



**Tarleton Model
for Accelerated
Teacher Education**

Clinical Teacher Handbook 2018-2019

Dr. Laura Estes, Director estes@tarleton.edu

Ms. Margaret Mathis, TMATE Administrative Associate mmathis@tarleton.edu

6777 Camp Bowie Blvd, Suite 313 Fort Worth, TX 76116

817-717-3690 | Fax: 817-484-4405

www.tarleton.edu/tmate



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APPEAL/COMPLAINT PROCEDURE:

Tarleton State University's TMATE program is committed to providing a collaborative educational environment that is conducive to the personal and professional development of each individual. To further that commitment, TMATE has developed procedures for students, employees, cooperating teachers, mentors and administrators to file complaints and/or appeals. In order to ensure issues are addressed in a timely manner, complaints and/or appeals must be made within one calendar month of the incident. Following are the procedures:

- 1.) The complainant will appeal directly in a face-to-face meeting with the TMATE Director. If the complainant is not satisfied with the outcome of the appeal to the TMATE Director, then
- 2) The complainant will appeal directly to the Department Head within 10 business days. The appeal to the Department Head must be in writing and a copy must be provided to the TMATE director. If the complainant is not satisfied with the outcome of the appeal to the Department Head, then
- 3) The complainant will appeal to the Dean of the College of Education within 10 business days. If the complainant is not satisfied with the outcome of the appeal to the Dean of the College of Education, then
- 4) The complainant will appeal to the Vice President of Academic Affairs within 10 business days.
- 5) If a resolution cannot be found, the complainant may file a complaint with the Texas Education Agency. It is important to note that not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an Educator Preparation Program (EPP), commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The following link can be used to access TEA:

http://tea.texas.gov/index2.aspx?id=25769815940&ekfxmen_noscript=1&ekfxmense=e9ede8df8_25769804222_25769804223it



Mission Statement:

Encourage • Engage • Empower

Vision Statement:

TMATE will become the premier accelerated teacher certification program in Texas.

Goal:

Partner with school districts to develop Texas teachers that:

- Build relationships with students, parents, community and teammates;
- Provide instruction and classroom environments conducive to learning; and
- Collaborate, using student data, to ensure all students learn.

TMATE Clinical Teaching Calendar Fall 2018

August 2018

- TBA First day at clinical teaching site based on school calendar
20 Regular Registration and Payment Deadline for 2018 Fall Semester

September 2018

- TBA TMATE Meeting
21 ESP – Spencer Henry – TSU Ballrooms 9:00am-4:00pm

October 2018

- 18 ESP – Lavonna Roth Granbury Conference Center 9:00am-4:00pm

November 2018

- TBA Bob Elliott Award Applications Due
30 Observation Period; send documents to TMATE no later than November 30th.

December 2018

- TBA ALL Materials/Paperwork for Clinical Teaching DUE**
TBA Last day of clinical teaching based on school calendar

December 2018/January 2019- At the conclusion of a successful clinical teaching semester and the completion of all paperwork, the clinical teacher will be recommended for the Standard Certificate.

Clinical Teaching Phase-In Schedule

For this “Clinical Teaching Program,” we ask that the mentor teacher and the clinical teacher adhere to the following schedule to ensure optimal preparation for the clinical teacher. We also request that the Co-Teaching Strategies be utilized as determined by the mentor and clinical teacher for an optimal experience for all stakeholders, especially the students.

<u>Week</u>	<u>Dates</u>	<u>Clinical Teacher Role</u>
1	TBD	Take Notes, Assist as Needed, Assist as Needed
2	TBD	Observe, Take Notes, Assist as Needed
3	TBD	Co-Teach 1 hour per day (planned by clinical teacher with mentor help)
4	TBD	Co-Teach 2 hours per day (planned by clinical teacher with mentor help)
5	TBD	Co-Teach 3 hours per day (planned by clinical teacher with mentor help)
6	TBD	Co-Teach 4 hours per day (planned by clinical teacher with mentor help)
7	TBD	Co-Teach All Day (half planned by clinical teacher, approved by mentor)
8	TBD	Co-Teach All Day (half planned by clinical teacher, approved by mentor)
9	TBD	Co-Teach All Day (half planned by clinical teacher, approved by mentor)
10	TBD	Co-Teach All Day (all planned by clinical teacher, approved by mentor)
11	TBD	Co-Teach All Day (all planned by clinical teacher, approved by mentor)
12	TBD	Co-Teach All Day (all planned by clinical teacher, approved by mentor)
13	TBD	Teach All Day on Own (all planned by clinical teacher)
14	TBD	Teach All Day on Own (all planned by clinical teacher)
15	TBD	Teach All Day on Own (all planned by clinical teacher)
16	TBD	Teach All Day on Own (all planned by clinical teacher)

TMATE Requirements during the Clinical Teaching Semester

The clinical teaching semester includes supervised, field-based activities in a TEA accredited school. Major emphasis is placed on the development of instructional strategies and professional practices designed to improve teaching performance. Clinical teachers are required to conduct a reflective analysis of their teaching performance.

Many important documents must be completed throughout clinical teaching.

Clinical Teaching Requirements: The clinical teacher will:

1. Demonstrate proficiency in the application of effective teaching practices as well as classroom management.

- Lesson Plans are to be developed weekly, kept in your clinical teaching notebook and available for the university field supervisor. Each lesson should be thoroughly planned and all lesson plans will be submitted at the end of the semester.

