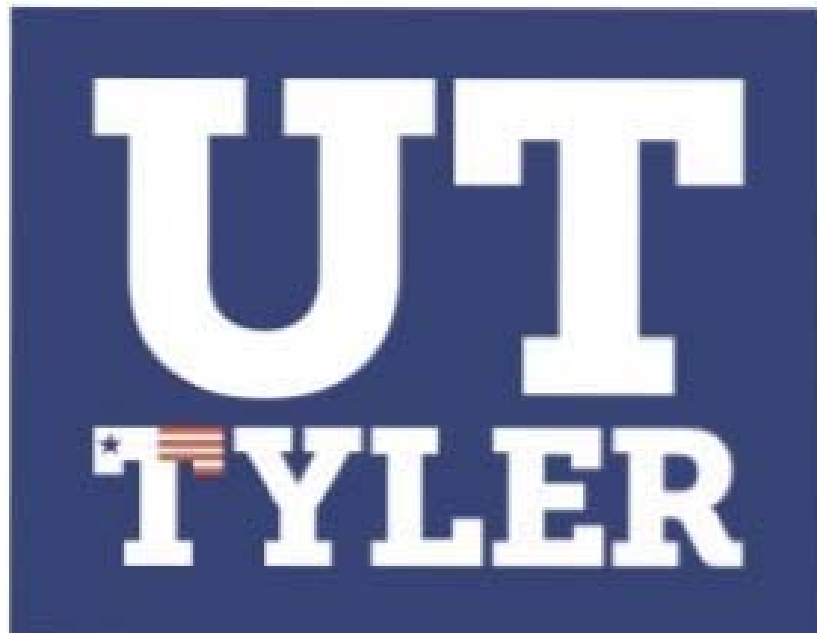


THE UNIVERSITY OF TEXAS AT TYLER
College of Education and Psychology
School of Education

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CLINICAL TEACHING COOPERATING TEACHER HANDBOOK



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CLINICAL TEACHING COOPERATING TEACHER HANDBOOK

INTRODUCTION

Thank you for opening the doors of your classroom to The University of Texas at Tyler's clinical teaching candidates. We are honored that you are joining us in preparing the next generation of teachers.

The School of Education (SOE) at The University of Texas at Tyler (UTT) considers the field-based component of the program to be an invaluable element in the preparation of prospective teachers. The operation of the field component is coordinated between area schools and the SOE. Your school district has entered into a joint effort to assist with the teacher education program at UTT. This handbook serves to outline the role and responsibilities of both the assigned cooperating teacher and the clinical teaching candidate during the semester of clinical teaching.

CRITERIA FOR SELECTION OF COOPERATING TEACHERS

Cooperating teachers must:

- Have at least three years of teaching experience
- Hold a Texas teaching certificate in the field in which the clinical teaching candidate is teaching and acquiring certification and teach that content area
- Be informed on current development in the content of subject and methodology
- Exhibit skills in positive human relations
- Be competent and effective in classroom instruction as evidenced by the principal's evaluations
- Be familiar with the Texas Code of Ethics and Professional Practices, Texas Educator Standards, and Texas Essential Knowledge and Skills, and will teach and model these expectations and practices to students.

COOPERATING TEACHER'S ROLE IN CLINICAL TEACHING

*The cooperating teacher's responsibilities to the clinical teaching candidate in the **school setting** include:*

- Introducing the clinical teaching candidate to the faculty and to the school staff
- Working with the school principal to see that the clinical teaching candidate is included in school events
- Giving help and guidance in developing the appropriate attitude toward working with other faculty members and staff
- Providing an opportunity for the clinical teaching candidate to see and experience the many aspects of the total job of the teacher, both in and out of the classroom
- Informing the principal and the UTT university field supervisor about the progress of the clinical teaching candidate
- Being open to change and approaches to teaching and be willing to assist the clinical teaching candidate in carrying out the various approaches to instruction

*The cooperating teacher's responsibilities to the clinical teaching candidate in the **classroom setting** include:*

- Allow a clinical teacher to plan, teach, and assess a 3-5 day connected learning segment. Student work samples and video of the lessons will be used by the clinical teacher as part of a certification

requirement. Parental approval forms will be sent home to allow for permission of using student work and class video.

