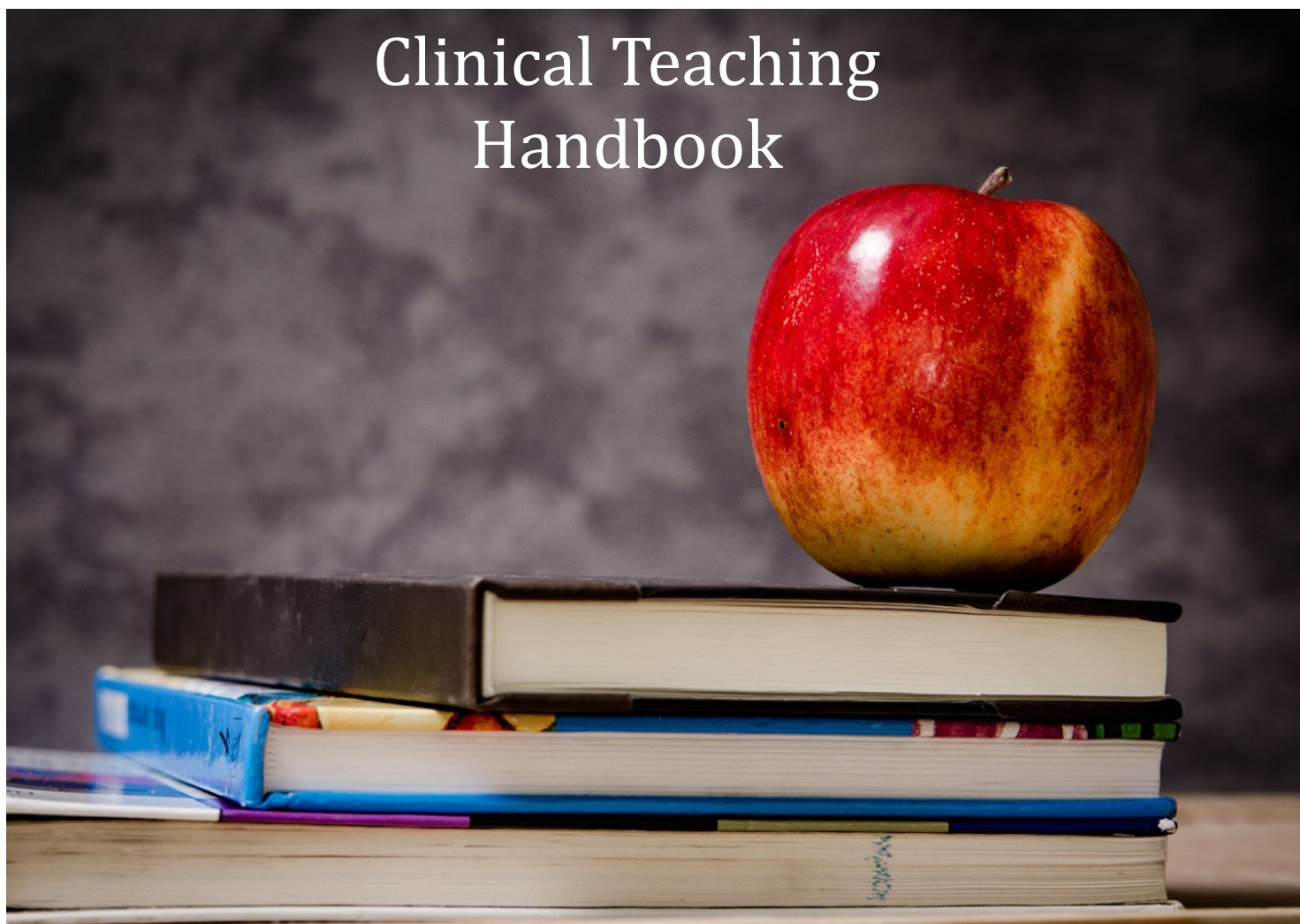


Southwestern Assemblies of God University

2023-2024

Clinical Teaching Handbook



1200 Sycamore
Waxahachie, TX 75165
972-825-4756

TABLE OF CONTENTS

INTRODUCTION	3
EXPECTATIONS OF THE CLINICAL TEACHER	4
CLASSROOM RESPONSIBILITY	7
CLINICAL TEACHING POLICIES	9
SAGU Teacher Education Authority	13
Growth Plan	13
Dismissal Policy	16
CERTIFICATION	19
ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER	20
ROLES AND RESPONSIBILITIES OF THE FIELD SUPERVISOR	23
SAGU Clinical Teacher Handbook Appendix	25
Clinical Teacher Checklist	26
SAGU Agreement of Expectation	35
SAGU Agreement of Expectation	38
SAGU Agreement of Expectation	40
SAGU Absence from Duty Form	42
Acknowledgement of Clinical Teaching Handbook	50

INTRODUCTION

Clinical teaching is one of the most rewarding experiences in your professional development as an education major. It will be a challenging experience that will provide you with many opportunities to test learning theory and practice, to discover your personal strengths and weaknesses, and to increase the skill and understanding required in the teaching profession.

Everyone associated with the Southwestern Assemblies of God University (SAGU) Teacher Education program is committed to helping you become a professional teacher. The success of the clinical teaching semester will depend on the cooperative efforts of the clinical teacher, the cooperating teacher, and the field supervisor. This handbook contains critical information and guidelines designed to help you achieve success during clinical teaching. Please refer to it for all questions relating to your clinical teaching semester.

PURPOSE OF CLINICAL TEACHING AND PLACEMENT

Clinical teaching is the culminating experience in the Teacher Education program at SAGU. The clinical teaching semester is a valuable professional experience that provides the clinical teacher with a variety of opportunities to put theory into practice. Clinical teaching experiences are designed to provide opportunities for clinical teachers to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