2. Submit weekly reflections. Complete the “Weekly Reflection and Documentation of Clinical Teaching Activities,” and submit it to your mentor, TMATE university field supervisor and director weekly.

3. Attend each of the scheduled TMATE meetings.

4. Establish professional growth goals and review for progress every two weeks using the “Bi-Weekly Goals” document.

- The clinical teacher shares responsibility with the district and the TMATE program for actively designing and participating in professional growth.
- With assistance from the mentor, establish some professional growth goals; keep track of activities toward accomplishing each goal, and evaluate individual overall progress.
- Submit the documents bi-weekly.

5. Document required classroom observations of teachers other than mentor.

- Make a written record of two full day observations. Forward the observation records to the TMATE office within 5 working days of the observation.
- Documentation of classroom observations by the clinical teacher is a pre-requisite for recommendation for certification and payment of mentor stipend.

6. Submission of the following documentation throughout the clinical teaching semester according to the deadlines:

- Clinical Teacher Information Sheet
- Clinical Teacher’s Weekly Schedule
- Clinical Teacher Handbook Acknowledgement
- Code of Ethics Agreement Form
- Weekly Reflection & Documentation of Clinical Teaching Activities
- Third Week Report on the clinical Teacher’s Progress
- Bi-weekly Action Plan & Review
- Two Full-day Observations of Teachers other than Mentor

- Mentor Teacher’s Assessment of Clinical Teacher
- Feedback on Mentor Teacher by Clinical Teacher
- University Supervisor Assessment by Clinical Teacher
- TMATE Administrator/Designee Evaluations of Clinical Teacher in Relation to TMATE Program Goals.

7. Students will take both the EDUC 5390 II and EDUC 5315 courses in 8-week sessions. See the TMATE handbook for course descriptions.

Completing and a timely submission of forms and documents required for the clinical teacher’s TMATE file. The clinical teacher is responsible for ensuring that all forms are submitted to the TMATE office.

Clinical teachers experiencing difficulty meeting any of the above requirements of clinical teaching must immediately enlist the support of their TMATE university field supervisor. TMATE will provide extra support and additional supervisory visits to assist the clinical teacher in meeting the requirements of the clinical teaching. **Inability to fulfill the requirements of the clinical teaching constitutes a lack of satisfactory progress and leads to a grade reduction and/or the clinical teacher's dismissal from the TMATE program resulting in denial of recommendation for the standard certificate or may require the clinical teacher to repeat the clinical teaching semester or a portion thereof.**

Appeals Policy

The TMATE director is responsible for making decisions in accordance with TMATE policy. As appropriate, input related to decisions will be sought from the TMATE advisory council consisting of Tarleton faculty and administrators, community members, Education Service Center representatives as well as public school personnel. TMATE applicants, interns or clinical teachers who wish to appeal a decision made by the TMATE director must make their appeal in writing to the head of the department of curriculum and instruction. The appellant must provide an information copy of the appeal to the TMATE director. Further appeals may be directed to the dean of the college of education and then, if necessary, to the vice president for academic affairs.

General Information and Policies

The following information and policies have been compiled by the TMATE office to ensure your success during your clinical teaching semester.

1. **Professional Conduct:** Tarleton State University clinical teachers are guests in the schools in which they are placed. A clinical teacher must abide with all regulations and policies established by the district, central administration, and principals.
2. **Attendance:** Clinical teachers follow the same regulations regarding attendance that apply to the mentor teachers who serve as supervisors. Regular attendance is required of all clinical teachers placed in the school. If you must be absent, notify (1) the mentor teacher; (2) the school; (3) your university field supervisor, and (4) TMATE director.

Excused absences will be given consideration, but must be approved by the mentor teacher, university field supervisor and the TMATE Director prior to being excused from your teaching site. An extension of the internship assignment period or termination of the internship will typically be necessary due to excessive absences.

3. **Calendar:** The internship begins and ends on the dates indicated in the intern's official confirmation letter sent by the TMATE office. Clinical teachers are expected to follow the school calendar of the district in which they are placed for clinical teaching. Interns are also expected to follow the school day start and finish times of their individual school.
4. **Liability:** Clinical teachers have the same professional status as regular teachers regarding the performance of their job-related duties as identified by the policies of the school.
5. **Termination/Dismissal:** Clinical teachers may be dismissed or their assignment terminated for (1) violation of any rule or provision of the Texas Educator's Code of Ethics; (2) failure to meet one or more of the Texas Learner-Centered Proficiencies for Teachers; and/or (3) for demonstrating ineffectiveness so that the progress of children is impaired. Clinical teachers may also be terminated upon the request of the school district in which they are placed.
6. **Corporal Punishment:** Clinical teachers are not permitted to administer corporal punishment to students.
7. **Appearance:** Appropriate dress and conduct is expected of all clinical teachers. Clinical teachers should be guided by the dress code of their assigned school.