- Preparing students in the classroom for the arrival of the clinical teaching candidate.
- Introducing the clinical teaching candidate to students.
- Helping students understand the purpose of clinical teaching.
- Making a special effort to develop acceptance of the clinical teaching candidate as a professional.
- Providing background information about the students with whom the clinical teaching candidate will work.
- Providing a risk-free, non-threatening environment for the clinical teaching candidate.
- Making instructional materials available and opportunities to become familiar with their use.
- Being willing to allow the clinical teaching candidate to assume responsibility of the classroom.
- Sharing techniques and skills with the clinical teaching candidate.
- Stressing the importance of planning and requiring that the clinical teaching candidate plan carefully for teaching responsibilities.
- Acquainting the clinical teaching candidate with the scope and sequence for the curriculum, yearly plans as well as day-to-day plans.
- Providing for the clinical teaching candidate's participation in planning for the classroom.
- Encouraging and assisting the clinical teaching candidate in managing discipline matters.
- Involving the clinical teaching candidate in the analysis and assessment of his or her own progress.
- Providing daily time for conference with the clinical teaching candidate for individual guidance and evaluation of his or her teaching activities.
- Evaluating the clinical teaching candidate by completing two Clinical Teacher Observation Rubric (CTOR) forms— one at week 4 and 11 (if a student teacher has two placements during the semester then it would be week 2 and 6).
- Providing feedback to the clinical teaching candidate and the university field supervisor about the clinical teaching candidate's progress.
- Working closely with the university field supervisor in planning for the growth of the clinical teaching candidate and the evaluation of that growth.

SUPERVISION DURING CLINICAL TEACHING

The cooperating teacher is responsible for daily feedback of the clinical teaching candidate's performance. The cooperating teacher will also be responsible for completing two CTOR – one at week 4 and 11 (if a clinical teaching candidate has two placements then it would be weeks 2 and 6).

Allow a clinical teacher to plan, teach, and assess a single day lesson for their professional portfolio. Video of the lesson will be used by the clinical teacher as part of a certification requirement. The video will not be seen by anyone except the instructor of the course.

University field supervisors have a primary role in the supervision and evaluation of clinical teaching candidates. The university field supervisor will visit with and observe the clinical teaching candidate a minimum of five times during clinical teaching.

CLINICAL TEACHING REQUIREMENTS

Attendance

All clinical teaching candidates are required to keep an attendance log. **This log is to be signed by the cooperating teacher each day** and submitted at the final clinical teaching seminar. Clinical teaching candidates have no excused absences from the classroom. Make-up days must be completed for any absences from clinical teaching. Make-up days are to be completed after the final clinical teaching day and should be documented on the Clinical Teacher Days Missed Log. This additional page should be submitted to the Coordinator of Clinical Experiences upon completion of the make-up days. Cooperating teachers should sign the additional page when the make-up days have been completed.

Clinical teaching candidates are **not** permitted to leave early or report late. They are expected to keep the same hours as the faculty of the school to which they are assigned, a full teacher work day.

Clinical teaching candidates are required to attend Clinical Teaching seminar sessions. The seminar dates are included on the calendar provided to you by the Office of Clinical Experiences. Clinical teaching candidates are excused from their assigned classroom for the UT Tyler Education & Psychology Networking Career Fair. Clinical teachers are required to attend the Career Fair.

RESPONSIBILITIES OF THE CLINICAL TEACHING CANDIDATE

The clinical teaching candidate will:

- Demonstrate professional behavior at all times.
- Attend and satisfactorily complete all requirements of clinical teaching and the EDUC 4057 seminar. Complete all assignments as directed by the university field supervisor.
- Become familiar with and abide by all district and school policies. Be knowledgeable about the community, school building, staff, schedules, and established procedures.
- Be regular and punctual in attendance. **Notify the university field supervisor and the cooperating teacher as soon as possible if he/she must be absent.**
- Conform to the established dress and grooming expectations of the school district and the university; however, clinical teachers are not permitted to wear jeans on any day.
- Observe and respect the teacher's plans for seating, routine activities, grading, managing teaching, and assessment. When there is a difference of opinion, the clinical teaching candidate should defer to the cooperating teacher's plans.
- Prepare lessons as suggested by the cooperating teacher and bring additional ideas and strategies to the classroom from university courses and other sources.
- Allow a clinical teacher to plan, teach, and assess a 3-5 day connected learning segment. Student work samples and video of the lessons will be used by the clinical teacher as part of a certification requirement. Parental approval forms will be sent home to allow for permission of using student work and class video.
- Submit weekly lesson plans according to the school's requirements.
- Prepare lesson plans for each day assuring that you have researched the subject matter before implementation. Know the subject matter before beginning to teach. **The clinical teacher should submit all lesson plans/activities to the cooperating teacher for approval at least 24 hours before implementation.**