Once education students are approved for clinical teaching, they are placed in a supportive environment with a cooperating teacher who has three or more years of classroom teaching experience. The clinical teaching semester consists of a single 14- week placement or dual 7-week placement. Regardless of the type of placement, all clinical teachers will follow Texas Education Agency requirements regarding placement length.

It is important for you to recognize that you are a guest in the school and that your cooperating teacher bears the responsibility of determining what is best for his or her students. The classroom teacher's decision about what you may or may not do is final. If you demonstrate competence, responsibility, and tact, you will likely have many opportunities to try innovative teaching strategies. If you have any problems or concerns, be sure to inform your field supervisor as soon as possible.

Clinical Teaching Placement Process

Clinical teaching placements are selected with care and attention to several factors such as previous fieldwork and certification requirements. The Teacher Education Communication Coordinator works in tandem with the Education Department, relevant school administrators, and human resource offices to select classroom placements. Adjustments in placements will not be made after clinical teaching begins except in unusual circumstances. Distance education students are required to start the process by providing information to the Communication Coordinator in the semester prior to clinical placement.

EXPECTATIONS OF THE CLINICAL TEACHER

As a clinical teacher, you will attend SAGU training and meet with your field supervisor prior to your campus placement. During these sessions, you will receive information about your role during the clinical teaching experience. **A convenient checklist of clinical teacher requirements and tasks is included in the appendix of this handbook and posted on the SAGU Teacher Education webpage at www.sagu.edu/teachereducation**

Clinical Teacher Standard Experiences

SAGU has established a set of common experiences for clinical teachers. Due to the varying context of placements (i.e. single and dual placements) the common requirements are listed below but is by no means an exhaustive list. If necessary, more specific details regarding various placement expectations may be provided by the field supervisor.

