



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

COLLEGE OF EDUCATION

# Handbook for Field Experiences Cooperating Teachers



## Table of Contents

|  |         |
|--|---------|
| Quick Reference Guide.....                                 | Page 2  |
| General Requirements.....                                  | Page 4  |
| Procedural Statements for Field Experiences.....           | Page 6  |
| Clinical Teaching Semester.....                            | Page 9  |
| Mentoring Practices.....                                   | Page 11 |
| Teacher Observation Record ( <i>evaluation form</i> )..... | Page 15 |
| Mentor Experience FAQs.....                                | Page 22 |
| Appendices A-D.....  | Page 25 |

## Quick Reference Guide

### **About This Handbook**

The official version of this Handbook is available on the College of Education web page:

<https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>.

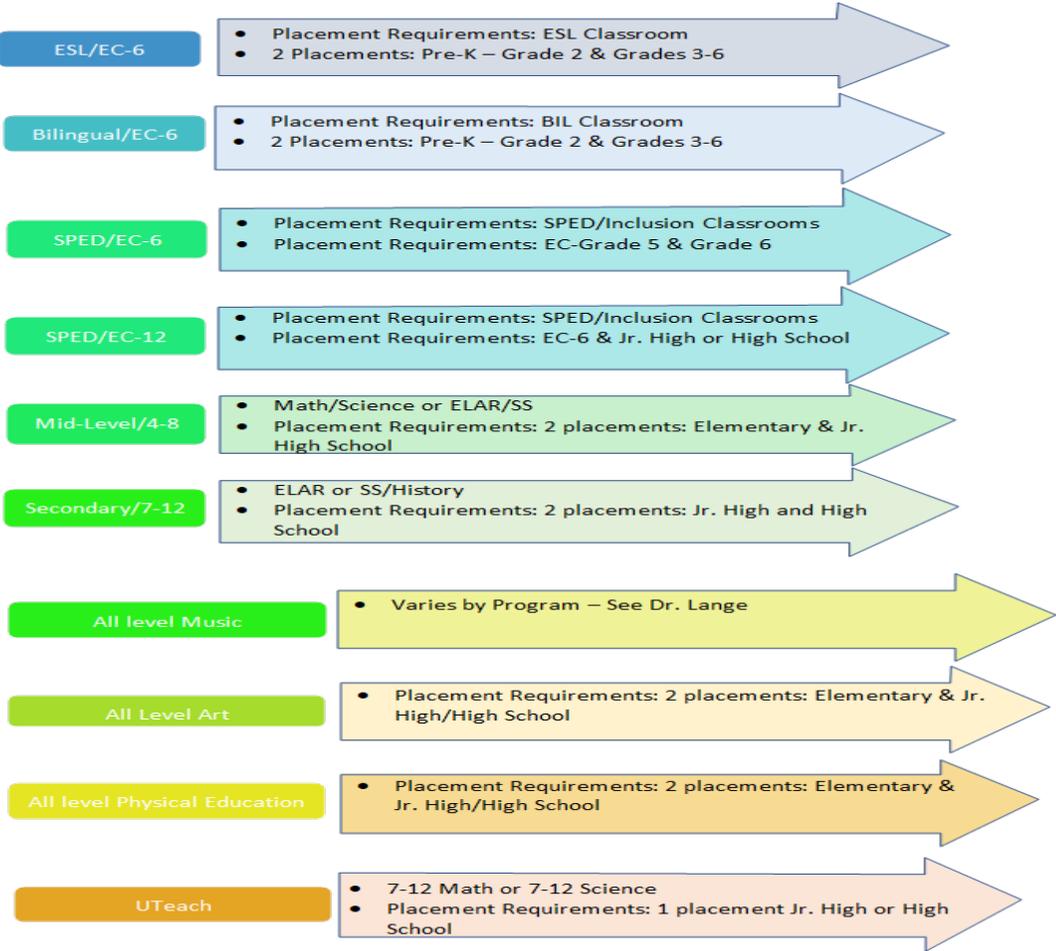
Any copies of this handbook, printed or electronic, excepting the content of fillable fields and other sections meant to be modified by the user, are official only if they match the version posted online on the Handbook page of the Office of Educational Field Experiences, linked above.

### **Contacts**

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## General Requirements

### Welcome

Thank you for partnering with UTA in the process of educating our teacher candidates! Your role as a cooperating teacher is critical to the success of our future teachers!

### Required Training

The Texas Education Agency requires us to provide training to all cooperating teachers. Please go to the following website and complete this training. <https://cdn.web.uta.edu/-/media/project/website/education/documents-folder/field-experience/cooperatingteacher-training-presentation-january-2022-pdf.ashx?revision=a40e58bd-714d-4c5d-bfb8-7035e3a568b4>

It is a short PowerPoint; you will need your clinical teacher's name and UTA ID# for us to track completions (<http://rebrand.ly/coopteach>).

### Definitions

- A cooperating teacher is a classroom teacher who volunteers to mentor a university early field experience student or clinical teacher.
- A clinical teacher is a student engaged in full time field experience in the classroom; often referred to as the "Candidate".
- A university field supervisor is a faculty member of UTA designated to mentor and evaluate the clinical teacher.

