of the Mid-Semester Evaluation
- Completion of the Final Evaluation with "Competent" scores
- You may not have any score of zero or one on any domain on the final evaluation
- You must earn a grade of A or B in clinical teaching
- Successful completion of the UTeach Dallas Portfolio
- Regular attendance and participation

This course uses resources provided by UTeach Dallas and you will likely CHECK OUT items for use outside of the classroom. You are responsible for all items in your care and must return them in a timely fashion. Failure to do so may result in financial penalties.

Very rarely, clinical teachers are unsuccessful in their clinical classroom assignment. A clinical teacher may be removed from Apprentice Teaching at the request of the cooperating teacher or school administration. If this occurs, and the university supervisor agrees with the need for removal, the clinical teacher will be removed for the remainder of the semester. At that point, the UTeach Dallas Fitness to Teach policy will go into effect (see UTeach Dallas Student Handbook https://www.utdallas.edu/uteach/students/). The student may retake Apprentice Teaching a second time with Fitness to Teach (FTT) documentation and a remediation plan in place. If the student exits the program, she/he must submit the Educator Preparation Program Non-Participation Form to the UTeach Dallas advisor, Mrs. King. UTeach Dallas committee approval is required if Apprentice Teaching must be taken for a third time. The University of Texas at Dallas only allows two attempts to retake any course, therefore after this, the student would be removed from the UTeach Dallas program. In addition, students are required to pass their certification exams per state regulations. A student will be removed from the UTeach Dallas program upon failure to pass their certification test on the fourth retake. This is the state retake policy: http://www.tx.nesinc.com/PageView.aspx?f=GEN_RetakePolicy.html.

The University of Texas at Dallas provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 972-883-6391.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University Extension program or The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on scholastic dishonesty will be strictly enforced. For additional information regarding this policy, please refer to the most current General Information booklet. **As a student in this course, you are expected to comply with Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247, Rule §247.2 – Code of Ethics and Standard Practices for Texas Educators and the UT Dallas Fitness to Teach Policy.**

UTeach Dallas Natural Sciences Clinical Teaching Experience

Field Supervisor

ALL Cooperating Teachers, Clinical Teachers and Field Supervisors will attend training on Saturday, January 7th from 9:00 am – 2:00 pm.

The first week in the schools will be the week of January 9, 2023. Clinical Teachers will be observing during the first week.

The Clinical Teacher is responsible for being on campus a minimum of 70 days and 560 hours **beginning the first day of the semester** (including staff development days). The Clinical Teacher is not allowed any absences. Absences may result in a termination of teaching or may need to be made up during the final weeks of the semester. (Refer to the calendar on page 9.)

After one week of observing, the Clinical Teacher should begin teaching at least their first class. The following week, the Clinical Teacher should begin teaching the other assigned classes.

The Clinical Teacher must teach at least three classes with minimal assistance from **the third week of the semester to the end of the semester. We strongly recommend that the Apprentice Teacher begin teaching the full schedule as soon as possible.** They are responsible for developing lesson plans in line with the cooperating teacher's curriculum and should submit these lessons to the cooperating teacher on **FRIDAY** before the week they are to be taught. These lesson plans will be submitted through their clinical teaching website.

The Field Supervisor will complete five observations (see the attached formal observation schedule), a mid-semester and final observation. The University Supervisor will send email reminders as the semester progresses with the appropriate observation form to use each week.

Field Supervisor Responsibilities

As a Field Supervisor, you are expected to complete five evaluations, a mid-semester and final evaluation. The five observation forms are included in this hand book and cover a +/Δ observation, Learning Environment, Planning, Instruction, and Subject Specific Knowledge and Pedagogy. The mid-term evaluation is a very comprehensive evaluation. A two-week window is allowed to complete the mid-term evaluation. The final evaluation is a joint effort between the field supervisor and the cooperating teacher. A grade of "A" or "B" should be assigned to the final evaluation. Students receiving a grade below a "B" will not be recommended for certification. The Field Supervisor will be responsible for collecting a hard copy of the final evaluation with three signatures.
The three signatures must be the field supervisor signature, the cooperating teacher, and the clinical teacher.

The Field Supervisor must complete at least a 45-minute observation each time they observe. The field supervisor must arrange a pre- and post-conference with the clinical teacher when conducting a formal observation. The field supervisor must be a certified math or science teacher or a building principal (active or retired). You are also responsible for supplying the building principal a copy of each formal observation.

Included in the following pages are copies of the five evaluations plus a copy of the mid-term and final evaluations. Electronic copies of each evaluation will be sent at the end of the week prior to the evaluation due date. Directions for completing the evaluation will also be sent electronically.

Note:

➢ All forms and evaluation rubrics must be typed and submitted electronically.

➢ Field Supervisors are expected to collaborate with both the Mentor Teacher and the Clinical Teacher weekly regarding the progress of the Clinical Teacher including their post-conference goals and subsequent results.

➢ All evaluation forms and rubrics are to be shared with both the Clinical Teacher and the Mentor Teacher.

Field supervisors receive a $900 stipend for each clinical teacher assigned. Mileage is reimbursed for travel between UT Dallas and the school(s). Money paid for tolls cannot be reimbursed.

UTeach Dallas Natural Sciences Clinical Teaching Experience

Cooperating Teacher

ALL Cooperating Teachers, Clinical Teachers and Field Supervisors will attend training on Saturday, January 7th from 9:00 am – 2:00 pm.

The first week in the schools will be the week of January 7, 2023. Clinical Teachers will be observing during the first week.

The Clinical Teacher is responsible for being on campus a minimum of 70 days and 560 hours **beginning the first day of the semester** (including staff development days). The Clinical Teacher is not allowed any absences. Absences may result in a termination of teaching or may need to be made up during the final weeks of the semester. (Refer to the calendar on page 9.)

After one week of observing, the Clinical Teacher should begin teaching at least their first class. The following week, the Clinical Teacher should begin teaching the other assigned classes.

The Clinical Teacher must teach at least three classes with minimal assistance from **the third week of the semester to the end of the semester. We strongly recommend that the Apprentice Teacher begin teaching the full schedule as soon as possible.** They are responsible for developing lesson plans in line with the cooperating teacher's curriculum and should submit these lessons to the cooperating teacher on **Friday** before the week they are to be taught. These lesson plans will be submitted through their clinical teaching website.

We ask that the Cooperating Teacher complete two observations (one at the mid semester point and one at the end of the semester). The University Supervisor will send email reminders as the semester progresses. Cooperating Teachers receive a stipend of $100.00 for attending the Meet-the-Mentor meeting and $200 for hosting a Clinical Teacher in their classroom.

It is expected that Mentor Teachers will reach out to the Field Supervisors and UTeach Dallas staff with any and all concerns regarding the Clinical Teachers throughout the semester.