- Prepare university lesson plans for the observations completed by the university field supervisor. The clinical teaching candidate must submit the lesson plan to the university field supervisor and cooperating teacher at least 24 hours before implementation.
- Actively seek constructive suggestions and include them in subsequent planning and teaching.
- Volunteer to help with classroom tasks. Demonstrate initiative and eagerness to help.
- Attend all day or evening school-sponsored activities including professional meetings and in-service programs.
- Reflect on and evaluate lessons, and plan for improvement in a reflective journal.
- Complete Phase IV assignments.

CLINICAL TEACHING SCHEDULE

The following is a recommended plan for the clinical teaching candidate to gradually integrate into classroom activities.

It is recommended that the cooperating teacher assume the responsibility of team leader in making the instructional decisions during the first half of the clinical teaching experience. The clinical teaching candidate should assume this leadership during the final half of the experience.

If the clinical teaching candidate has two placements during clinical teaching, use Plan II.

PLAN I – One Placement for the entire semester

- A. (Week 1)
 1. Learn the names of each learner in the class or classes.
 2. Help individual learners with specific learning assignments.
 3. Take over some routine classroom duties such as attendance, lunch count, etc.
 4. Become acquainted with daily and weekly routines.
 5. Share in planning.
- B. (Weeks 2 and 3)
 1. All of the activities in Section A.
 2. Become responsible for one group of learners or one class. For example, secondary clinical teaching candidates may take over one class period. Elementary clinical teaching candidates might assume responsibility for one subject. Cooperating teachers assist as team members.
 3. Additional activities as appropriate.
- C. (Weeks 4 and 5)
 1. All of the activities in Sections A and B.
 2. Secondary clinical teaching candidates should become responsible for the planning of two classes. Cooperating teachers assist in classrooms as aides. Elementary clinical teaching candidates should be working with two subjects.
 3. Additional activities such as tutoring may be included.
- D. (Weeks 6, 7 and 8)
 1. All of the activities in Sections A, B, and C.
 2. Secondary clinical teaching candidates should be responsible for the planning of three classes. Elementary clinical teaching candidates should be responsible for at least 1/2 of the school day.
- E. (Weeks 9, 10, and 11)
 1. All of the activities in Sections A, B, C, and D.

2. Secondary clinical teaching candidates should be responsible for the planning of four classes. Elementary clinical teaching candidates should be responsible for approximately 3/4 of the day.
- F. (Weeks 12 and 13)
1. Total planning and teaching responsibilities for both Elementary and Secondary clinical teaching candidates for the full school day.
 2. During this time, the cooperating teacher advises the clinical teaching candidate about plans and acts as an aide to the clinical teaching candidate.
- G. (Week 14)
- During the final week the cooperating teacher will again assume the leadership role for the classroom. The clinical teaching candidate should use this time to assist the cooperating teacher.