### Field Experience Handbooks

- Each certification program and level have individual handbooks that outline the format of the field experiences. Links to the handbooks: <https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>.
- The handbooks provide detailed information needed for each candidate to successfully complete the field experience.
- Cooperating teachers should review the handbook with the candidate as procedures and requirements will vary by program.
- Any questions may be directed to the university field supervisor or the program coordinator.

### Roles of a Cooperating Teacher

- Serves as a model for teacher preparation and assists the candidate in becoming an effective first-year teacher.
- Models best practices, provides clear and honest feedback, makes suggestions for improvement, and motivates and encourages the candidate.
- Is committed to the role of mentoring and has a positive effect on candidate learning.
- Influences the candidate's ability to synthesize and apply teaching strategies and emphasizes conceptual application of ideas.
- Establishes a relationship of trust and communication with the candidate.

### Qualifications of a Cooperating Teacher

An educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking

certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor (Texas Administrative Code, Title 19, Chapter 228.2(14)).

### **Preparing for the Candidate**

- Some requirements and procedures will vary by program.
- Your undergraduate clinical teacher will be with you one day a week in the fall semester and every day of the week in the spring semester.
- Undergraduate and Graduate students begin with the ISD calendar and end with the UTA semester for most programs.
- Contact your clinical teacher via email or telephone prior to his or her first visit.

### **Get to Know Your Clinical Teacher**

- Share your own experiences, skills, interests and expectations.
- Orient your clinical teacher to:
  - **You**—introductions, teaching philosophy “survival kit”, assignments/schedule, expectations
  - **The classroom**—getting to know your students and your classroom routines
  - **The school**—maps, routines, rules, emergency procedures, culture **Their space**—provide space for the candidate to work and store items

### **Relationships**

- A positive relationship between the clinical teacher and the cooperating teacher is imperative to successful learning.
- Open mind, positive, honest, and understanding enhances learning (Dinsmore & Wenger, 2006) and produces an effective working relationship (Amorsen, Wilson, Ayres, & Davis, 2017).
- Good relationships also create a community of learners “Learning is social and does not take place in isolation” (Ticknor & Cavendish, 2015, p. 4).

### **S.E.E. Your Mentee**

- Stay positive.
- Empower the mentee to give you regular feedback.
- Empathize with the mentee, recognizing that effective teaching is a learned skill.
- Excellent teaching is a learned behavior. Mentors who cultivate excellence:
  - Model continuous learning (Rowley, 1999).
  - Provide authentic teaching experiences and allow for reflection.
  - Show how to institute a consistent and effective classroom management plan.
  - Give clear and concise feedback (Maor & McConney, 2015).
  - Recognize their impact (Hudson, 2007).
  - Allow for new ideas (Korth & Baum, 2011).

## Procedures

### Procedural Statements for Field Experiences

#### A. Health Care Expenses

Candidates are responsible for their own health care while participating in field-experiences. Candidates bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, Field Experience, and Clinical Teaching. The University of Texas at Arlington will not reimburse candidates for any expenses related to injuries.

#### B. Transportation and Meals

Candidates are responsible for their own transportation to and from their field experiences. Candidates are responsible for their own meals while participating in field experiences.

#### C. Criminal Records Check

Candidates are responsible for completing forms for a criminal record check as per the requirements of the school district to which they have been assigned.

#### D. Absence Policy for Clinical Teaching

Clinical teachers are allowed three (3) days of absences to be used due to illness, to attend job fairs and to interview for positions. The EPP may reduce the clinical teaching assignment up to 5 full days fewer than the minimum required days due to maternity leave and military leave (contact the Field Office for additional information).

If a clinical teacher is scheduled to teach and is absent, the clinical teacher must have all lessons and materials ready for the cooperating teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the clinical teacher delivering lesson plans and materials to the school or the cooperating teacher prior to the beginning of any classes on the day of the absence.

#### E. Absence Procedures for Clinical Teachers

- Clinical teachers will call the cooperating teacher as soon as they know they must be absent. This must be done before the school day begins.
- Clinical teachers must email the Field Experience Office ([coedfield@uta.edu](mailto:coedfield@uta.edu)) and the UTA field supervisor to report the absence on the date of the absence.
- Clinical teachers will arrange to take care of any classroom responsibilities they may have planned for the day (just as the cooperating teacher must do to prepare for a substitute).
- Clinical teachers will follow the school's procedures for reporting teacher absences. This will vary from school to school and may include calling the secretary or principal.
- All clinical teachers are expected to work the same hours as the cooperating teacher. The Office of Educational Field Experiences will contact any clinical teacher who does not follow these expectations. Failure to follow the official teacher workday hours may be counted as an absence.

#### F. Clinical Teacher Teaching Schedules

Clinical teachers keep the same hours as their cooperating teacher(s). Clinical teachers are expected to participate in all activities and schedule in which their cooperating teachers are involved (i.e., open house, PTA, UIL, staff development, faculty meetings, ARD meetings, bus duty, and playground coverage), except when these would conflict with required UTA course meetings. Candidates should arrive to class by or just before the time that teachers are required to be on campus by their principals. They must provide sufficient time to check into the office. Candidates

are required to stay on campus for the duration of the school day and may leave at the time in which principals permit teachers to leave their campus. Clinical teachers are assigned to two cooperating teachers each semester. Clinical teachers will experience all teaching responsibilities in each classroom. Assignments and schedules will be coordinated by the cooperating teachers and the UTA field supervisor.