WOMEN & MEN

- **Hair:** Natural colors, conservative hairstyles, neat and well-groomed
- **Jewelry:** Go conservative; no more than two earrings per lobe and must be on the lower portion of the earlobe; multiple bracelets and necklaces kept to a minimum so as not to be distracting; no visible tattoos or body piercing
- **Shoes:** Shoes must be neat, clean, without scuffs or tears and shined where appropriate; no heels higher than three (3) inches; no athletic shoes, Crocs or flip-flops
- **PE:** Professional shorts; Polo shirts; V-neck, finished round necked, mock turtle neck and turtleneck shirts; wind suits and matching sweat suits; appropriate athletic shoes and socks; no inappropriate logos, messages or artwork
- **Hats or Head Covers:** hats are not appropriate in the classroom; head covers that are required for medical and religious purposes or to honor cultural tradition are allowed
- **Name tag:** Tarleton or ISD official name tag must be worn at all times in the public schools
- **Exception:** Designated spirit days; nice blue jeans and a spirit building shirt can be worn

WOMEN ONLY

- **Makeup:** Natural tones
- **Tops:** No strapless, spaghetti or halter tops, must not show any skin at the waist or midriff when arms are raised; neckline must be high enough that no cleavage is visible when bent over; no sheer material; not tight or form fitting; appropriate foundation garments
- **Pants:** Docker-style slacks or dress pants; pants must reach mid-calf; pants must be mid-rise or higher; belts must be worn with belt loops; no jeans, shorts or skorts
- **Skirts/Dresses:** Must not be too baggy or too tight; hemline must be no higher than the top of the knee

MEN ONLY

- **Shirts:** Polo or oxford-type shirts; no inappropriate logos, messages or artwork; must be tucked in
- **Pants:** Docker-style slacks or dress pants; worn at the waist; plain belt; no jeans

8. **Confidential Information:** Clinical teachers should refrain from disclosing confidential information about students, colleagues, schools or school districts.
9. **Substitute Teachers:** Clinical teachers are not to be used as substitute teachers at their schools. Occasionally, a mentor teacher must be absent and another person in the building will be designated the supervisor. Other issues concerning substitute teaching must be addressed with the TMATE director.
10. **Reports:** Clinical teachers are responsible for submitting required reports on a timely basis to their mentor teachers, principals, university field supervisors and university instructors.

11. **Seminars:** Clinical teachers are required to attend all seminars as noted on the TMATE calendar.

12. **Supervision:** The university field supervisor is a representative of the university to the public school and is an advocate for the clinical teacher. The university field supervisor will observe, discuss and provide written feedback in regard to your teaching a minimum of four times during your internship semester. At the conclusion of each observation of the clinical teacher's teaching, the clinical teacher should arrange time to confer with the university field supervisor.

The Clinical Teacher's Role

The clinical teacher occupies a dual role in that he or she is both a college student and a teacher with all the implications of each classification. As a student, he/she is subject to all regulations governing the relationship between student and college teacher. As a teacher, he/she is working as a professional and must accept the responsibility of the position.

Clinical teachers are assigned to a school campus for the entire semester to meet Tarleton State University's practicum requirements and to exceed the State Board for Educator Certification requirements. During the assigned time, clinical teachers are required to follow the daily schedule of the campus to which they are assigned. He or she will teach in as many different co-teaching situations as possible during the 15/16 weeks of clinical teaching and follow the "Clinical Teaching Phase-in Schedule."

Professional Responsibilities

1. Conduct oneself in a professional manner. Maintain a professional relationship with the students, faculty and staff at all times.
2. Conform to dress code of district in compliance with Tarleton State University's Field Experiences Dress Code.
3. Be fair, impartial, and consistent in working with students.
4. Be open to constructive feedback and incorporate it in subsequent planning and teaching.
5. Research the subject matter and adequately prepare to teach the subject each day.
6. Identify the students by name as quickly as possible. Get to know your learners.
7. Observe and study the mentor teacher's plans, techniques, discipline procedures, and classroom organization and management before attempting to direct any project.
8. Be proficient in the correct usage of written and oral language.
9. Observe two teachers (other than mentor) for a full day and submit observation to the TMATE office.

Responsibilities to the Campus

10. Become familiar with and abide by all school policies.
11. Plan, write and co-teach according to the “Clinical Teaching Phase-in Schedule.”
12. Be regular and punctual in meeting all classes.
13. Follow the district calendar and school clock for teacher campus time and attend all day or evening campus sponsored activities. Clinical teachers attend all professional meetings and in-service programs.
14. All personal absences need to be cleared by the mentor teacher and the university field supervisor. Excessive absences may adversely lengthen the clinical teacher’s assignment. If you are going to be absent, call your university field supervisor, your mentor teacher, and school, and the TMATE director.

Responsibilities to the University

15. Have lesson plans ready and approved by your mentor teacher, according to your teacher’s and school’s policy, prior to your lesson.
16. Send weekly reflection and time documentation sheet to the university field supervisor and TMATE director each Friday.

Mentor Teacher's Role

The practicum semester is one of the most important components of our teacher education program. The clinical teaching site and mentor teacher are critical for the success of the clinical teacher. The mentor teacher may be the single most influential person the clinical teacher encounters in their development from pre-service teacher to professional educator. Tarleton State University sincerely appreciates the skilled and dedicated professionals who are willing to serve in this extremely important role of mentor teacher.

The relationship between the mentor teacher and the clinical teacher is one of the most important factors in the practicum in teaching program. The clinical teacher will gain much from the background and experience of the mentor teacher. Thank you for choosing to have a TSU clinical teacher. Tarleton State University appreciates what you do and values your service.

Responsibilities

1. Introduce the clinical teacher as one of the teachers.
2. Explain to the clinical teacher what is expected of him/her as a teacher at the particular school, including an orientation of the following:
 - a. School policies and procedures;
 - b. Lesson plans and unit plans;
 - c. Appropriate student records; and
 - d. Student Handbook and Faculty Handbook.
3. Provide a desk/table and chair, copy of teaching schedule, and a teacher’s edition of each textbook for the clinical teacher.
4. Help the clinical teacher develop successful classroom management techniques.
5. Place the clinical teacher in as many different situations as possible during the time that the student is under your direction.