CLINICAL TEACHER SCHEDULE

Clinical Teacher:	
Clinical Teacher's Phone Number:	
Clinical Teacher's Email:	
Teaching Website:	
School:	
Room Number:	
Cooperating Teacher:	
Cooperating Teacher's Email:	
Cooperating Teacher's Phone Number:	
Field Supervisor:	
Field Supervisor's Email:	
Field Supervisor's Phone Number:	

Cooperating Teacher Bell Schedule

Period	Time	Content	Date Clinical Teacher Assumes Duties
0			
1			
2			
3			
4			
5			
6			
7			
8			

FORMAL OBSERVATION SCHEDULE – SPRING 2023

WEEK OF FIELD EXPERIENCE	Forms used and submitted electronically to UTeach Dallas Office
1/7/23	Mandatory Training Meeting – Cooperating Teacher, Clinical Teacher, Field Supervisor, University Supervisor (9:00 – 2:00)
#1, Week of January 9th	None Required – Clinical Teachers will be observing
#2, Week of January 16th	None Required – Clinical Teachers begin teaching
#3, Week of January 23rd	**+/Δ Observation by Field Supervisor**
#4, Week of January 30th	**Learning Environment Evaluation by Field Supervisor**
#5, Week of February 6th	**Planning Evaluation by Field Supervisor**
#6, Week of February 13th	No Evaluation Required
#7, Week of February 20th	**Mid Semester Evaluation – By Cooperating Teacher and Field Supervisor Due by March 10th**
#8, Week of February 27th	No Evaluation Required
#9, Week of March 6th	No Evaluation Required
#10, Week of March 20th	**Instruction Evaluation by Field Supervisor**
#11, Week of March 27th	**Subject Knowledge and Pedagogy Evaluation by Field Supervisor**
#12, Week of April 3rd	No Evaluation Required
#13, Week of April 10th	**Final Evaluation – By Cooperating Teacher and Field Supervisor Due by May 5th with all signatures**
#14, Week of April 17th	No Evaluation Required
#15, Week of April 24th	Last Day of Clinical Teaching on or about 28th
#16, Week of May 1st	If make up days are needed, they will be made up between 5/1/23 – 5/12/23.

Contact Mr. Floyd Dorsey (Floyd.Dorsey@utdallas.edu) for deadlines and due dates concerning Field Logs, Portfolio, and weekly lesson plans.

All forms must be electronically signed and submitted electronically. Please contact Dr. McConnell james.mcconnell@utdallas.edu (972-979-0683) if you have questions.

Clinical Teacher Hours Log
(Sample Copy)

The State of Texas requires all Clinical Teachers to complete "a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day". *TAC Title 19, Part 7, Chapter 228.35 - §228.35(e)(2)(A)(i)(I)(-a-)*

Clinical Teacher (Print): _____   Cooperating Teacher (Print): _____

To be completed at the end of the clinical teaching semester:

Total Number of Days Reported: **_____**   Total Number of Hours Reported: **_____**
My signature below is an acknowledgement that the information contained in this record is accurate.

Clinical Teacher Signature: _____ Date _____
Cooperating Teacher Signature: _____ Date _____

	Date	Time In	Time Out	Time Total	Cooperating Teacher Initials	Comments
WEEK 1	01/15/23					
	01/16/23					
	01/17/23					
	01/18/23					
	01/19/23					
	Total Hours:			Total Days		

Other things to think about in understanding the school in which you are working:
1. Please describe the students who attend this school. For example –
   a) % ethnic diversity
   b) foreign languages spoken
   c) range of socioeconomic status and home environments
   d) % of students on free and reduced lunch
   e) % of students with special needs, etc.

2. What is the greatest challenge facing this school?
3. What is the school's greatest strength?
4. Please describe the teaching environment at this school. For example –
   a) Are teachers encouraged to be innovative?
   b) How are teacher supported in innovative efforts?
   c) Do teachers have common planning and prep time within disciplines?
   d) Courses or departments; do they have time to plan in vertical teams for transitions from one grade to the next?
   e) Do teachers have common assessment tools?
   f) Do teachers state and share common expectations for all students?
5. Please describe how course offerings are determined? How is the schedule set?
6. Who hires teachers? Who evaluates teachers? Do assistant principals and/or department chairs have a role in this?
7. Please describe how the budget is set up. How do teachers get funds for supplies and materials to teach their courses?
8. Please describe the community environment at this school. What are the most popular school events? What events are not well supported by the community?
9. How are parents involved in campus activities, planning or program development?
10. Is there anything else you want me to know about your job or your school?

11. Here is a suggested list of other stakeholders in the school culture that you might consider when asking these questions to gain insights as to how they each interpret the culture of the school:
    o Principal
    o Department Chairs and other teachers in a variety of content areas
    o Student Council President
    o Cheerleaders or Drill Team
    o Athletic Teams
    o Band members
    o Journalism students
    o Parent Teacher Association President and members
    o Cafeteria Manager
    o Librarian
    o Counselors

Field Supervisor:_____ **Campus/ISD:**_____ **Subject:**_____ **Grade:**_____

Clinical Teacher: _____

Assignment:_____

Date:_____ **Start Time:**_____ **End Time:**_____ **(45 min minimum required)**

Total Time:_____ **Observation:** 1 2 3 4 5 6

Observation Confirmation Requirements per TEA: Student and Field Supervisor conducted both pre- and post- conference:	
Clinical Teacher (Printed Name, Phone Number)	**Signature and Date**
Field Supervisor (Printed Name, Phone Number)	**Signature and Date**
Preconference Date: **Comments:**	**Post Conference Date:** **Comments:**

+	△
*TYPE HERE	*TYPE HERE

OBSERVATION 1: Clinical Teacher Evaluation Report
Learning Environment: TTESS Domain 3 (Observation minimum of <mark>45 minutes</mark>)

Average Scores: As with TTESS, scores are based on a preponderance of evidence.					
Section 3.1 Score	_____	**Section 3.2 Score**	_____	**Section 3.3 Score**	_____

<mark>*Field Supervisor, within the space provided above, please enter the score for each section.</mark>

OBSERVATION DATE: _____   **START TIME:** _____ **End Time:** _____

COOPERATING TEACHER: _____   **SEMSTER & YEAR:** _____

SUBJECT/GRADE LEVEL: _____   **DISTRICT/CAMPUS:** _____

Observation Confirmation Requirements per TEA: Clinical Teacher and Field Supervisor conducted both pre- and post-conference	
Pre-Conference Verification (see Pre-Conference worksheet on the last page)	**Post-Conference Verification (See goals below.)**
_____ Clinical Teacher (Printed Name) _____ Signature _____ Field Supervisor (Printed Name) _____ Signature	_____ Clinical Teacher (Printed Name) _____ Signature _____ Field Supervisor (Printed Name) _____ Signature
Type of Pre-Conference ☐ phone/Skype, etc. ☐ E-mail ☐ In person Date of Pre-Conference: _____ Time of Pre-Conference: _____	Type of Post-Conference ☐ phone/Skype, etc. ☐ In person Date of Post-Conference: _____ Time of Post-Conference: _____
Learning Environment discussed with emphasis on procedures, routines, and transitions, safe and supportive environment, consistent behavior standards, and respectful student interactions	**The individualized feedback below will be discussed and used to set actionable goals at the post-conference. See below for feedback details.**

SCALE: **Distinguished* (5)   Accomplished (4)   *Proficient* (3)   Developing (2)   **Needs Improvement (1)