Classroom Visit

Clinical teachers are asked to make initial contact with their cooperating teacher prior to the first day of clinical teaching. This may not always be possible. However, if an early visit can be accommodated, it will ease the transition into the classroom setting. Clinical teachers should:

- Make initial contact: Contact cooperating teacher(s) via phone or email prior to clinical teaching to arrange an on-campus meeting and classroom visit.
- Complete Agreement of Expectation: During the on-campus meeting, the clinical teacher and cooperating teacher should discuss the **Agreement of Expectation (Appendix, SAGU TE webpage)** form to plan for the clinical teaching experience.
- Exchange phone numbers with your cooperating teacher and establish a clear notification system for cases of emergency.
- Establish clear expectations about the arrival and departure times for the clinical teaching day.

Observations of the Cooperating Teacher

Clinical teachers are expected to observe the cooperating teacher teach and manage the classroom environment, especially during the early weeks of clinical teaching. These opportunities provide excellent examples of effective teaching and learning. When observing, the clinical teacher should note the following:

- Objectives of the lesson
- Ways the objectives are achieved
- Attitudes of students toward the learning experience
- Ways discipline is established and maintained
- Uses of positive reinforcement
- Management of small groups
- Methods for facilitating transitions
- Ways to accomplish closure effectively

Instructional Responsibility

Clinical teachers should play an active role in developing a schedule for assuming

instructional responsibility. Through a gradual accumulation of instructional and operational skills, clinical teachers will eventually assume responsibility for the total classroom. **A suggested Instructional Timeline is included in the appendix of this handbook and posted on the SAGU Teacher Education webpage at www.sagu.edu/teachereducation.**

Lesson Plans

As clinical teachers begin to assume instructional responsibilities, they will be responsible for developing lesson plans using the **SAGU Lesson Plan Template** (Appendix, SAGU TE webpage). The purpose of the SAGU Lesson Plan Template **is** to:

- Assist in organizing the thinking processes while designing an effective lesson
- Build the clinical teacher's confidence in teaching a lesson in a sequential manner
- Provide a tool for communicating lesson plans to the cooperating teacher and field supervisor
- The following are requirements for constructing lesson plans:

Using the **SAGU Lesson Plan Template** (Appendix, SAGU TE webpage), the clinical teacher will write and submit the lesson plan to his or her cooperating teacher at least **two days** prior to teaching it in order to gain constructive feedback for revisions and ultimate success. The Clinical Teacher will submit the SAGU lesson plan to the field supervisor **two days prior to the pre-conference**.

As the clinical teacher assumes more responsibility, lesson plans must be prepared and presented to the cooperating teacher **no later than Friday** prior to teaching. After a consistent demonstration of success in writing and teaching long lesson plans, generally five long lesson plans per subject/block of time ***and upon agreement by the cooperating teacher and field supervisor***, the clinical teacher will be allowed to choose a "short form" lesson plan for the remainder of clinical teaching.

Classroom Schedule

Complete one class schedule for your field supervisor. This is a copy of your cooperating teacher's daily schedule for class instruction. Submit this schedule immediately in order to assist the field supervisor in scheduling observations.

Weekly Tasks and Time Record

Self-reflection is an important part of the clinical teaching experience. Through regular reflections and tasks submitted to the Clinical Teaching Course in Blackboard, the clinical teacher will assess his or her growth as a teacher and learner, complete weekly tasks, as well as reflect upon how to refine and expand teaching skills, classroom management techniques, and professional growth.

The clinical teacher will submit weekly tasks and weekly time records each **Friday**. The clinical teacher will provide a weekly update to the field supervisor through email but does not need to provide the weekly task to the field supervisor unless requested by the field supervisor.

Clarification of Terms on Time Record section of the **SAGU Clinical Teacher Time Log**:

- Observation - The time spent watching teachers at work.
- Teaching - The time spent doing such things as giving individual help, giving instructions, working with small groups, guiding learning experiences, as well as having complete charge of a class.
- Preparation - The time spent in preparation for classroom teaching.
- Related Activities - The time spent in activities such as the following: assemblies, extracurricular activities (sports, open house, etc.), grading papers, homeroom duties, record keeping, staff meetings, putting up bulletin boards, study hall supervision, etc.