6. Ensure that the clinical teacher co-teaches according to the “Clinical Teaching Phase-in Schedule.
7. Attend mentor training with Tarleton State Universities TMATE program each year.

Recommendations to the Mentor Teacher

1. Allow the clinical teacher to assume co-teaching responsibilities. Please follow the timeline provided.
2. Set aside time each week for:
 - a. A formal meeting weekly to review the clinical teacher’s teaching and professional roles, document strengths and identify areas needing improvement, and create goals for the coming week;
 - b. Informal observations; and
 - c. Planning the next week’s lessons.
3. Communicate to the university field supervisor your concerns, suggestions, or obvious problems with the clinical teacher.
4. Be willing to let the clinical teacher try a variety of strategies and methods.
5. Help the university field supervisor make frequent evaluations of progress. Constructive feedback helps the supervisors do a better job in conferencing with the clinical teacher. The classroom teacher’s feedback/evaluations are considered when the supervisor determines the final grade.

The University Field Supervisor’s Role

The practicum in teaching is the shared responsibility of the university and the public school. The university field supervisor's role is one of instruction, supervision, and maintenance of university-school relations.

Specifically, it is the duty of the TMATE university field supervisor to:

1. Act as a liaison person between the school campus and TMATE.
2. Attend and participate in an orientation meeting for all clinical teachers, working specifically with his/her clinical teachers.
3. Meet with each assigned mentor teacher to discuss his/her role before or during the first week of clinical teaching.
4. Observe each clinical teacher, in a classroom setting, at least 4 times and provide the clinical teacher, mentor teacher, and principal with an electronic account of the observation within 24 hours (clinical teacher) and 1 week (mentor and principal).
5. Conduct an individual feedback session for each observation made and provide the clinical teacher, mentor teacher, principal/designee and TMATE director with a written summary of the results within 24 hours (clinical teacher and TMATE director) and 1 week (mentor and principal/designee).
6. Conduct, with the mentor teachers, a final written evaluation of clinical teachers.
7. Counsel and assist any individual clinical teacher with any problems that may arise in his or her practicum in teaching assignment.
8. Evaluate the clinical teacher’s lessons and lesson plans as needed.

9. Be available to the principal/designee and mentor teachers for conferences.
10. Make recommendations concerning clinical teachers regarding withdrawal or re-assignment to the TMATE director.
11. Provide on-going training of the clinical teacher through conferences and feedback throughout the semester. The Department of Curriculum & Instruction and the College of Education provide additional seminars and professional development opportunities for field supervision and clinical teachers.
12. Assign the clinical teacher a grade (credit/no credit) for the practicum in teaching class.
13. Emphasize the importance of ethical and professional conduct on the part of the clinical teacher.
14. Emphasize to the clinical teacher the importance of handling certain problems and school situations with strictest confidence.
15. Ensure that the clinical teacher understands clearly and carries out effectively his/her part of the practicum in teaching program.
16. Furnish the mentor teachers' copies of materials, forms, etc., which are given to the clinical teacher so that they will be familiar with regulations, requirements, and policies affecting the clinical teachers. Furnish copies to principal/designee or district as needed.
17. Encourage public school personnel to make suggestions and recommendations for the improvement of the practicum in teaching program.
18. Clinical teacher feedback summary reports should be turned in daily and visitation/travel reports should be turned in monthly or after the completion of each round of supervision to the TMATE director.

PROFESSIONAL TEACHER ORGANIZATIONS

TMATE clinical teachers are highly encouraged to join a Professional Teacher Organization for liability purposes as soon as they become begin work with a school district. A list of PTOs available in Texas is provided below.

Association of Texas Professional Educators (ATPE)

305 E Huntland Dr
Suite 300
Austin TX 78752
800-777-ATPE
<http://www.atpe.org/>

Alliance / Texas American Federation of Teachers (AFT)

334 Centre St
Dallas, TX 75208-6504
214-942-4663
<http://allianceaft.tx.aft.org>

Texas Classroom Teachers Association (TCTA)

PO Box 1489
Austin TX 78767
888-879-8282
<http://www.tcta.org/>

Texas State Teacher Association (TSTA)

PO Box 26990
Austin TX 78755
877-ASK-TSTA
<http://www.tsta.org/>

Clinical Teacher Information Sheet

Mail to your University Supervisor on the second day at site.

Name: _____ Email: _____

Clinical Teaching Address: _____
Street City State ZIP

Home Phone: _____ Cell Phone: _____

Clinical Teaching School: _____

Subject and Grade Level: _____

Mentor Teacher: _____ Principal: _____

School Address: _____
Street City State ZIP

School Phone: _____ School Fax: _____

First day of assignment: _____

School Vacation Calendar (Attach if possible)

Please list the school vacations, institute/in-service days, school assemblies, field trips, picture days, and any other times when your school will not be in session during your clinical teaching experience.

The purpose of this report is to inform the university field supervisor of how to contact you during the day and in the evening. It also notifies them of days that supervisor visits are not possible.