Goals:	Post-Conference
During the post conference, list two instructional goals where improvement may be needed: **Learning Environment: Domain 3.** Include a brief, bulleted plan with actionable steps to help you reach your instructional goals.	Goal 1:
	Actionable Steps toward goal
	•
	•
	Goal 2:
	Actionable Steps toward goal
	•
	•

Proficient is the expectation for competent, novice teachers. **Passing standard average is 2.5.**

Domain 3: LEARNING ENVIRONMENT

3.1 Classroom Environment, Routines and Procedures: The clinical teacher organizes a safe, accessible and efficient classroom.
Standards Basis: 1D, 4A, 4B, 4C, 4D (TAC Title 19: RULE §149.1001)
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
3.1a Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.	Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.	All procedures, routines and transitions are clear and efficient.	Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.	Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
3.1b Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.	Students take some responsibility for managing student groups, supplies and/or equipment.	Students actively participate in groups, manage supplies and equipment with very limited teacher direction.	Students depend on the teacher to direct them in managing student groups, supplies and/or equipment	Students often do not understand what is expected of them.
3.1c The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	The classroom is safe and organized to support learning objectives and is accessible to most students	The classroom is safe and accessible to most students, but is disorganized and cluttered.	The classroom is unsafe, disorganized and uncomfortable, or Some students are not able to access materials.
EVIDENCE:				

3.2 Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D *(TAC Title 19: RULE §149.1001)* THE TEACHER:				
Distinguished (5)	**Accomplished (4)**	**Proficient (3)**	**Developing (2)**	***Needs Improvement (1)***
3.2a Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.	Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.	Consistently implements the campus and/or classroom behavior system proficiently.	Inconsistently implements the campus and/or classroom behavior system.	Rarely or unfairly enforces campus or classroom behavior standards.
3.2b Students and the teacher create, adopt and maintain classroom behavior standards.	Most students know, understand and respect classroom behavior standards.	Most students meet expected classroom behavior standards	Student failure to meet expected classroom behavior standards interrupts learning.	Student behavior impedes learning in the classroom.
EVIDENCE:				

3.3 Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners. Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D *(TAC Title 19: RULE §149.1001)* THE TEACHER:				
Distinguished (5)	**Accomplished (4)**	**Proficient (3)**	**Developing (2)**	***Needs Improvement (1)***
3.3a Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.	Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.	Engages all students in relevant, meaningful learning.	Establishes a learning environment where most students are engaged in the curriculum.	Establishes a learning environment where few students are engaged in the curriculum.
3.3b Students collaborate positively and encourage each other's efforts and achievements.	Students collaborate positively with each other and the teacher.	Students work respectfully individually and in groups.	Students are sometimes disrespectful of each other.	Students are disrespectful of each other and of the teacher.
EVIDENCE:				

OBSERVATION 1 Pre-Conference Worksheet –
Learning Environment: TTESS Domain 3

Further Suggestions for Targeted Growth	Pre-Conference: *Day before Observation by email:* *Print & Save "sent" email for each candidate.*
3.1 If you could refine your routines and procedures, what would you do? Why? 3.2 What would the students say about the classroom environment - from both instructional and social-emotional aspects? 3.3 How do you plan to address inappropriate behavior should that become an issue during instruction? 3.4 How are clear behavioral expectations communicated and monitored? 3.5 How do you plan appropriate procedures to ensure a respectful classroom culture? 3.6 How are activities structured so that students are expected to collaborate positively with each other, building a strong team culture?	Notes from discussion with clinical teacher:

UTeach *Dallas*
The University of Texas at Dallas
Natural Sciences and Mathematics

OBSERVATION 2: Clinical Teacher Evaluation Report
Planning: TTESS Domain 1 (Observation minimum of <mark>45 minutes</mark>)

Average Scores: As with TTESS, scores are based on a preponderance of evidence.

Section 1.1 Score		Section 1.2 Score		Section 1.3 Score		Section 1.4 Score	
	_____		_____		_____		_____

<mark>*Field Supervisor, within the space provided above, please enter the score for each section.</mark>

OBSERVATION DATE: _____ **START TIME:** _____ **End Time:** _____

COOPERATING TEACHER: _____ **SEMSTER & YEAR:** _____

SUBJECT/GRADE LEVEL: _____ **DISTRICT/CAMPUS:** _____

Observation Confirmation Requirements per TEA: Clinical Teacher and Field Supervisor conducted both pre- and post-conference	
Pre-Conference Verification (see Pre-Conference worksheet on the last page)	**Post-Conference Verification (See goals below.)**
_____ Clinical Teacher (Printed Name) _____ Signature _____ Field Supervisor (Printed Name) _____ Signature	_____ Clinical Teacher (Printed Name) _____ Signature _____ Field Supervisor (Printed Name) _____ Signature
Type of Pre-Conference ☐ phone/Skype, etc. ☐ E-mail ☐ In person Date of Pre-Conference: _____ Time of Pre-Conference: _____	Type of Post-Conference ☐ phone/Skype, etc. ☐ In person Date of Post-Conference: _____ Time of Post-Conference: _____
Planning discussed with emphasis on measurable, aligned goals; materials, resources, and effective use of technology; quality assessments that provide demonstration of mastery; and planned adjustments for student need, rigor, and instructional grouping.	**The individualized feedback below will be discussed and used to set actionable goals at the post-conference. SEE below for feedback details.**

SCALE: **Distinguished** (5)   Accomplished (4)   *Proficient* (3)   Developing (2)   **Needs Improvement (**1)

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Goals:	Post-Conference			
During the post conference, list two instructional goals that need improvement. **PLANNING: Domain 1** Include a brief, bulleted plan with actionable steps to help you reach your instructional goals.	Goal 1:			
	Actionable Steps toward goal			
	•			
	•			
	Goal 2:			
	Actionable Steps toward goal			
	•			
	•			

Proficient is the expectation for competent, novice teachers. **Passing standard average is 2.5.**

Domain 1: PLANNING

1.1 Standards and Alignment: The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C *(TAC Title 19: RULE §149.1001)*
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
1.1a All rigorous and measurable goals aligned to state content standards.	All measurable goals aligned to state content standards.	All goals aligned to state content standards.	Most goals aligned to state content standards.	Few goals aligned to state content standards.
1.1b All activities, materials and assessments that: • are logically sequenced, • are relevant to students' prior understanding and real-world applications, • integrate and reinforce concepts from other disciplines, • provide appropriate time for student work, student reflection, lesson and lesson closure, • deepen understanding of broader unit and course objectives, • are vertically aligned to state standards, are appropriate for diverse learners	All activities, materials and assessments that: • are sequenced, • are relevant, to students' prior understanding, • integrate other disciplines, • provide appropriate time for student work, lesson and lesson closure, • reinforce broader unit and course objectives, • are vertically aligned to state standards, are appropriate for diverse learners	All activities, materials and assessments that: • are relevant to students, • provide appropriate time for lesson and lesson closure, • fit into the broader unit and course objectives, are appropriate for diverse learners	Most activities, materials and assessments that: • are sequenced, sometimes provide appropriate time for lesson and lesson closure	Few activities, materials and assessments that: • are sequenced, • rarely provide time for lesson and lesson closure

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1.1c Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.	All objectives are aligned and logically sequenced to the goal of the lesson.	All objectives aligned to the lesson's goal.	Lessons where most objectives are aligned and sequenced to the lesson's goal.	Lessons where few objectives are aligned and sequenced to the lesson's goal.
1.1d Integration of technology to enhance mastery of goal(s).	Integration of technology to enhance mastery of goal(s).	Integration of technology when applicable.		