### **G. Substitute Teaching**

Clinical teachers may NOT be used as a substitute teacher during the clinical teaching field experience.

### **H. Weekly Report and Reflection**

To track experiences and allow for reflection during clinical teaching, candidates will complete, in collaboration with the cooperating teachers, and submit weekly reports of their teaching and non-teaching activities during Clinical Teaching I semester (1 day a week) and during the Clinical Teaching II semester. In the Clinical Teaching II semester choose your field supervisor from the drop-down box for submission. IMPORTANT: Reports must be received by the UTA field supervisor by midnight on Friday of each week. This form is available on the College of Education, Office of Educational Field Experiences website: <https://www.uta.edu/coed/fieldexperience/weekly-report-reflection.php>

*Note:* Other reflections may be required by individual programs.

### **I. Professional Dispositions**

In accordance with state and national standards, educator preparation candidates at the University of Texas at Arlington are assessed on their knowledge, skills, and dispositions (<https://www.uta.edu/academics/schools-colleges/education/policies-guidelines-professional-dispositions>). Knowledge assessment occurs primarily through courses and is reflected in course grades and the candidate's grade point average (GPA Skills are assessed through the candidate's classroom practice, particularly the clinical field experiences).

Dispositions are assessed by the disposition assessment process described herein. According to the Council for the Accreditation of Educator Preparation (CAEP) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are "the habits of professional action and moral commitments that underlie an educator's performance." Therefore, this process shall apply to candidates' dispositions as reflected in their performance in field experiences and related coursework.

All educator preparation candidates, faculty, and academic advisors will be provided with a copy of the Policy and Guidelines for Professional Dispositions. Candidates will be made aware of the professional dispositions for which they will be assessed each semester as well as when digressions occur. The purpose of assessing professional dispositions is to document candidates' growth as they matriculate through the educator preparation program. As well, documentation will occur for repeated digressions from professional dispositions and/or egregious violations that may constitute grounds for a decision regarding professional remediation or separation from the UTA educator preparation program.

## **J. Termination of Clinical Teaching**

A candidate may be removed from his/her field experiences or clinical teaching at any time upon the request of the building principal or the cooperating teacher. If this happens during the early field experience semesters, the Office of Field Experience will attempt to identify a second placement in which the student can finish all required activities and hours during that semester. If the candidate is asked to leave his/her placement during the Clinical Teaching I or Clinical Teaching II semester and an alternative placement cannot be found, the student may not successfully complete clinical teaching that semester. All candidates must meet requirements stated in the Professional Dispositions document, handbook, and syllabus

A candidate may be subject to expedited dismissal from the teacher education program for an egregious violation of the COEd Dispositions Policy. Examples of possible egregious violations include but are not limited to: engaging in illegal or unethical conduct involving minor children or conduct which would be grounds for dismissal from a teaching position, mishandling of private and confidential student information and serious violations of the University of Texas at Arlington Honor Code and Code of Conduct (Professional Dispositions and related coursework).

## **K. Professional Appearance**

Candidates are expected to maintain a professional appearance. Whenever they are on a school campus, they are expected to dress professionally.

This includes teacher workdays, conferences with teachers or administrators, visits to other campuses, and participation in extra-curricular activities. JEANS (blue or black) ARE NOT PROFESSIONAL ATTIRE AND ARE NOT ALLOWED except on spirit days when the entire faculty may wear jeans.

## **L. School Partners' Demographic Data**

The College of Education is required to collect demographic data on classes AND schools where our students are placed. Candidates will collect classroom and campus data on both Placement 1 and Placement 2. They will enter these data into the Clinical Teacher Progress Survey completed in the middle of the final semester in their teacher certification program. This survey will be sent in an email.

## Clinical Teaching Semester

Cooperating teachers need to organize a logical plan of teaching experiences for the clinical teacher before the full teaching assignments begin. Cooperating teachers may want to assist the clinical teacher by providing lessons to teach and talking through the lesson with the clinical teacher in advance. By the time the clinical teacher is teaching full days, she/he should be designing original lessons with cooperating teacher monitoring. Following is an example of a possible clinical teacher schedule:

### Clinical Teacher (Two grade levels) Assignment 1

|   |   |
|---|---|
| 18-week placement                         | Suggested Clinical Teaching schedule of gradual teach and release.  |
| Week 1                                    | Candidates resume any responsibilities from the fall semester, support the teacher, and learn more about the curriculum.                    |
| Week 2                                    | Candidate takes on transition responsibilities and begins teaching one class. Begin conversations about the data-driven assessment project. |
| Week 3-4                                  | Classes and responsibilities are added.   |
| Week 5-6                                  | The candidate teaches all day as often as possible and starts planning all classes.   |
| Week 7                                    | The candidate assumes all teaching responsibilities.  |
| Week 8                                    | Gradually release of responsibilities.  |
| Weeks 9-16<br>(2 <sup>nd</sup> placement) | Follows similar structure of 1 <sup>st</sup> 8 weeks.   |

### Clinical Teacher Ethics

#### Statement of Purpose:

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

The Texas Educator Code of Ethics is available online in the Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 and it posted online at TEA website

([http://tea.texas.gov/index2.aspx?id=2147501244&menu\\_id=771&menu\\_id2=794](http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794)).