Resume

Clinical teachers are expected to meet with the Career Development office to develop a professional resume.

Additional Expectations

Complete any requirements assigned by the field supervisor (i.e. lesson observation forms, self-assessment/reflection forms, lesson plans, classroom management plan, program/process evaluation, etc.) and submit these on the required date.

Classroom Authority

SAGU expects the clinical teacher to work within the context of the cooperating teacher's classroom and campus and accept that *the cooperating teacher has the ultimate responsibility* for what he or she may or may not do in the classroom. If the clinical teacher has concerns about the relationship with the cooperating teacher, these need to be discussed with the field supervisor. Clinical teachers must not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.

Campus Policies

Clinical teachers shall know and follow the policies of the campus to which they are assigned. Cooperating teachers are encouraged to prompt and coach their clinical teacher when necessary.

Arrive and depart the school site in accordance with the school's policy for all teachers (contract hours). Clinical teachers need to arrive early and stay late for all meetings, team planning, and/or preparation for class.

Required SAGU Meetings

Clinical teachers are required to attend all SAGU clinical teacher orientation and training sessions, block course meetings, career day, etc.

Deadline and Acknowledgement Requirements

SAGU Teacher Education keeps clinical teachers informed of important submission dates and deadlines. However, it is the clinical teacher's responsibility to meet deadlines when applying for graduation, exit exams, and certification.

CLASSROOM RESPONSIBILITY

Professionalism

As Christians entering the professional world, students are expected to adhere to the highest standards of personal and professional conduct. Not only do they represent SAGU in the community, but it is vital that they uphold their own Christian testimony. Clinical teaching is an opportunity to exemplify to students and fellow teachers the character of Christ. Display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession.

Cooperative and Acceptable Work Ethic

As a guest in the cooperating teacher's classroom, the clinical teacher shall listen and observe, question respectfully, and be available for regular planning and feedback sessions with the cooperating teacher.

Writing lesson plans or using the computer for personal reasons during class time is unacceptable. This time should be used to observe the cooperating teacher and work with students. Unless otherwise directed by the cooperating teacher and for instructional purposes, cell phones are to be turned off in the classroom and sending or receiving text messages or posting to social media sites is not allowed during the school day.

Perfect attendance is expected. More information on absences appears in the Policy section of this handbook.

Ethical Behavior

Clinical teachers should never compare students with others in the school nor get involved in gossip or negative conversations. Clinical teachers are not to discuss their personal lives or any aspect of their lives that could call their behavior into question with any student or teacher. This includes any information that may be posted on the Internet, such as (but not limited to) Facebook, Twitter, Instagram, etc. that could be detrimental to their character.

Clinical teachers must not discuss or post any concerns about the school, the district, the cooperating teacher, other school personnel, or the students in any way that could be interpreted as critical.

Clinical teachers are expected to be honest in and out of the classroom. Remember that a partial truth is still dishonest. Clinical teachers are expected to do what they know to be Biblically right all the time and take responsibility for their actions in and out of the classroom.

Confidentiality

According to FERPA guidelines, confidentiality regarding students' information and information about parents of students must be maintained. The clinical teacher is expected to know the campus policy on the use of confidential information that may be obtained through student records, conversations, or other sources.

There are often parents and community members volunteering in the schools.

Conversations in the workroom, hallways, and the lounge must be professional. SAGU Teacher Education highly recommends that you share information with parents about a student only in the presence of the cooperating teacher and with their permission.

Dress Code

Clinical teachers are expected to present a professional appearance that reflects the transition from college student to educator. Clinical teachers should exhibit professionalism in dress and grooming at all times. Good grooming is part of your professional identity and Christian witness.