EVIDENCE:

1.2 Data and Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. *Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D* (TAC Title 19: RULE §149.1001) *THE TEACHER:*				
Distinguished (5)	**Accomplished (4)**	**Proficient (3)**	**Developing (2)**	***Needs Improvement (1)***
1.2a Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.	Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.	Formal and informal assessments to monitor progress of all students.	Formal and informal assessments to monitor progress of most students.	Few formal and informal assessments to monitor student progress.
1.2b Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially	Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.	Consistent feedback to students, families and other school personnel while maintaining confidentiality.	Timely feedback to students and families.	Few opportunities for timely feedback to students or families.

1.2c Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	Analysis of student data connected to specific instructional strategies.	Utilization of multiple sources of student data.	Utilization of few sources of student data.
EVIDENCE:				

1.3 Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C *(TAC Title 19: RULE §149.1001)*
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
1.3a All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.	All lessons that connect to students' prior knowledge, experiences and future learning expectations.	All lessons that connect to students' prior knowledge and experiences.	Establishes a learning environment where most students are engaged in the curriculum.	Establishes a learning environment where few students are engaged in the curriculum.
1.3b Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.	Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.	Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	Students are sometimes disrespectful of each other.	Students are disrespectful of each other and of the teacher.
1.3c. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	Opportunities for students to utilize their individual learning patterns, habits and needs.			
EVIDENCE:				

1.4 Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
Standards Basis: 1B, 1C, 1D, 1E (TAC Title 19: RULE §149.1001)
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
1.4a Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.	Questions that encourage all students to engage in complex, higher-order thinking and problem solving.	Questions that encourage all students to engage in complex, higher-order thinking.	Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.	Encourages little to no complex, higher-order thinking.
1.4b Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.	Instructional groups based on the needs of all students and maintains both group and individual accountability.	Instructional groups based on the needs of all students.	Instructional groups based on the needs of most students.	Instructional groups based on the needs of a few students.
1.4c The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.	All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.	All students understanding their individual roles within instructional groups.	Most students understanding their individual roles within instructional groups.	Lack of student understanding of their individual roles within instructional groups.
1.4d Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

EVIDENCE:

**OBSERVATION 2 Pre-Conference Worksheet –
Planning: TTESS Domain 1**

Further Suggestions for Targeted Growth	**Pre-Conference:** *Day before Observation by email: Print & Save "sent" email for each candidate.*
1.1 How do you align materials to content standards while at the same time making sure you are designing activities, choosing technology, materials, and assessments that are appropriate for diverse learners? 1.2 How will your assessment data help you identify student strengths and areas of improvement? How will you provide specific, timely feedback to students and encourage them to self-assess their own learning? 1.3 When students struggle with your lesson, how will you determine the cause and address their needs? 1.4 How will you decide on the instructional grouping of students for this lesson? How will you hold groups and individuals accountable for work completed within a group?	Notes from discussion with clinical teacher:

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OBSERVATION 3: Clinical Teacher Evaluation Report
Instruction: TTESS Domain 2 (Observation minimum of <mark>45 minutes</mark>)

Average Scores: As with TTESS, scores are based on a preponderance of evidence.

Section 2.1 Score		Section 2.2 Score		Section 2.3 Score		Section 2.4 Score		Section 2.5 Score	
	_____		_____		_____		_____		_____

<mark>*Field Supervisor, within the space provided above, please enter the score for each section.</mark>

OBSERVATION DATE: _____   **START TIME:** _____   **End Time:** _____

COOPERATING TEACHER: _____   **SEMSTER & YEAR:** _____

SUBJECT/GRADE LEVEL: _____   **DISTRICT/CAMPUS:** _____

Observation Confirmation Requirements per TEA: Clinical Teacher and Field Supervisor conducted both pre and post-conference	
Pre-Conference Verification (see Pre-Conference worksheet on the last page)	**Post-Conference Verification (See goals below.)**
Clinical Teacher (Printed Name) Signature Field Supervisor (Printed Name) Signature	Clinical Teacher (Printed Name) Signature Field Supervisor (Printed Name) Signature
Type of Pre-Conference ☐ phone/Skype, etc. ☐ E-mail ☐ In person Date of Pre-Conference: _____ Time of Pre-Conference: _____	Type of Post-Conference ☐ phone/Skype, etc. ☐ In person Date of Post-Conference: _____ Time of Post-Conference: _____
Instruction discussed with emphasis on expectations, alignment, questioning, assessment, differentiation, engagement, management, and student understanding.	**The individualized feedback below will be discussed and used to set actionable goals at the post conference. SEE below for feedback details.**

SCALE: **_Distinguished_ (5)**   Accomplished (4)   *_Proficient_* **(3)**   Developing (2)   **_Needs Improvement_ (1)**

Goals:	Post-Conference
During the post conference, list two instructional goals that may need improvement in **INTRUCTION: Domain 2.** Include a brief, bulleted plan with actionable steps to help you reach your instructional goals.	Goal 1:
	Actionable Steps toward goal
	•
	•
	Goal 2:
	Actionable Steps toward goal
	•
	•

<u>Proficient</u> is the expectation for competent, novice teachers. **Passing standard average is 2.5.**

Domain 2: Instruction

2.1 Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B (TAC Title 19: RULE §149.1001)
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
2.1a Provides opportunities for students to establish academic and social emotional expectations for themselves.	Provides opportunities for students to establish High academic expectations for themselves.	Sets academic expectations that challenge all students.	Sets expectations that challenge most students.	Sets expectations that challenge few students.
2.1b There is evidence that all students demonstrate mastery of the objective.	There is evidence that most students demonstrate mastery of the objective.		There is evidence that some students demonstrate mastery of the objectives.	Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.
2.1c Provides opportunities for students to self-monitor and self-correct mistakes.	Anticipates student mistakes and encourages students to avoid common learning pitfalls.	Addresses student mistakes and follows through to ensure student mastery.	Sometimes addresses mistakes.	Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
2.1d Systematically enables students to set goals for themselves and monitor their progress over time.	Establishes systems where students take initiative of their own learning and self-monitor.	Provides students opportunities to take initiative of their own learning.	Sometimes provides opportunities for students to take initiative of their own learning.	Rarely provides opportunities for students to take initiative of their own learning.

EVIDENCE:

2.2 Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with State standards, related content and student needs.
Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C (TAC Title 19: RULE §149.1001)
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
2.2a Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.	Conveys a depth of content knowledge that allows for differentiated explanations.	Conveys accurate content knowledge in multiple contexts.	Conveys accurate content knowledge.	Conveys inaccurate content knowledge that leads to student confusion.
2.2b Integrates learning objectives with other disciplines, content areas and real-world experience.	Integrates learning objectives with other disciplines and real-world experiences.	Integrates learning objectives with other disciplines.	Sometimes integrates learning objectives with other disciplines.	Rarely integrates learning objectives with other disciplines.
2.2c Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	Anticipates possible student misunderstandings.	Sometimes anticipates possible student misunderstandings.	Does not anticipate possible student misunderstandings.
2.2d Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based).	Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
2.2e Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	Accurately reflects how lesson fits within structure of discipline and State standards (TEKS).	Struggles to fit lesson within structure of discipline and State standards (TEKS).	Lesson does not meet State standards (TEKS) for the specific grade level.