The Texas Educator Code of Ethics is also available in Appendix A of this handbook.

## Procedures

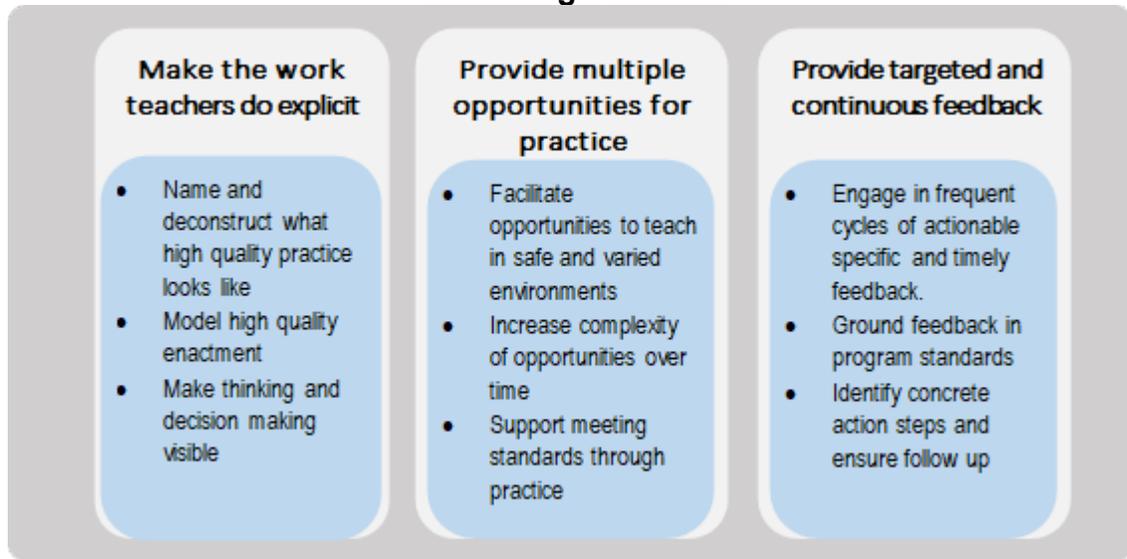
### Instructions to Candidates

You will be assigned to a cooperating teacher in an approved public-school classroom. You will be observing and participating in your cooperating teacher's classroom during the entire year. The full year experience is an important part of the pre-service preparation of becoming a teacher. Your teaching assignment aligns with the public-school calendar, not the UTA calendar.

Please follow these directions and suggestions during your Clinical Teaching:

1. Know when and where you are to report to the campus.
2. Send an email to your cooperating teachers introducing yourself and your appreciation for being welcomed into their classrooms.
3. When you report back to the school, introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the cooperating teacher(s) you will be working with this year.
4. Be on time, and if you must be absent, contact your cooperating teacher, your UTA field supervisor, and email the UTA Office of Field Experiences. Notify everyone as far in advance as possible.
5. Name tags are ALWAYS to be worn in the schools. Security within a school is very important and your nametag will identify you as a person who has a valid reason for being there. Your UTA ID should be worn as your name tag unless a district nametag is required.
6. Your professional manner is of utmost importance. You are NOT a college student during the time you are in the schools; you are a professional on the teaching staff. You should look and act accordingly.
7. Give your cooperating teacher(s) the utmost cooperation and respect.
8. Follow through and complete all assignments.
9. Accept suggestions for improvement in a positive and professional manner. Your cooperating teacher is there to help you learn and grow. You may not agree but remember that experience helps make you a great teacher.
10. Confidentiality is extremely important. Breach of confidentiality can cost you your job and the opportunity to continue in the profession you have chosen - and, most importantly, it hurts children and families. Please remember this when you conference with your cooperating teachers, professors, principals, parents, other teachers, and friends. Learning about and following professionalism begins now.
11. Do not criticize the school, teachers, or students. You are a guest in the building with the expectation that you will learn all you can. Do not jeopardize the opportunity to complete your assignment.
12. Students will imitate your language. Always use correct English.
13. If you have a problem with any aspect of your assignment, discuss this with your cooperating teacher or UTA field supervisor. Handle concerns professionally by going directly to those people who have the authority to adjust assignments. You may also inform your program coordinator and the Office of Educational Field Experiences.

## Mentoring Practices



### Provide Targeted and Continued Feedback

Feedback is given to clinical teachers before, during and after teaching:

- Before teaching, you co-plan with clinical teachers.
- After teaching, you reflect on the lesson, or go over observation data
- During teaching- set of activities, including huddling
- Completion of your weekly reports with your UTA student. This is completed through a link on the UTA website.

### Mentoring Activity: Huddling

- A huddle is when a Cooperating Teacher and Clinical Teacher meet quickly (1-2 minutes maximum) to research the thinking or discuss an issue, a challenge, an uncertainty, a stuck-point, or a particular teacher move
- A huddle is a time of transparency for both teachers (See Appendix A).