Clinical teachers must identify and dress in accordance with the SAGU and the assigned school's dress code. Jeans, t-shirts, and sweatshirts may only be worn on a day approved by the school for such attire.

Electronic Media Policy

Electronic media includes all forms of social media, such as text messaging, instant messaging, email, blogs, chat rooms, video-sharing websites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and web-based applications.

Clinical teachers' use of electronic media to communicate with students in their assigned placements for social reasons is prohibited.

Under no circumstances should a SAGU clinical teacher post photos or videos of classroom students on-line or in a public forum.

If a SAGU clinical teacher chooses to use a social network site or similar media for personal purposes, the SAGU clinical teacher is responsible for the content on that page. This includes any content added by the SAGU student, the student's friends, or members of the public who can access the student's page, as well as web links on the student's page. The SAGU student is also responsible for maintaining privacy settings appropriate to the content. Failure to adhere to the content listed in the classroom responsibilities section of this document could result in termination of clinical teaching, loss of school credit, and/or removal from the Teacher Education Program or from SAGU.

TEXAS EDUCATION CODE OF ETHICS

Clinical teachers have a responsibility to perform their duties in an ethical and professional manner just as certified teachers in the classroom do. All pre-service teachers are required to uphold all aspects of the Texas Education Code of Ethics which can be found at: www.tea.texas.gov/Texas_Educators/Investigations/Educators_Code_of_Ethics/

CLINICAL TEACHING POLICIES

Professional Liability

- The Clinical teacher is entitled to the same protection of law as the cooperating teacher and the principal in the school where he or she is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students' protection does not apply to the operation or use of any motor vehicle.
- Administering medicine to any student is not permitted at any time. Even if the cooperating teacher gives approval, the clinical teacher must decline and cite university policy as the reason for doing so.
- Clinical teachers are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
- Corporal punishment administered by the clinical teacher (even in the mildest form) is not permitted at any time. Clinical teachers are instructed to be careful of physical contact with students at all times. The cooperating teacher should discuss school policy regarding this issue with the clinical teacher, but it is ultimately the responsibility of the clinical teacher to know and abide by the school's policy.
- In the weeks before the clinical teacher assumes total instructional responsibility, he or she should not be left alone in the classroom on a regular basis. The cooperating teacher and the clinical teacher should agree regarding the clinical teacher's readiness to handle the teaching assignment and classroom behavior before the clinical teacher is left alone. In all situations, the length of time the cooperating teacher is out of the classroom should be brief early in the experience but increase over time as gradual release of the classroom to the clinical teacher becomes necessary. It is important that a clinical teacher manage classroom behavior and has a firm understanding of the classroom management expectations before being left alone. Even during the final weeks of clinical teaching, the cooperating teacher can remain in the classroom part of the time. He or she is never excluded from the classroom while mentoring the clinical teacher.
- The clinical teacher shall not be left alone on a playground or field trip with a group of students without a certified teacher nearby.
- SAGU Teacher Education has not provided the clinical teacher with liability insurance. SAGU Teacher Education requires that all clinical teachers obtain liability insurance coverage offered through organizations such as, but not limited to, ATPE. Clinical teachers are given the opportunity to enroll during orientation.

Substituting

If the cooperating teacher is absent during the semester, the school administrator is required to hire a substitute teacher. Depending on the clinical teacher's ability, he or she may accept total responsibility for instruction while the substitute teacher is in the room if the cooperating teacher is absent.

Clinical teachers cannot be pulled from their placement to serve as a substitute teacher for the campus.

Field Trips

Clinical teachers may assist with the planning and chaperoning of field trips for his or her assigned class in conjunction with the cooperating teacher. Clinical teachers may not drive his or her personal vehicle to carry students on a field trip.

Clinical Teacher Absences

Perfect attendance is expected during clinical teaching. If the clinical teacher must be absent, the following restrictions apply:

General Requirements

The Texas Education Agency mandates the number of days a clinical teacher shall be in the classroom. Therefore, days missed will be made up after the last official day of clinical teaching, regardless of the reason, unless the cooperating teacher, field supervisor, and/or education department chair approve another arrangement.