EVIDENCE:

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2.3 Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
Standards Basis: 1D, 1E, 2A, 3A, 4D (TAC Title 19: RULE §149.1001)
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
2.3a Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.	Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.	Establishes classroom practices that provide for most students to communicate effectively with their teacher and peers.	Leads lessons with some opportunity for dialogue, clarification or elaboration.	Directs lessons with little opportunity for dialogue, clarification or elaboration.
2.3b Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.	Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.	Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.	Recognizes student misunderstandings but has a limited ability to respond.	Is sometimes unaware of or unresponsive to student misunderstandings.
2.3c Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.		Provides explanations that are clear and uses verbal and written communication that is clear and correct.	Uses verbal and written communication that is generally clear with minor errors of grammar.	Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
2.3d Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.	Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.	Asks remember, understand and apply level questions focusing on lesson objectives and provoking questions.	Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
2.3e Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.	Provides wait time when questioning students.	Does not provide consistent wait time for students.	Does not provide wait time for students.	No questions, therefore no wait time for students.
2.3f Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.	Skillfully uses probing questions to clarify, elaborate and extend learning.	Uses probing questions to clarify and elaborate learning.	Does not follow up with probing questions to extend learning.	No questions, therefore, no probing questions.

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EVIDENCE:

2.4 Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D (TAC Title 19: RULE §149.1001)
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
2.4a Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.	Adapts lessons to address individual needs of all students.	Adapts lesson to address individual needs of all students.	Adapts lessons to address some student needs.	Provides one-size-fits-all lessons without meaningful differentiation.
2.4b Consistently monitors the quality of student participation and performance.	Regularly monitors the quality of student participation and performance.		Sometimes monitors the quality of student participation and performance.	Rarely monitors the quality of student participation and performance.
2.4c Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Regularly provides differentiated instructional methods and content to ensure **students** have the opportunity to master what is being taught.	Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Sometimes provides differentiated instructional methods and content.	Rarely provides differentiated instructional methods and content.
2.4d Consistently prevents student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.	Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.	Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs.	Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/ emotional needs.
EVIDENCE:				

2.5 Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D *(TAC Title 19: RULE §149.1001)*
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	*Needs Improvement (1)*
2.5a Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.	Utilizes input from students in order to monitor/ adjust instruction, activities and pacing to respond to differences in student needs.	Utilizes input from student in order to monitor and adjust instruction and activities.	Sometimes utilizes input from students in order to monitor and adjust instruction and activities.	Rarely utilizes input from students in order to monitor and adjust instruction and activities.
2.5b Adjusts instruction and activities to maintain student engagement.	Adjusts instruction and activities to maintain student engagement.	Adjusts instruction and activities to maintain student engagement.	Adjusts some instruction within a limited range. Does not recognize signs of disengagement.	Persists with instruction or activities that do not engage students. Does not attempt to engage students who appear disengaged or disinterested.
2.5c Uses discreet and explicit checks for understanding through questioning and academic feedback.	Continually checks for understanding through purposeful questioning and academic feedback.	Monitors student behavior and responses for engagement and understanding.	Has limited monitoring of student behavior and misses some clues of misunderstanding.	Generally, does not link student behavior and responses with student engagement and understanding.

EVIDENCE:

**OBSERVATION 3 Pre-Conference Worksheet –
Instruction: TTESS Domain 2**

Further Suggestions for Targeted Growth	**Pre-Conference:** *Day before Observation by email: Print & Save "sent" email for each candidate.*
2.1 What are some examples of high expectations for this lesson? What will you do to anticipate and correct student misunderstandings? 2.2 What content will be challenging for students? How have you prepared for that? 2.3 How will student-to-student communication be established during the lesson? 2.4 How will the instructional strategies address all students' learning needs? (How will you differentiate?) 2.5 What strategies will you use for ongoing checks for understanding? How will you use this information to monitor and adjust instruction?	Notes from discussion with clinical teacher:

OBSERVATION 4: Clinical Teacher Evaluation Report –
Subject Knowledge and Subject Specific Pedagogy (Observation minimum of <mark>45 minutes</mark>)

Average Scores: As with TTESS, scores are based on a preponderance of evidence.					
Section 4.1 Score	_____	**Section 4.2 Score**	_____	**Section 4.3 Score**	_____

<mark>*Field Supervisor, within the space provided above, please enter the score for each section.</mark>

OBSERVATION DATE: _____   **START TIME:** _____ **End Time:** _____

CLINICAL TEACHER: _____   **SEMSTER & YEAR:** _____

SUBJECT/GRADE LEVEL: _____   **DISTRICT/CAMPUS:** _____

FIELD SUPERVISOR: _____   **COOPERATING TEACHER:** _____

Observation Confirmation Requirements per TEA: Clinical Teacher and Field Supervisor conducted both pre and post-conference	
Pre-Conference Verification **(see Pre-Conference worksheet on the last page)**	**Post-Conference Verification (See goals below.)**
_____ Clinical Teacher (Printed Name) _____ Signature _____ Field Supervisor (Printed Name) _____ Signature	_____ Clinical Teacher (Printed Name) _____ Signature _____ Field Supervisor (Printed Name) _____ Signature
Type of Pre-Conference ☐ phone/Skype, etc. ☐ E-mail ☐ In person Date of Pre-Conference: _____ Time of Pre-Conference: _____	Type of Post-Conference ☐ phone/Skype, etc. ☐ In person Date of Post-Conference: _____ Time of Post-Conference: _____
Subject-Specific Pedagogy discussed with emphasis on accuracy, rigor, alignment, and building connections to prior knowledge with an emphasis on STEM processes and procedures.	**The individualized feedback below will be discussed and used to set actionable goals at the post-conference. SEE below for feedback details.**

SCALE: **_Distinguished_ (5)   Accomplished (4)   *_Proficient_ (3)   Developing (2)   **_Needs Improvement_ (1)

Goals:	Post-Conference
During the post conference, list two instructional or professional that may need improvement in **Subject Specific Practices.** Include a brief, bulleted plan with actionable steps to help you reach your instructional goals.	Goal 1:
	Actionable Steps toward goal
	•
	•
	Goal 2:
	Actionable Steps toward goal
	•
	•

*<u>Proficient</u> is the expectation for competent, novice teachers. **Passing standard average is 2.5.**