### Coaching

- Preparation: Active coaching of a clinical teacher more thoroughly prepares preservice teachers to address the needs of diverse children and families (Rust, 2010).
- Efficacy: Coaching mitigates the preparation to practice gap which negatively impacts instructional quality (Brownell, Ross, Coln, & McCallum, 2005).
- Quality: Coaching creates conditions of excellence by increasing collaboration, individualizing support and improving teacher effectiveness faster than traditional professional development (PD) techniques.(Adoniou, 2013; Hastings, 2010; Lupoli, 2018).

### Coaching must be:

- Direct: This helps preservice teachers more closely model expected behaviors during instruction (helps to scaffold skills) (Morphis, 2017).
- Narrowly focused: The best coaching focuses on a specific set of skills versus broad and undefined skills (Roberts, 2017).
- Collaborative: Clinical teachers' skills and efficacy grow when they can work in professional learning communities that include experienced mentor teachers and a university field supervisor (Chizhik, Chizhik, Close, & Gallegos, 2018).

## Communication Pattern

(From TEA's Field Supervisor Training)



### Reframing and Shifting

(From TEA's Field Supervisor Training)

- Reframing is an essential part of the supervisory/coaching process as it helps others to see things differently and, as a result, come to different, more empowering conclusions or feelings about the event or experience.
- The supervisor/coach's ability to reframe a situation for the candidate can provide a new perspective and, with it, new possibilities.
- It offers and invites more and varied ways for candidates to consider the successes and/or problems they are facing and to find new ways to extend learning or meet the challenges.

### Paraphrasing and Summarizing

- Paraphrasing is repeating in your own words what you interpreted someone else to be saying. Paraphrasing is a powerful means to show that you are listening and understand—or are trying to understand—what is being shared.
- Summarizing is a concise overview of the most important points from the conversation.

### Types of Paraphrasing and Summarizing

(From TEA's Field Supervisor training)

| Acknowledge and Clarify   |
|---|
| • Provides opportunities to validate and calibrate our understanding of emotions and content. |

| Ladder of Abstraction                                       |
|---|
| • Shifts language to either a higher or lower logical level |

## Acknowledge or Clarify

- This type of communication provides opportunities to validate and calibrate our understanding of emotions and content.
- Acknowledge the emotions before content when emotions are present.
- Acknowledge and clarify by paraphrasing or summarizing what's been said, including paraphrasing the emotion when it's present.
- Example: "You're feeling frustrated, because the students were not focused on the activity."

## Summarize and Organize

Take the information presented and summarize or organize what was said in themes or containers.

Example: "You're noticing two issues here; there's low attendance and parents are not receiving the information."

Or, "You want two things to happen, increase parent participation and to ensure that parents receive the information in a face-to-face forum." This type of paraphrase is used when lots of information has been presented and there is a need to organize thoughts.

## Ladder of Abstraction

### Sample Questions

| Question Type       | Question  | Question Type     | Question                                 |
|---------------------|---|-------------------|--|
| <b>Action</b>       | What actions do you need to take?                       | <b>Analysis</b>   | What do you make of this?                |
|                     | How will you move this to action?                       |                   | How would you break this apart?          |
|                     | What are the possible effects in moving this to action? |                   | What do you see here?                    |
|                     | How would you describe the impact of these actions?     |                   | What is happening with this (data)?      |
|                     | What's keeping you from moving this to action?          |                   | What is this telling you?                |
|                     | Where do you go from here?                              |                   |  |
| <b>Anticipation</b> | What do you anticipate will happen?                     | <b>Assessment</b> | How will/do you assess this?             |
|                     | What does your intuition tell you?                      |                   | What do you want to measure?             |
|                     | What should you anticipate that you haven't considered? |                   | How does it appear to you?               |
|                     | What concerns you the most?                             |                   | What are the results telling you?        |
|                     | What's next?  |                   | Which aspects should you assess and why? |

## **Mentor Requirements**

### **Evaluating the Candidate**

- Field supervisors need to be made aware of any concerns. Identifying any issues early allows supervisors and cooperating teachers to work together to provide support and guidance to the candidate.
- Concerns and needed support may be documented through observations, weekly reports, and emails.
- If improvement is not made and the candidate creates a negative learning environment, the cooperating teacher or principal may ask for removal of the student.
- Observations are required by every program (typically three per placement) by the UTA supervisor.
- At the end of each TOR, you will sign your name and check if the candidate is recommended for certification; if the candidate is not ready for certification by the end of the 3rd observation, another observation may be needed. The candidate will not be recommended by UTA unless the cooperating teacher(s) and field supervisor agree to certification recommendation.
- Each evaluation should provide an honest assessment of the candidate and his or her work.
- Cooperating teachers complete observations, weekly reports, and surveys.
- The surveys are completed at the end of each placement; the link will be given to you close to the due date.

### **Required Assessments from the Cooperating Teacher**

- Weekly Reports - completed with the candidate
- Teacher Observation Record of a lesson – downloaded from our webpage - included on the next 5 pages for your reference
- Speech Competency – (Appendix C)
- End of Semester Survey – sent as a link to your email

### **Lesson Plan Requirements**

The programs have lesson plans specific to their level. Clinical teachers are required to complete a lesson plan for all lessons that will be formally evaluated by the cooperating teacher and the field supervisor. The proposed lesson plan must be submitted to the appropriate evaluator 72 hours prior to the evaluations.