For TMATE Office Use Only:

Certification Area: _____

Field Supervisor Assigned: _____

Clinical Teacher’s Weekly Schedule

Clinical Teacher’s Name: _____

Week Beginning: _____

School Site: _____

Please write in the appropriate space your clinical teaching schedule at your teaching site. This will allow your university supervisor to schedule his/her visit at an appropriate time. Please include: teaching, conference, lunch, team or individual planning & activity time. If your schedule does not change, one weekly schedule is sufficient for the entire assignment. However it is the responsibility of the intern to ensure both the university field supervisor and TMATE director know the times you are teaching.

Start/End Time	Room #	Monday	Tuesday	Wednesday	Thursday	Friday

Send to your university field supervisor and the TMATE office on 2nd day.



Name: _____

Week of: _____

Weekly Reflection and Documentation Of Clinical Teaching Activities

1. Document your usage of time in clinical teaching.

	Sunday/ Saturday	Monday	Tuesday	Wednesday	Thursday	Friday
Time (hours) spent at teaching site						
Actual time spent teaching						
Time spent in preparation						

2. Please choose two of the following prompts to answer and share with your mentor, university field supervisor and TMATE director.

- What did you learn? And how will this help you?
- Did you approach a teaching situation in a different manner? Were you satisfied with the results? Explain.
- Describe a time when a student’s learning or response resulted in you modifying your original plan. Describe what you did next and the results.
- Describe a way you integrated technology in your teaching. What were the results?
- If you had an opportunity to teach one of your lessons again to the same group of students, what would you do differently? Why?
- Describe any challenges you encountered. How did your students respond? How did you respond?

2.1 _____

2.2 _____

3. List your goal for the upcoming week and potential strategies you intend to take to accomplish this goal.

Signature of Clinical Teacher Date

Signature of Mentor Teacher Date

Send your weekly report to the TMATE director and university field supervisor every Friday.



Tarleton Model for Accelerated Teacher Education
Dr. Laura Estes, Director
6777 Camp Bowie Blvd, Suite. 313
Fort Worth, TX 76116
817-717-3690 Fax 817-732-7339
Email: estes@tarleton.edu

Bi-weekly Action Plan & Review

Student: _____

Conference Date:

Identified Strengths	Identified Areas for Improvement

Action Plans for Improvement	Date Review and Results

Please leave a copy of the plan with the student.

Mentor Teacher's Signature

Clinical Teacher's Signature

3rd Week Report
On the
Clinical Teacher's Progress

Clinical Teacher: _____

School: _____

Grade Level / Subject: _____

At the Present time I would rate the clinical teacher's overall performance as:

Doing very well

Acceptable

Not Satisfactory

Checked below are areas in which the clinical teacher should make a special effort to show improvement:

Planning

Time Management

Knowledge of Subject Matter

Relationships with Students

Relationships with Faculty and Staff

Management of Student Behavior

Professional Attitude and Behaviors

Additional Comments:

I have read the contents of this form and am aware of the areas that need improvement.

Signature of Mentor Teacher

Date

Signature of Clinical Teacher

Date

Mentor Teachers' Assessment of Clinical Teacher Preparedness

Mentor Teacher's District & Campus _____

Clinical Teachers Certification Level (Circle One) EC-6, EC-6 Sp. Ed, 4-8, 7-12, EC-12

Clinical Teacher's Major/Academic Specialization: _____

(Please specify: Math, Science, Physical Education, etc.)

Now that the clinical teacher has completed clinical teaching, how prepared do you feel the clinical teacher was to:

	Very Unprepared	Un- Prepared	Somewhat Unprepared	Somewhat Prepared	Prepared	Very Prepared
1. Teach in their content area	1	2	3	4	5	6
2. Teach advanced content that exceeds the demands of the state's core curriculum	1	2	3	4	5	6
3. Teach content at high cognitive levels	1	2	3	4	5	6
4. Monitor and adjust the content	1	2	3	4	5	6
5. Assess content at Bloom's higher levels	1	2	3	4	5	6
6. Use the TEKS to plan instruction	1	2	3	4	5	6
7. Control misbehaviors that occur	1	2	3	4	5	6
8. Organize the classroom for successful instruction	1	2	3	4	5	6
9. Establish a classroom atmosphere that promotes student learning	1	2	3	4	5	6
10. Establish rules, routines and procedures	1	2	3	4	5	6
11. Provide positive, constructive feedback to students	1	2	3	4	5	6
12. Integrate educational technology into your teaching	1	2	3	4	5	6
13. Implement cooperative learning	1	2	3	4	5	6
14. Implement problem-based learning	1	2	3	4	5	6
15. Vary instructional methods	1	2	3	4	5	6
16. Implement direct instruction	1	2	3	4	5	6
17. Plan effective lessons	1	2	3	4	5	6
18. Organize instruction meet goals and objectives	1	2	3	4	5	6
19. Plan instruction for diverse learners	1	2	3	4	5	6
20. Plan for students' strengths/weaknesses	1	2	3	4	5	6
21. Meet the needs of special learners	1	2	3	4	5	6
22. Modify assignments for special learners	1	2	3	4	5	6
23. Meet the needs of English language learners	1	2	3	4	5	6
24. Understand students cognitively and socially at their developmental level	1	2	3	4	5	6
25. Deliver appropriate instruction	1	2	3	4	5	6
26. Write a unit plan	1	2	3	4	5	6
27. Employ effective questioning techniques	1	2	3	4	5	6
28. Interpret standardized test results	1	2	3	4	5	6
29. Make an effective objective test	1	2	3	4	5	6
30. Create an authentic assessment	1	2	3	4	5	6
31. Use assessment to plan instruction	1	2	3	4	5	6
32. Collaborate with other professionals	1	2	3	4	5	6
33. Uphold Code of Ethics	1	2	3	4	5	6
34. Be a learner-centered teacher	1	2	3	4	5	6

Please discuss any additional thoughts or perceptions you have about clinical teacher preparedness on the back of this page.