Subject Specific Pedagogy

SSP1: *Planning for STEM:* ***Planning for STEM Teachers exhibits a comprehensive understanding of their content while (Math) building conceptual understanding, procedural fluency, and Mathematical reasoning and/or problem-solving skills. (Science) building students abilities to use science concepts and scientific practices during inquiry to explain or make predictions about real-world phenomenon.***
Standards Basis: 1E, 1F, 3A, 3B, 3C *(TAC Title 19: RULE §149.1001, adapted from EdTPA rubric 1).*
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
SSP 1: SCIENCE: Candidate's plans for instruction build on each other to support students to • learn science concepts, • investigate a phenomenon by engaging in scientific practices through inquiry, **AND** • construct and evaluate evidence-based explanations of the phenomenon or predictions based on patterns in evidence and/or data.	SCIENCE: Candidate's plans for instruction build on each other to support students to • learn science concepts • investigate a phenomenon by engaging in scientific practices through inquiry, **AND** • construct evidence-based explanations of the phenomenon or support predictions with patterns in evidence and/or data.	SCIENCE: Candidate's plans for instruction build on each other to support students to • learn science concepts • investigate a phenomenon by engaging in scientific practices through inquiry, **AND** • construct explanations of the phenomenon or reasonable predictions based on evidence and/or data.	SCIENCE: Candidate's plans for instruction include few opportunities for students to engage in scientific practices through inquiry. **OR** there are a few content inaccuracies that will lead to student misunderstandings.	SCIENCE: Candidate's plans for instruction focus solely on memorization and following prescribed procedures for an "inquiry" with no opportunities for students to engage in scientific practices through inquiry. **OR** there are significant content inaccuracies that will lead to student misunderstandings. **OR** standards, objectives, and learning tasks and materials are not aligned with each other. .
SSP 1: MATH: **All evidence from (4) plus:** Candidate explains how s/he will use learning tasks and materials to lead students to make clear and consistent connections	MATH Candidate's plans for instruction build on each other to support learning of facts and procedures with clear and consistent connections to • concepts **AND** • mathematical reasoning and/or problem-solving skills.	MATH: Candidate's plans for instruction build on each other to support learning of facts and procedures with clear connections • to concepts **AND** • mathematical reasoning and/or problem-solving skills.	MATH: Candidate's plans for instruction support student learning of facts and procedures with vague connections to • concepts **AND** • mathematical reasoning and/or problem-solving skills.	MATH: Candidate's plans for instruction focus solely on facts and/or procedures with no connections to • concepts **OR** • mathematical reasoning and/or problem-solving skills. **OR t**here are significant content inaccuracies that will lead to student misunderstandings. **OR** standards, objectives, learning tasks, and materials are not aligned with each other.
EVIDENCE:				

SSP2: Subject Specific Pedagogy: <u>Representations</u> (Math) The candidate uses representations to develop students' understanding of mathematical concepts and procedures. <u>Analyzing Evidence or Data</u> (Science) The candidate facilitates students' analysis of the evidence and or data based on scientific inquiry.
Standards Basis: 1 A-F, 3A, 3B, 3C (TAC Title 19: RULE §149.1001, adapted from EdTPA rubric 9)
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
SSP 2: SCIENCE: **All evidence from (4) plus:** Candidate leads students to consider limitations of the evidence and/or data, methods used to collect evidence and/or data, or analysis.	SCIENCE: Candidate asks students to present or record evidence and/or data in tables, maps, diagrams, or other graphical or statistical displays. **AND** candidate facilitates a data analysis discussion where students demonstrate the ability to find patterns **AND/OR** inconsistencies in the data.	SCIENCE: Candidate asks students to present or record evidence and/or data in tables, maps, diagrams, or other graphical or statistical displays. **AND** candidate guides students to find patterns **AND/OR** inconsistencies in the data.	SCIENCE: Candidate asks students to present or record evidence and/or data. **AND** candidate takes the primary role in analyzing the data	SCIENCE: Candidate does not ask students to present or record their evidence and/or data. **OR** there is no analysis of data.
SSP 2: MATH: **All evidence from (4) plus:** Candidate facilitates interactions among students so they can evaluate their own abilities to use multiple representations to represent and understand mathematical concepts and procedures.	MATH: Candidate provides opportunities for students to use multiple representations in ways that deepen student understanding of mathematical concepts and procedures.	MATH: Candidate uses multiple representations in ways that help students understand mathematical concepts and procedures.	MATH: Candidate makes vague or superficial use of representations to help students understand mathematical concepts and procedures. **OR** Candidate uses only one representation of a mathematical concept during the lesson.	MATH: Candidate stays focused on facts or procedures with little or no attention to mathematical concepts. **OR** Candidate uses mathematically inappropriate representations or uses representations in ways that will lead to student misunderstandings.
EVIDENCE:				

SSP3 Subject Specific Pedagogy: _Engaging Students in Learning in STEM Disciplines_: **The candidate actively engages students in (Math) developing conceptual understanding, procedural fluency, and/or mathematical reasoning and or problem-solving skill. (Science) analyzing and interpreting scientific data to construct evidence-based explanations or of predictions about a real-world phenomenon.**
Standards Basis: 1A, B, C, E, 3A, 3B, 3C, 6C _(TAC Title 19: RULE §149.1001, adapted from EdTPA rubric 7)_
THE TEACHER:

Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	_Needs Improvement (1)_
SSP3 SCIENCE: Candidate supports students in constructing evidence-based explanations of or predictions about the phenomenon. **AND** Students use evidence and/or data and acceptable science concepts to support or refute alternative explanations or predictions. Candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning.	SCIENCE: Candidate supports students in constructing evidence-based explanations of or predictions about the phenomenon. **AND** Students explain how evidence and/or data **AND** acceptable science concepts support an explanation or prediction. Candidate links both prior academic learning and personal, cultural, or community assets to new learning.	SCIENCE: Candidate supports students in constructing evidence- based explanations of or predictions about the phenomenon. **AND** Students **refer** to evidence and/or data **AND/OR** acceptable science concepts but do not explain how they support an explanation or prediction. Candidate links prior academic learning to new learning.	SCIENCE: Candidate engages students in constructing explanations of or predictions about the phenomenon. **AND** Students do not support an explanation or prediction with reference to acceptable science concepts **OR** evidence and/or data. Candidate makes vague or superficial links between prior academic learning and new learning.	SCIENCE: Candidate does not engage students in constructing an explanation of or predictions about the phenomenon. There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning
SSP 3 MATH: Students are engaged in learning tasks that deepen and extend their understanding of • mathematical concepts, • procedures, **AND** • mathematical reasoning and/or problem-solving skills. Candidate prompts students to link prior academic learning **AND** personal, cultural, or community assets to new learning.	MATH: Students are engaged in learning tasks that develop understanding of • mathematical concepts. • procedures, **AND** • mathematical reasoning and/or problem-solving skills. Candidate links prior academic learning **AND** personal, cultural, or community assets to new learning.	MATH: Students are engaged in learning tasks that address understanding of • mathematical concepts, • procedures, **AND** • mathematical reasoning and/or problem-solving skills. Candidate **l**inks prior academic learning to new learning.	MATH: Students are participating in learning tasks focusing primarily on mathematical procedures with little attention to understanding of • mathematical concepts **OR** • mathematical reasoning and/or problem-solving skills. Candidate makes vague or superficial links between prior academic learning and new learning.	MATH: Students are participating in tasks that are vaguely or superficially related to the central focus. There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.
EVIDENCE:				