Once the lesson is delivered, clinical teachers are required to complete the Lesson Reflection Form included in their handbook. It is required that clinical teachers share it with the cooperating teacher and UTA field supervisor and submit it online.

If clinical teachers begin to have sustained responsibility for classes, the cooperating teacher may decide to allow him/her to use an abbreviated lesson plan used by the school. This choice is up to the discretion of the cooperating teacher and will be agreed upon by the cooperating teacher and the clinical teacher prior to conducting the lesson.

The lesson plan evaluation (TOR) form shown on the next page can be downloaded at:

<https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>

University of Texas at Arlington  
Educator Preparation Program Teacher Observation Record (TOR)

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**Pre-Observation Information**

Date of Pre-Ob Conference:

Time:

Notes:

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**Observation Information**

Today's Date:

Observation Start Time:

End Time:

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

School:

Grade Level/Subject:

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**Clinical Teacher Information**

Clinical Teacher First Name:

Clinical Teacher Last Name:

Undergraduate:

Clinical Teacher UTA ID Number:

Post-Baccalaureate:

Clinical Teacher TEA ID Number:

Program:

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**Cooperating Teacher Information**

CT First Name:

CT Last Name:

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**Supervisor Information**

Supervisor Name:

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Form Completion:  Cooperating Teacher  Field Supervisor  Other

| <b>Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.</b>  |      |      |      |     |    |     |
|--|------|------|------|-----|----|-----|
| 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.     | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>   |      |      |      |     |    |     |
| 1.2 Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.                            | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>   |      |      |      |     |    |     |
| 1.3 Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high level of learning, social-emotional development and achievement for all students. | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>   |      |      |      |     |    |     |
| 1.4 Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.   | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>   |      |      |      |     |    |     |

| <b>Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.</b>   |      |      |      |     |    |     |
|---|------|------|------|-----|----|-----|
| 2.1 Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.  | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>  |      |      |      |     |    |     |
| 2.2 Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>  |      |      |      |     |    |     |
| 2.3 Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.   | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>  |      |      |      |     |    |     |
| 2.4 Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.   | Dist | Acmp | Prof | Dev | IN | N/A |
| <b>Comments:</b>  |      |      |      |     |    |     |

**Comments:**

|   |      |      |      |     |    |     |
|---|------|------|------|-----|----|-----|
| 2.5 Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. | Dist | Acmp | Prof | Dev | IN | N/A |
|---|------|------|------|-----|----|-----|

**Comments:**

**Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.**

|   |      |      |      |     |    |     |
|---|------|------|------|-----|----|-----|
| 3.1 Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom | Dist | Acmp | Prof | Dev | IN | N/A |
|---|------|------|------|-----|----|-----|

**Comments:**

|  |      |      |      |     |    |     |
|--|------|------|------|-----|----|-----|
| 3.2 Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior. | Dist | Acmp | Prof | Dev | IN | N/A |
|--|------|------|------|-----|----|-----|

**Comments:**

|   |      |      |      |     |    |     |
|---|------|------|------|-----|----|-----|
| 3.3 Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners. | Dist | Acmp | Prof | Dev | IN | N/A |
|---|------|------|------|-----|----|-----|

**Comments:**

**Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others**

|  |      |      |      |     |    |     |
|--|------|------|------|-----|----|-----|
| 4.1 Professional Demeanor & Ethics: The clinical teacher meets UTA and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. | Dist | Acmp | Prof | Dev | IN | N/A |
|--|------|------|------|-----|----|-----|

**Comments:**



|  |      |      |      |     |    |     |
|--|------|------|------|-----|----|-----|
| 4.2 The clinical teacher reflects on his/her practice. | Dist | Acmp | Prof | Dev | IN | N/A |
|--|------|------|------|-----|----|-----|

**Comments:**



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# Clinical Teacher Observation Notes

Observation Start Time:

Observation End Time:

Conference Start Time:

Conference End Time:

*Please note: TEA observations must be at least 45 minutes in length. Post-observation conferences must be at least 20 minutes in length.*

## Strengths:

In what ways did this teacher candidate excel or exceed expectations?

## Challenges:

What issues did the teacher candidate experience? How did the teacher candidate grow throughout this experience?

## Recommendations/ Goals/Next Steps:

What recommendations do you have for this teacher candidate's professional growth?

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

# Signatures

(This page is completed using the freehand drawing tool in Adobe Acrobat.)

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UTA Clinical Teacher

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Cooperating Teacher

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UTA Field Supervisor

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Texas Administrative Code Title 19, Chapter §228.35, (k)(1)(C): Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

The Cooperating Teacher (CT) and UTA Field Supervisor (FS) should initial the appropriate choice below.