Feedback on Mentor Teacher by the Clinical Teacher

Name of Mentor Teacher: _____ Date: _____

School District/School: _____ Subject/Grade: _____

Please evaluate the effectiveness of this mentor teacher by circling the degree in which you agree or disagree with each statement

My Mentor Teacher:	Disagree					Agree
Provided me with a work space (desk and chair).	1	2	3	4	5	
Gave me an adequate explanation of my responsibilities and duties.	1	2	3	4	5	
Observed my teaching often and gave me feedback.	1	2	3	4	5	
Provided me with weekly, written feedback on Tarleton’s Improvement Plan document.	1	2	3	4	5	
Provided suggestions, comments and feedback that was helpful.	1	2	3	4	5	
Was available for special problems and concerns. I would not hesitate to discuss a problem or concern with my mentor.	1	2	3	4	5	
Was able to communicate effectively with me.	1	2	3	4	5	
Was able to communicate effectively with my university supervisor.	1	2	3	4	5	
Recognized and allowed for differences in opinion and/or flexibility in teaching methods.	1	2	3	4	5	
Showed a genuine interested in my growth and development as a teacher.	1	2	3	4	5	
Overall, my mentor teacher was effective and supportive throughout my clinical teaching experience.	1	2	3	4	5	

Please add any additional comments that you feel are important for the TMATE office to be aware of when considering this mentor teacher for future clinical teachers. Use back if necessary.

 Signature of Clinical Teacher

 Date

University Supervisor Assessment by Clinical Teacher

University Supervisor: _____ Semester/Year: _____

Clinical Teacher: _____ Grade/Subject: _____

Think of interactions you had with your University Supervisor when answering the following questions:

AA – Almost Always – All or almost all of the time the action was performed by the University Supervisor.

F – Frequently – Most of the time the action was performed by the University Supervisor.

O – Occasionally – Some of the time the action was performed by the University Supervisor.

R – Rarely – Infrequently or never the action was performed by the University Supervisor.

To what extent did the University Field Supervisor:

Share with you the expectations for your performance in the classroom?	AA	F	O	R
Base observation feedback on the expectations for your performance in the classroom?	AA	F	O	R
Provide you written documentation of his/her report or checklist of his/her observations of your performance in the classroom?	AA	F	O	R
Hold an interactive conference with you after each observation?	AA	F	O	R
Offer written feedback on your performance in the classroom within one week of the observation?	AA	F	O	R
Include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?	AA	F	O	R
Respond to your needs; for example, help you solve problems, develop an individualized plan or act as your advocate?	AA	F	O	R
Provide multiple means for you to contact him/her, such as email, telephone, texting and face-to-face interaction?	AA	F	O	R
Offer you opportunities to reflect on your performance in the classroom?	AA	F	O	R
Ask you for ways he/she can support you?	AA	F	O	R

Please select YES or NO in answering the following questions about the quality of university supervision received by the clinical teacher.

Did you ever communicate with your university supervisor by email, text or telephone call?	Yes	No
If yes, did your supervisor respond to your communication within two school/business days?	Yes	No
The university supervisor formally observed me teaching a minimum of three times.	Yes	No
The university supervisor observed me teaching for a minimum of 45 minutes during at least three formal observations	Yes	No

Please use the back of this page to make any additional comments you wish the TMATE director to know and/or would help the university supervisor improve their effectiveness. Thank you!

**TMATE Administrator/Designee Evaluation of the Clinical Teacher in
 Relation to TMATE Program Goals
 (Evaluation Remains Confidential)**

The statements below reflect the goals of the TMATE program.

Clinical Teacher _____ School Name _____

Your judgment will help us evaluate the effectiveness of the program. Please evaluate the clinical teacher in accordance with your district's norms and expectations by circling the number that best describes the clinical teacher's performance in the areas listed below.

-
- 1 = Unacceptable performance
 - 2 = Somewhat less than satisfactory performance
 - 3 = Satisfactory performance
 - 4 = Very good performance
 - 5 = Excellent performance
-

1. Has a strong working knowledge of subject matter and effectively communicates subject to students	1	2	3	4	5
2. Utilizes a variety of teaching strategies; cooperative learning and teaching for critical thinking	1	2	3	4	5
3. Actively engages students in the learning process	1	2	3	4	5
4. Maintains a cooperative and positive learning environment	1	2	3	4	5
5. Recognizes the cultural diversity of learners and utilizes cultural differences to enrich learning	1	2	3	4	5
6. Modifies instruction according to the unique needs of special student populations	1	2	3	4	5
7. Uses assessments to evaluate student achievement and to guide instruction	1	2	3	4	5
8. Utilizes instructional technology and media to enhance instruction	1	2	3	4	5
9. Communicates effectively with parents.	1	2	3	4	5
10. Makes a positive impact on student achievement	1	2	3	4	5
11. Engages in on-going professional development	1	2	3	4	5

Please feel free to provide any additional comments you have in order to improve any aspect of the TMATE program. (use the back if necessary):

At this time, would you recommend this clinical teacher for standard certification? Yes No
 If No, Please explain. Feel free to use the back if needed.