PLAN II – Two placements during the semester

- A. (Week 1)
1. Learn the names of each learner in the class or classes.
 2. Help individual learners with specific learning assignments.
 3. Take over some routine classroom duties such as attendance, lunch count, etc.
 4. Become acquainted with daily and weekly routines.
 5. Share in planning.
- B. (Week 2)
1. All of the activities in Section A.
 2. Become responsible for one group of learners or one class. For example, Secondary clinical teaching candidates may take over one class period. Elementary clinical teaching candidates might assume responsibility for one subject. Cooperating teachers assist as team members.
 3. Additional activities as appropriate.
- C. (Week 3)
1. All of the activities in Sections A and B.
 2. Secondary clinical teaching candidates should become responsible for the planning of two classes. Cooperating teachers assist in classrooms as aides. Elementary clinical teaching candidates should be working with two subjects.
 3. Additional activities such as tutoring may be included.
- D. (Week 4)
1. All of the activities in Sections A, B, and C.
 2. Secondary clinical teaching candidates should be responsible for the planning of three classes. Elementary clinical teaching candidates should be responsible for at least 1/2 of the school day.
- E. (Week 5)
1. All of the activities in Sections A, B, C, and D.
 2. Secondary clinical teaching candidates should be responsible for the planning of four classes. Elementary clinical teaching candidates should be responsible for at least 3/4 of the school day.
- F. (Week 6)
1. Total planning and teaching responsibilities for both Elementary and Secondary clinical teaching candidates. During this time, the cooperating teacher advises the clinical teaching candidate about plans and acts as an aide to the clinical teaching candidate.

G. (Week 7 - Final Week)

The cooperating teacher will gradually assume the leadership role in the classroom. The clinical teaching candidate should use this time to assist the cooperating teacher.

SUBSTITUTE TEACHING

Clinical teaching candidates are subject to very specific rules about substitute teaching. Clinical teaching candidates may only substitute one day during the semester of student teaching. They will not be paid for substitute teaching. The following legal restrictions must be strictly followed.

LEGAL ISSUES FOR CLINICAL TEACHING CANDIDATES

A clinical teaching candidate is not considered to be serving as a substitute if the clinical teaching candidate assumes responsibility for the class while the cooperating teacher is out of the classroom for part of the day but is in the building or is engaged in an approved activity related to clinical teaching, including conferring with a university field supervisor or attending a professional development seminar to improve supervisory skills related to clinical teaching.

A clinical teaching candidate is considered to be serving as a substitute if:

- (1) the cooperating teacher is absent from school, no other teacher is provided as a substitute, and the clinical teaching candidate is responsible for one or more classes; **OR**
- (2) the clinical teaching candidate is taken from the classes of the assigned cooperating teacher and placed in another classroom in place of the regular teacher under conditions in which the regular teacher is either absent from school or performing duties requiring absence from the regularly assigned teaching station.

If a cooperating teacher cannot perform regularly assigned duties as a result of illness of the teacher or a member of the teacher's family, a death in the teacher's family, or other cause for which the district excuses teachers from duties, **the clinical teaching candidate may serve as a substitute teacher for not more than one day if:**

- (1) a substitute teacher is not immediately available;
- (2) the clinical teaching candidate has been in that clinical teaching assignment for a minimum of fifteen (15) school days;
- (3) the cooperating teacher, the principal, and the university field supervisor agree that the clinical teaching candidate is capable of successfully handling the teaching responsibilities;
- (4) a certified classroom teacher in an adjacent room or a member of the same teaching team as the clinical teaching candidate is aware of the absence of the cooperating teacher and agrees to assist the clinical teaching candidate, if needed;
- (5) the principal of the school or the principal's representative is readily available in the building.

A clinical teaching candidate will not be paid for any service rendered while serving as a substitute teacher.

EVALUATION OF THE CLINICAL TEACHER

The evaluation of a clinical teaching candidate must be continuous and, most importantly, should include self-evaluation. This evaluation should be conducted jointly with the classroom teacher. Each cooperating teacher is requested to complete a CTOR form about week 4 and 11 for a single placement and week 2 and 6 if the clinical teaching candidate has two placements. The CTOR forms will be emailed to the cooperating teacher.

A Professional Practices Evaluation form will be completed together with the university field supervisor and the cooperating teacher.

The UTT clinical teaching candidate receives a grade of either "credit" or "no credit." If a grade of "no credit" is assigned, the clinical teaching candidate will be required to repeat the experience during another semester. Prior to repeating clinical teaching, the UTT clinical teaching candidate may be required to complete additional activities designed to strengthen observed weaknesses. The clinical teaching experience may be repeated in its entirety or in part depending on a cooperative decision made by the cooperating teacher, the university field supervisor, Coordinator of Clinical Experiences and Director of the School of Education.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	<i>Purpose and Scope; Definitions</i>

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329