Please initial to respond to the appropriate statement for all observations:

| CT Initials | Candidate Progress/Recommendation for Certification  | FS Initials |
|-------------|--|-------------|
|             | Yes, the teacher candidate <u>has</u> made sufficient progress to be on track at this point in the clinical experience to be recommended to the Educator Preparation Program (EPP) for teacher certification.  |             |
|             | No, the teacher candidate <u>has not</u> made sufficient progress to be on track at this point in the clinical experience to be recommended to the EPP for teacher certification. My concerns are noted above as documentation of my lack of recommendation. |             |

If this is the candidate's final observation in the current placement, please initial to respond to the appropriate statement:

| CT Initials | Candidate Progress/Recommendation for Certification   | FS Initials |
|-------------|---|-------------|
|             | I recommend to the Educator Preparation Program (EPP) that this candidate <u>should be</u> recommended for teacher certification.   |             |
|             | I recommend to the EPP that this candidate <u>should not be</u> recommended for teacher certification and have provided documentation above and to the candidate and field supervisor or cooperating teacher to support the lack of recommendation. |             |

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## Notice to Principals and Cooperating Teachers

The UT Arlington COEd Field Supervisor or other COEd Field Office representative has sent you this form to fulfill UTA's obligation to provide you the record of this clinical teacher's formal observation. This record is confidential. Please do not copy, distribute, or share this record unless permitted by applicable law or policy.

We value your partnership in preparing teachers and we thank you.

**The UTA Field Supervisor (taken from the student handbook)**

Your UTA field supervisor is your link to successful completion of the Clinical Teaching experience. Maintain communication and check your UTA email often. All questions and concerns should be directed to your UTA field supervisor.

- UTA requires field supervisors to complete a minimum of three observations on each clinical teacher: these may be completed on a lesson plan that has been sent to the supervisor 48-72 hours in advance of the observation, so that final revisions can be made, if necessary, before the actual teaching is done. Other visits to the candidates will be made as determined on a student-by-student basis. Reflections are due 48 hours after the completion of the Formal Observation.
- The lesson plan observations consist of a minimum of 45 minutes for an observation, followed by a minimum of 20 minutes for feedback, both written and verbal. These formalized documents will be sent via their iPads to the cooperating teacher, building principal, clinical teacher, and the Office of Educational Field Experiences.
- The first contact with the candidate must occur within the first 3 weeks of all placements.

# Frequently Asked Questions

## 1. What are the qualifications for a Cooperating Teacher?

Definition: A Cooperating Teacher is a classroom teacher who volunteers to work with a university early field experience student or a clinical/student teacher. Research demonstrates that the most important influence on a teacher candidate is the cooperating teacher.

### **Cooperating Teacher Qualifications**

An educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor (Texas Administrative Code, Title 19, Chapter 228.2(14)).

## 2. What are the expectations for being a cooperating teacher?

- Serves as a model for teacher preparation and assists the candidate in becoming an effective first year teacher.
- Models best practices, provides clear and honest feedback, makes suggestions for improvement, and motivates and encourages the candidate.
- Is committed to the role of mentoring and has a positive effect on candidate learning.
- Influences a candidate's ability to synthesize and apply teaching strategies and emphasizes conceptual application of ideas.
- Establishes a relationship of trust and communication with the candidate.
- Guides students in understanding school procedures and policies.
- Evaluates the student's performance and helps determine goals for growth.

## 3. When will students be in the classrooms? This varies by program:

- ESL/EC6, BIL/EC6, and Mid-Level begin in the junior year and remain in the classrooms through graduation.
- Secondary and All-level students will begin in senior year.
- UTeach follows a specifically designed schedule.
- Class embedded observations/assignments are completed at various times.

## 4. What will the students need to do?

All UTA students are required to complete early field experience observations and assignments. This may include creating and teaching a lesson, interviewing school personnel, reading a story, helping their cooperating teacher as needed, etc.

## 5. What are the UTA policies for the students?

Handbooks are available for each program at the link - <https://www.uta.edu/academics/schools-colleges/education/current-students/field-experiences/handbooks>. General policies have also been provided for you in this handbook.

## 6. What do we expect of our students? (UTA's Professional guidelines)

Our students are held to a standard of dispositions that have been identified as essential for a highly-qualified professional.

Dispositions statement with link:

<https://www.uta.edu/academics/schools-colleges/education/policies-guidelines-professional-dispositions>

All students are required to review the Texas Education Agency's Code of Ethics:

[https:// www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFEMtxaBMvC](https://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFEMtxaBMvC)

7. Who should I contact If I have questions or concerns?

If you contact the Office of Educational Field Experiences, we will address any issues and make contacts as needed.

Phone: 817-272-2831

Email: [coedfield@uta.edu](mailto:coedfield@uta.edu)

**Appendix A**  
Huddling: A Step-by-Step Guide

## **Appendix A**

### **Huddling: A Step-by-Step Guide**

After you release students into independent or small group work, huddle with your clinical teacher (CT) for approximately 45 seconds. Let them know that you are about to confer with students. Also let them know:

- Your purpose for conferring with students:
  - What do you want to know about student thinking?
  - How will you use the information?
- Questions that you will ask students
- Moves you will make (or avoid making) in your conferences
- Why you are choosing to visit to the student or group of students that you are visiting first

#### **2. Cooperating teacher- led Student Conference**

Bring your CT with you as you confer with your first student or group. Have your candidate sit/kneel/stand right next to you as you engage with the students.

#### **3. Candidate Debrief Huddle**

Huddle with your CT for 30 seconds to 1 minute. Briefly discuss what the two of you learned about the students' thinking and how it informs what you will do next. End by telling the candidate that it's now his/her turn to lead a conference.