OBSERVATION 4: Pre-Conference Worksheet –
Subject Knowledge and Pedagogy: TTESS Domain 4

Further Suggestions for Targeted Growth	Pre-Conference: *Day before Observation by email:* *Print & Save "sent" email for each candidate.*
4.1 What instructional strategies, learning tasks and assessments will you design to support student learning, procedural skill, and language use in your content area?	
4.2 What instructional strategies, learning tasks and assessments will you design to support student learning, procedural skill, and language use in your content area? 4.3 What kind of learning environment do you want to develop in order to develop understanding, establish respect and rapport, and to support students' engagement in STEM learning? 4.4 In what ways will you connect new STEM content to your students' prior academic learning and personal, cultural, or community assets during your instruction?	Notes from discussion with clinical teacher:

THE UNIVERISTY OF TEXAS AT DALLAS
Clinical Teacher Mid-Semester Evaluation

This evaluation assesses the professional attributes, characteristics, behaviors, and teaching performance of clinical teachers. The **Cooperating Teacher** and **Field Supervisor** both complete this form independently at midterm, with results discussed later in seminar. The final evaluation is performed at the conclusion of the clinical teaching experience in which the **Cooperating Teacher**, **Field Supervisor**, and **University Supervisor** all complete the final evaluation form independently, and then discuss overall performance at the Final Conference with the **Clinical Teacher**.

		Rating Scale
Clinical Teacher:		0 = NOT OBSERVED Not observed at all/ Not demonstrated at all
Field Supervisor:		1= NEEDS IMPROVEMENT Observed rarely/ Demonstrated poorly
Evaluation:	**MID-TERM Spring 2023**	2= BEGNNING COMPETENT Observed an adequate amount/ Demonstrated adequately
Content/Level:		3= COMPETENT Observed often/ Demonstrated well 4= ADVANCED COMPETENT Observed to a great extent/ Demonstrated to a great extent

**Please rate the Clinical Teacher on a scale from 0-4 based on the competency provided above:

Rating	Objective based on: §149.1001 issued under the Texas Education Code, §21.351
	Instructional Planning and Development
	Creativity: The clinical teacher synthesizes theory and practice into new personalized adaptations and applications, as well as connects content to real-life scenarios.
	Lesson Structure: The clinical teacher explicitly presents the objective for the lesson and the TEKS aligned; engages all students and allows them to explore important concepts; structured to appropriately gauge for student understanding.
	Knowledge of Student Learning
	Professionalism: The clinical teacher recognizes, seeks, and applies the best theory, research, and practice in professional activities; applies a variety of educational techniques and strategies to augment student learning.
	Flexibility and Patience: The clinical teacher displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks, as well as displaying an overall patience for circumstances and human interactions.
	Enthusiasm: The clinical teacher displays energy and enthusiasm and motivates student learning and participation.
	Rapport: The clinical teacher relates easily and appropriately to children, youth, and others responsible to him or her; values student opinion and establishes trust with each student; provides leadership and direction and listens to student desires and concerns.
	Awareness: The clinical teacher exhibits simultaneous awareness of all aspects of the learning environment; is aware of all students and their learning progress.
	Equity: The clinical teacher recognizes and empathizes with human differences in race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, citizenship, disability, genetic information, or, physical/intellectual ability, and allows for the most caring and least restrictive environment, providing all students with the tools to succeed.
	Content Knowledge and Expertise
	Content Knowledge: The clinical teacher demonstrates competency in lesson content; uses correct forms of symbols and annotations; provides relevant connections to the content being covered in other fields and real-world applications.
	Written Communication: The clinical teacher's written products reflect appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage; demonstrates organization and composition that effectively communicates ideas, directions, explanations, lesson plans, messages, and other teaching-related written products.
	Oral Communication: The clinical teacher's oral communication reflects appropriate voice and speech delivery; clarity, fluency, and grammatical correctness; verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to students.
	Learning Environment
	Organization: The clinical teacher effectively monitors and manages time, materials, and classroom expectations.

	Classroom Environment: The clinical teacher manages the classroom and student behavior appropriately; establishes a positive and supportive classroom climate; facilitates collaborative teamwork and assures each student has a role.
	Implementation: The clinical teacher appropriately and accurately communicates content and instruction to students in a way they all understand; involves all students in the lesson; demonstrates appropriate timing of the lesson; constantly assesses student learning; challenges students with higher level questioning.
	Data Driven Practice
	Reflectivity: Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
	Collaboration: The teacher gathers feedback from both formative and summative assessments and uses that data to make instructional decisions for their class, team, and school as an active participant in a PLC.
	Communication: The teacher involves students in self-assessment and communicates with students and families regularly with timely, comprehensible feedback.
	Professional Practices and Responsibilities
	Demeanor: The clinical teacher demonstrates positive attitudes in interactions with other professionals; collaborates with peers; relates easily and appropriately to those in authority; complies with rules and reports any issues with school and university operations with reference to specific evidence and reasonable courtesy.
	Cooperation: The clinical teacher works cooperatively with peers, site teachers, and faculty; contributes constructively to group objectives; disagrees courteously, avoids sarcasm, makes constructive suggestions; accepts suggestions and constructive criticism; and modifies behavior appropriately.
	Initiative: The clinical teacher displays independence and motivation in undertaking activities and assignments.
	Responsibility: The clinical teacher undertakes and completes assigned tasks, meets university and program requirements and deadlines, anticipates problems and plans the lesson ahead, and adapts to professional standards and policies.
	Attendance and Punctuality: The clinical teacher is present and punctual for class and appointments; communicates ahead of time for all/any delays or absences.
	Maturity: The clinical teacher displays poise in task completion and personal interactions, acknowledges his or her own responsibility and culpability, and does not attempt to transfer blame to others or to rationalize his or her own inadequate or missing performance.
	Appearance: The clinical teacher presents themselves in a neat and professional manner and takes care in their personal appearance.

Comments:

Field Supervisor/Cooperating Teacher (Printed Name)	Signature and Date

THE UNIVERSITY OF TEXAS AT DALLAS – UTEACH STUDENT TEACHING FINAL EVALUATION

Student Teacher Information		
Name (last, first, middle)	Semester/Year **Spring 2023**	Subject(s)/Grade(s)

Placement Details
School District and Campus Name

This page to be completed by UNIVERSITY FACILITATOR and COOPERATING TEACHER
INDICATE APPROPRIATE LEVEL OF PERFORMANCE (with a scale of 1 to 5)

Di = Distinguished (5)   A= Accomplished (4)   P = Proficient (3)   De = Developing (2)   N= Needs Improvement (1)