Campus Administrator/Designee Name: _____ Date: _____

Campus Administrator/Designee Signature: _____

Classroom Observation Documentation

Classroom Observed: _____ Date: _____

Subject: _____ Class Size: _____

Instruction:

Critical Attributes	Yes	No	Comments
Goals & Objectives			
Learner-Centered Instruction			
Involves Critical Thinking Skills			
Appropriate Pacing			
Motivational strategies			
Value and Importance			
Incorporates Technology			
Provision for Individual Differences			

Teaching Method:

- | | |
|--|--|
| <input type="checkbox"/> Direct Instruction | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Problem-Based Learning | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Cooperative Learning Groups | <input type="checkbox"/> Role Playing |
| <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Other |

Assessment:

Critical Attributes	Yes	No	Comments
Monitored and Assessed			
Assessment and Instruction Aligned			
Learning Reinforced			
Constructive Feedback			

Management:

Critical Attributes	Yes	No	Comments
Routines Established			
Manages Time and Materials			
Equitable Teacher-Student Interaction			
Reinforces Desired Behavior			
Redirects Disruptive Behavior			

Ideas to incorporate in my own classroom: _____

TARLETON STATE UNIVERSITY

ROBERT H. ELLIOTT MEMORIAL AWARD
FOR OUTSTANDING PRACTICUM IN TEACHING

Robert H. (Bob) Elliott taught in the Department of Education and Psychology at Tarleton State University from 1981 until his untimely death on March 29, 1990. Bob was an exceptional person who made important contributions to the faculty, staff, and students in the Department of Education and Psychology.

Bob Elliott's distinguished career in education spanned every level of schooling -- from the local campus to the central office to the state department and the university. Regardless of his position or level of authority, Bob never forgot that the primary purpose of the school was to serve the learning needs of the students. He provided a constant reminder to us that we must always keep the interests of students at heart in all our educational endeavors. Knowing that teachers play an extremely important role in the lives of young people, Bob never missed an opportunity to encourage students to do their best, to persevere in their tasks, and to take pride in their work. When students made noteworthy achievements, whether in the classroom, on the athletic field, on the stage, in student government, or in an outside job, Bob made a special effort to recognize their accomplishments and give them a pat on the back.

Bob was successful in balancing his professional life with family relations and leisure activities. It was the desire to be closer to his children and grandchildren that motivated him to move from his beloved Colorado to Texas. He proudly followed the activities and accomplishments of his grandchildren and encouraged these youngsters in their academic pursuits as well as their extra-curricular activities. Bob was a generous host to family and friends, and he regularly participated in the social activities of the department and the university. Bob was always willing to "go the extra mile" to support his family and his colleagues in all their endeavors.

Bob shared a keen interest in the accomplishments of student teachers from the Department of Education and Psychology (now the Department of Curriculum & Instruction). He recognized practicum in teaching as the single most important event in the professional development of young teachers, and he celebrated the achievements that student teachers made as a result of hard work, drive, and dedication. After Bob's death in 1990, a Memorial Award was established to recognize students who distinguished themselves during the practicum in teaching semester. Now that Bob has passed away, the Award will be known as the ROBERT H. ELLIOTT MEMORIAL AWARD.

Tarleton State University

Robert H. Elliott Memorial Award For Outstanding Practicum in Teaching

Each semester the Department of Curriculum and Instruction will recognize student teachers who best exemplify the qualities that Bob Elliott represented during his life. Specifically, the award will recognize student teachers who: (1) are willing to “go the extra mile”; (2) are dedicated to the needs and interest of students; (3) are supportive of fellow teachers and administrators; and (4) are conscious of the extremely important role which teachers play in the lives of young people.

Nominations may be submitted by a Tarleton State University faculty member, mentor teachers, clinical adjunct faculty, or by university supervisors. Recipients of the award will be selected by faculty members from our partner school districts and Tarleton State University. The award recipients will be recognized at Reflections Ceremony, a culminating event held at the end of the student teaching semester.

Robert H. Elliott Award Nominees must:

- Submit an application to the Office of Field Experiences by date provided on student teaching calendar (Part I).
- Submit a lesson that was taught during the entrant's student teaching experience using Tarleton State University's format. (Part II)
- Provide a DVD of the entrant teaching the submitted lesson to students in a classroom setting. (Part II)
- Ensure the video includes an introduction, the lesson and a reflection.
- Ensure the **lesson** portion of the video is **continuous and unedited!** Video and Audio quality are very important!!
- Attend to all guidelines in Part II concerning lessons and videotaping.
- Review the video for content, length, and quality before submitting.
- Submit a mentor teacher's, clinical adjunct faculty member's, university supervisor's, or university faculty member's nomination form with your nomination in a sealed envelope.

Judging on the basis of:

- ~**Planning and Preparation:** (a) Were the lesson plans and the identified objectives appropriate for students, and did the students accomplish the objectives? (b) Were the instructional materials appropriate and stimulating?
- ~**Knowledge and Presentation of Subject Matter:** (a) Did the teacher actively engage the students in the learning process and reinforce learning? (b) Did the teacher show skill in questioning and examples that clearly communicate ideas to the students?
- ~**Management of Instruction:** (a) Did the teacher use the time effectively? (b) Did the teacher induce enthusiasm and respond effectively to student behavior?
- ~**Interaction and Communication:** (a) Did the teacher establish an atmosphere of trust and mutual respect? (b) Did the teacher and students communicate effectively?
- ~ **Professional Image and Presentation:** (a) Did the teacher project an image that reflects professionalism and commitment? (b) Is the presentation one that can be used to model excellence in student teaching?
- ~**Inclusion of All Students:** All video images should include students.