Ask what s/he will listen for and how s/he will elicit that information. Sample

Questions:

- What did you notice about his/her thinking?
- What did you notice about how I elicited his/her thinking?
- What else do you want to know about how s/he's thinking about this? What could I have asked that would have gotten at that?
- What's something you saw me do that you're going to try?
- You're leading the next conference -- what question are you going to start with?

#### **4. Clinical teacher led Student Conference**

Go with your CT with as s/he confers with a student or group. Sit/kneel/stand right next to your candidate as s/he confers with a student.

#### **5. Second Debrief Huddle**

Huddle with your CT for 30 seconds to 1 minute. Briefly discuss what the two of you learned about the students' thinking and how it informs what you will do next. Use the same questions as above.

**Appendix B**  
Principal Approval Form

**Appendix B**  
Principal Approval Form



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

COLLEGE OF EDUCATION

For further information: <https://www.uta.edu/coed/fieldexperience/district-partnerships.php>

**Cooperating Teacher Recommendation**

Name \_\_\_\_\_ Content Area \_\_\_\_\_

Current Grade Level \_\_\_\_\_ Years of Teaching Experience \_\_\_\_\_

No. of Clinical Teachers Supervised \_\_\_\_\_ No. of Current Certifications \_\_\_\_\_

Campus \_\_\_\_\_ District \_\_\_\_\_

Name of Teacher Candidate \_\_\_\_\_

Certifications Held (grade levels and content areas) \_\_\_\_\_

The district and/or campus acknowledges that this is an accomplished teacher based on evidence of student learning.  
YES NO (circle one)

*By signing below, you are recommending this teacher be approved to act as a cooperating for the UTA teacher candidate.*

\_\_\_\_\_  
Authorized Administrator (HR or Principal)

\_\_\_\_\_  
Date

Please fill in information, sign and return to: [coedfield@uta.edu](mailto:coedfield@uta.edu)

**Appendix C**  
Speech Competency in Instructional Settings Form

## Appendix C

### Speech Competency in Instructional Settings Form

This form is to be completed by one cooperating teacher and submitted to your Tk20 portfolio.

UTA Clinical Teaching Candidate: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School: \_\_\_\_\_

UTA Field Supervisor: \_\_\_\_\_

This form is to be completed by the cooperating teacher. Cooperating teachers should initial each item to verify response. Circle each item, Yes or No.

- \_\_\_\_ 1. The UTA candidate uses grammatically correct speech including verb tense, pronouns, etc.  
YES NO
- \_\_\_\_ 2. The UTA candidate clearly enunciates sounds and words so that his/her students can clearly understand words and sentences.  
YES NO
- \_\_\_\_ 3. The UTA candidate correctly pronounces words, especially technical terms or names in the content area.  
YES NO
- \_\_\_\_ 4. The UTA candidate speaks loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.  
YES NO
- \_\_\_\_ 5. The UTA candidate speaks at an appropriate speed or rate so that students can clearly understand him/her.  
YES NO
- \_\_\_\_ 6. The UTA candidate gives clear verbal directions, descriptions, and explanations.  
YES NO
- \_\_\_\_ 7. The UTA candidate is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or appropriately compensates for the defect.  
YES NO
- \_\_\_\_ 8. The UTA candidate communicates with students using appropriate eye contact, gestures, and body movements.  
YES NO
- \_\_\_\_ 9. The UTA candidate communicates with students with appropriate enthusiasm, variation of tone, and expression.  
YES NO
- \_\_\_\_ 10. The UTA candidate communicates with his/her students with poise and self-confidence.  
YES NO
- \_\_\_\_ 11.  The UTA candidate is free of inappropriate verbal and body mannerisms which are distracting for students.  
YES NO
- \_\_\_\_ 12. The UTA candidate makes consistent use of inclusive language (gender/culture).  
YES NO
- \_\_\_\_ 13. The UTA candidate uses professional speech and mannerisms.  
YES NO
- \_\_\_\_ 14. The UTA candidate greets other professionals and students in a positive manner.  
YES NO

#### OVERALL COMMENTS/SUGGESTIONS:

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Cooperating Teacher Signature

---

Date

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Campus and Grade

**Appendix D**  
School Partners' Demographic Data

## Appendix D

### School Partners' Demographic Data

Candidate: \_\_\_\_\_  
TEA ID: \_\_\_\_\_  
Teacher Certification: \_\_\_\_\_  
School District: \_\_\_\_\_  
Placement 1: School \_\_\_\_\_  
Title I School? Yes /No If yes, % \_\_\_\_\_ Free/Reduced Lunch \_\_\_\_\_  
Placement 2: School \_\_\_\_\_  
Title I School? Yes /No If yes, % \_\_\_\_\_ Free/Reduced Lunch \_\_\_\_\_

The College of Education is required to collect demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the Clinical Teacher Progress Survey completed in the middle of the final semester in your teacher certification program. The link will be sent to you via email.

Campus data can be found on the TEA website: <https://tea.texas.gov/perfreport/tapr/index.html>

| Categories        |                            |
|-------------------|----------------------------|
| Male              | Special Education          |
| Female            | Economically Disadvantaged |
| African American  | English Learners           |
| Hispanic          |                            |
| White             |                            |
| American Indian   |                            |
| Asian             |                            |
| Pacific Islander  |                            |
| Two or more races |                            |

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