	Cooperating Teacher	Field Supervisor
Learning Environment (TTESS 3) The components in CLASSROOM ENVIRONMENT define how teachers create the learning environment for their students. Teachers who excel in this area develop classroom environments that are safe, are relatively free of behavioral disruptions, maximize instructional time, and promote all students to actively and appropriately participate in discussions and activities.	**Score:** _____ Comments:	**Score:** _____ Comments:
Planning (TTESS I) The components in LESSON STRUCTURE define how teachers design lessons and activities using appropriate resources. Teachers who excel in LESSON STRUCTURE design lessons and activities in an organized and structured manner to assist student learning. Lesson objectives are clearly defined and communicated and students explore and investigate concepts in a manner that leads them to deeper understanding of the material.	**Score:** _____ Comments:	**Score:** _____ Comments:
Instruction (TTESS 2) The components in IMPLEMENTATION define how teachers effectively execute a lesson from bell to bell. Teachers who excel in IMPLEMENTATION use questioning strategies to guide all students through the material in a time efficient and effective manner. The teacher uses knowledge gained from questioning and formative assessments to gauge what students know, how students understand the concepts, and make adjustments as needed. All students actively participate in a safe environment.	**Score:** _____ Comments:	**Score:** _____ Comments:
Subject Specific Pedagogy (edTPA) The components in CONTENT define how deeply teachers understand the subject and its connections to other subjects. Teachers who excel in CONTENT design instruction that reflects an understanding of important concepts and principles within that content. Their design and delivery is coherent in its approach to topics, assessment strategies, and appropriateness to the range of students in the class.	**Score:** _____ Comments:	**Score:** _____ Comments:

A preponderance of evidence should show students score at least a 2 on each category the final evaluation in order to pass student teaching

Fulfillment of University Professional Development Sequence Expectations										
	Cooperating Teacher					Field Supervisor				
SCALED 5 (exceptionally) 4 (consistently) 3 (often with rare exceptions) 2 (minimally) 1(rarely)	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Is present and prompt except for emergencies										
Performs assigned duties promptly (meeting deadlines)										
Maintains communication with Cooperating Teacher and University Facilitator										
Reflects on and incorporates supervisory suggestions										
Works with faculty/students/parents/administrators in an ethical and professional manner										
Works cooperatively with other teachers, faculty, and staff										

- Students cannot score a one or two on the final evaluation and pass student teaching

Additional Comments:

Final Grade _____

*The Apprentice Teacher must score and A or B to receive credit for apprentice teaching

University Facilitator (Printed Name, Phone Number)	Signature and Date
Cooperating Teacher (Printed Name, Phone Number)	Signature and Date
I have seen the completed final evaluation form; my signature does not imply that I agree with the evaluation.	
Student Teacher (Printed Name, Phone Number)	Signature and Date

Clinical teachers are required to complete a school culture assignment within the first two weeks of clinical teaching. The clinical teacher may need your help in locating some facilities. A more in-depth school culture assignment will be completed by the clinical teacher. Please assist them in completing both assignments. The school culture assignments follow.

CLASSROOM CULTURE ASSIGNMENT #1

Describing your Classroom Culture:
Interview questions for Cooperating
Teacher (interviewed by Clinical Teacher)

Assignment #1
Clinical Teaching Seminar

Where did you go to school?	
What degree(s) did you earn?	
Where did you student teach?	
Where have you taught and for how long?	
Why do you teach?	
What is your philosophy of teaching?	

**Your classroom
available to you**

Describe the students who attend this school.	
Describe the students who are taking the classes that I will student teach.	Class #1 Subject and Period: _____ Class #2 Subject and Period: _____
May I have a copy of the seating chart for this class?	Yes or No
Who are the students with special needs in this class? (i.e. - Special Ed, 504, physical disabilities, etc.) What special modifications must be made for these students?	**THIS QUESTION IS LEGALLY CRITICAL!!!!!!**
Do you have a discipline management plan? May I have a copy?	Yes or No Yes or No
Do you have daily / weekly / monthly lesson plans? May I have a copy?	Yes or No Yes or No
What kinds of teaching strategies do you use in your class?	
What kinds of informal / formative assessments do you use in class?	
What kinds of formal / summative assessments do you use in class?	
What resources are assigned to this course? How do you use them?	
What ancillary materials or other teaching supplies do you use? Manipulatives, books, technologies, etc.	

Your classroom

What student resources are located here?	
Is there an attached storeroom or teacher closet? What's kept there?	Yes or No
What "Safety Rules" are in place in the classroom? Are there additional concerns you should have about safety?	

What type of supplies, materials or other resources are located here?	

The department office

Are there curriculum guides, teacher ancillaries, phones or other resources here? List other resources located here.	

This section will help you describe your working relationship with your Cooperating Teacher

What are your expectations of me?	
When will our regular meetings occur?	
How should I contact you outside of classroom time or scheduled meetings?	
Where will I submit my lesson plans for your review? How far in advance do you need them?	**IT IS STRONGLY RECOMMENDED THAT YOU SUBMIT LESSON PLANS TO YOUR COOPERATING TEACHER THE THURSDAY BEFORE THE WEEK THEY ARE TO BE TAUGHT**
What other information would you like to discuss with me at this time?	

Exploring and Describing the School Culture
Clinical Teaching Seminar

The following information is good for future employment at your school and important information for you to gather as a first-year teacher in the beginning of their first semester at a new school.

The library

What are the library hours?	
How do you sign up to bring students into the library?	
Can you check out supplies, audio-visual equipment or books on carts for use in your room?	

The main office

Identify all of the office support staff and their overall general duties.	**LEAVE THIS AREA BLANK.** **THIS IS AN ACTIVITY YOU ARE TO DO, BUT NO DOCUMENTATION IS NEEDED.**

The principal's office

What procedures exist for communicating with the principal? (Is the door always open or do you need to make an appointment?)	

The attendance secretary's office

How is attendance taken at this school?	
Do you have to sign student excuses for being absent or tardy?	Yes or No
Are there special forms for permitting a student to return to class after absences?	Yes or No
How is "make-up" work handled?	

The assistant principal's office

How do discipline referrals work on this campus?	
Is there an ISS (in-school suspension) facility?	
What kinds of behaviors may result in a student being suspended?	
How are teachers evaluated and by whom?	
What are your expectations for student behavior?	
What are your expectations for how teachers handle inappropriate student behavior?	
What other duties and responsibilities does the assistant principal have?	

The cafeteria

Pick a day and eat in the cafeteria with other teachers or Clinical Teachers or students.	**LEAVE THIS AREA BLANK.** **THIS IS AN ACTIVITY YOU ARE TO DO, BUT NO DOCUMENTATION IS NEEDED.**

The athletic coaches, band, choir or orchestra director's, theater / drama teacher's and, drill team and/or cheerleader's offices

How is the "no pass / no play" law implemented on this campus?	
How does the "no pass / no play" law affect your classes and sponsored activities?	
What records do you request from teachers to monitor your participants' progress?	
What would you like me, the teacher, to do if one of your participants is having problems passing tests or completing work in my class?	

The counselor's office

What roles and responsibilities does the counselor have?	

The bookkeeper's office

Who has authority to order supplies and equipment for your department?	
If you were a club sponsor, what kinds of records would you have to keep?	
If you want to collect money for a field trip, what is the procedure?	

The registrar's office

What is the registrar's responsibility at the school?	
What official records must the teacher keep and eventually turn in to the registrar?	

The nurse's office

What kinds of medical procedures does the nurse carry out on campus?	
What other responsibilities does the nurse have?	

The textbook manager's office (may be an assistant principal)

How are textbooks assigned to students on this campus?	
What records must be kept by the teacher regarding student textbooks?	
What if students lose or damage their textbooks?	