PART I

General Information

Name _____
(Last) (First) (MI)

Present Address _____
City _____ State _____ Zip _____ Present Phone (____) _____

Permanent Address _____
City _____ State _____ Zip _____ Permanent Phone (____) _____

Applicant's University

University Contact Person _____
Address of Contact Person _____
City _____ State _____ Zip _____ Contact Phone (____) _____

Certification Area _____

Additional Certification Area (if applicable) _____

Certification Level (*circle*) EC-6, 4-8, 8-12, All Level, Other _____

Dates of Student Teaching: ____/____/____ to ____/____/____

Anticipated Date of Graduation: ____/____/____

Cooperating Teacher(s) _____

Schools where student teaching was completed _____

School Address _____
City _____ State _____ Zip _____ School Phone (____) _____

Grade Level of Lesson _____

Topic of Lesson _____

Part II

Videotape and Lesson Plan

A videotaped (video tape should be a DVD, no VHS tapes/ mini cassettes/ CD's) lesson showing the student teacher teaching a complete lesson cycle in 30 minutes with his or her classroom must be submitted and should include the following elements:

- 1. Video Introduction:** Introduce yourself on tape, and provide a brief description of your class including the number of students and the context of the lesson you will be teaching. (Maximum time: 3 minutes)
- 2. Lesson:** The lesson must consist of a continuous, unedited lesson (no breaks or pauses) showing the candidate teaching in his or her classroom. (Maximum time: 30 minutes)
- 3. Reflection:** The videotape should conclude with a reflective analysis where the student teacher responds to the following questions: (Maximum time: 5 minutes)
 - (1) What did the students learn as a result of this lesson?
 - (2) What did you like most about the lesson?
 - (3) What did you learn from this lesson?
 - (4) What changes, if any, would you make if you were to re-teach this lesson?
- 4. Written Lesson Plan:** Include with the videotape the written lesson plan used for the videotaped lesson. Please include a description of your class - males, females, special needs students, and limited English proficiency students grouping pattern used, if any, and also include a written reflection of the lesson taught.

The quality of the submitted videotape is the responsibility of the applicant.

The video will be viewed exclusively by the awards committee (made up of public school teachers and university faculty) for the reviewing award nominees.

The video can be returned to the student teaching site at the conclusion of the selection process or upon the request of the principal or teacher.

Part III

Nomination Form for the Robert H. Elliott Memorial Award For Outstanding Practicum in Teaching

Nominee's Name: _____
Last Name First Name

Grade Level/Subject: _____
Grade Level Subject

School/ISD: _____
School ISD

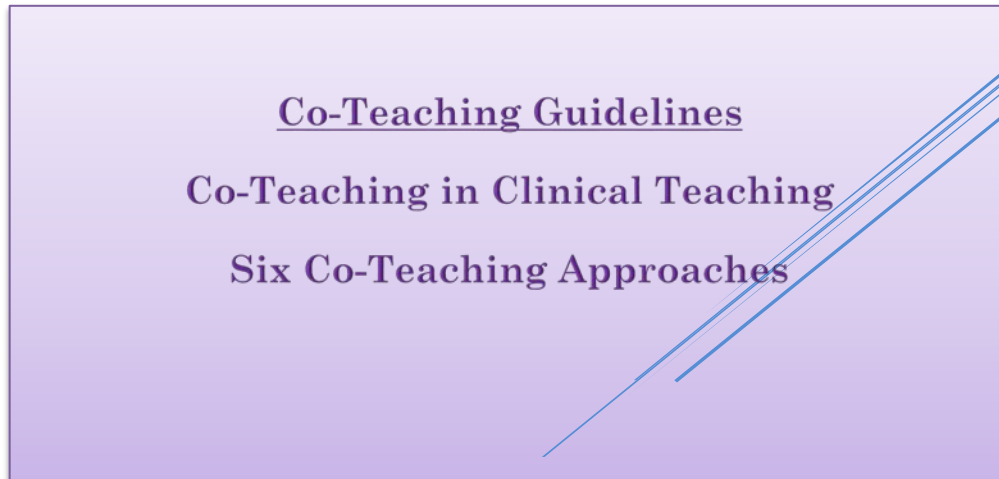
Submitted by: _____
Name Position

1. What is it about this student teacher that distinguishes him or her from the other student teachers?

2. Describe the student teacher's expertise concerning human relations, planning, instructional strategies, student motivation and classroom management.

3. How does the student teacher demonstrate a concern for continued professional growth?

Please add additional comments that you wish the committee to consider during the selection process on the back of this form. Please place this form in a sealed envelope to be turned in with the nominee's video or mail directly to the Office of Field Experiences, Box T-0790, Stephenville, TX 76402.



Code of Ethics and Standard Practices for Texas Educators

The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.
- (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.

TMATE Acknowledgement Form

I acknowledge receipt and review of the **Clinical Teacher Handbook**. I am aware that these materials are also available in electronic copy through the TMATE Website. I understand and agree to the terms and conditions expressed in the Clinical Teacher Handbook.

Printed Name

Signature

Date

Code of Ethics and Standard Practices for Texas Educators Agreement Form

I acknowledge receipt and review of the **Code of Ethics and Standard Practices for Texas Educators**. I understand and agree to abide by the conduct, practices, and performance of Educators expressed in the materials.

Printed Name

Signature

Date