If a clinical teacher cannot avoid an absence, the clinical teacher is responsible for immediately notifying the following individuals on each day of the absence (before the beginning of the school day):

- Cooperating Teacher
- Field Supervisor
- Teacher Education Communication Coordinator or Department Chair (as needed)

Failure to notify may result in the termination of the clinical teaching assignment.

An **Absentee Form for Clinical teachers** (Appendix, SAGU webpage) must be submitted prior to an absence for personal reasons and the first day back from an emergency absence. Clinical teachers must submit an absentee form for days left early due to an unforeseen circumstance.

If a clinical teacher must leave the assigned campus during school hours, the clinical teacher is also responsible for notifying the appropriate individuals and submitting an Absentee **Form for Clinical teachers** (Appendix, SAGU webpage).

The clinical teacher must be present in the school for the entire teaching day (exceptions are made to attend required SAGU meetings) and follow the faculty handbook of the school for the times they are to report and leave school. **Lateness and leaving early is inexcusable.**

If at any time, in the judgment of the cooperating teacher, field supervisor, or department chair, *the clinical teacher's absences are excessive (more than three), the clinical teaching assignment may be terminated.* A doctor's note is required for a clinical teacher's absence due to illness for 3 or more consecutive days.

Participation in college sports is not permissible. Students who are wanting to complete their eligibility will be required to delay clinical teaching until there is no interference in the clinical teaching placement and responsibilities.

Absences Due to Personal Business

- TExES Exams: Clinical teachers are expected to take their TExES exams prior to the clinical teaching semester. However, in rare AND APPROVED cases, clinical teachers may need to schedule their TExES exams during clinical teaching. Exams shall be scheduled after school hours, during school holidays, or Saturdays. If an exam must be scheduled during a school day, the clinical teacher must gain approval from his or her field supervisor and TExES Coordinator prior to test registration. In this instance, *the clinical teacher will be*

required to submit an absence from duty form and make up the absence.

- Interviews: Absences for interviews should be limited, approved by the field supervisor and/or Teacher Education Department Chair, and must be made up.
- Other: Clinical teachers who are absent due to any other personal business must receive prior approval and must make up the absence.

Failure to adhere to the content listed in the clinical teaching policies section of this document could result in termination of clinical teaching, loss of school credit, and/or removal from the Teacher Education Program or from SAGU.

Calendar

Clinical teachers will follow the calendar of the school district in which they are assigned. If the district has a holiday and SAGU is in session, the clinical teacher will have a holiday unless the field supervisor schedules a meeting or seminar. If the school has scheduled professional development days, the clinical teacher is required to participate unless specifically requested not to by the district or campus.

Clinical teachers' active participation in all school-related functions that cooperating teachers are expected to attend ensures they are taking advantage of the opportunity to learn. Examples include (but not limited to):

- Staff meetings
- Parent and teacher meetings (i.e. ARD meetings)
- Student performances or athletic events in which the cooperating teacher is involved
- Meetings of school clubs sponsored by the cooperating teacher
- In-service meetings

Inclement Weather

In case of inclement weather closures or late starts, clinical teachers' follow the hours and calendar of the district in which they are assigned.

- If the district is closed or starts late due to inclement weather, the clinical teacher is expected to adhere to his or her assigned district's expectations for staff, even if SAGU continues to hold classes.
- If SAGU implements a closure or late start, but the clinical teacher's district does not, the clinical teacher must comply with the district's expectations.
- **Any days missed due to school being canceled will be made up if the district's weather make-up day occurs after the last day of clinical teaching.**

If the district's "weather day" falls within the clinical teacher's official university semester and the district is in session because of previous bad weather, the clinical teacher will attend that day.

Outside Responsibilities

Outside activities (e.g., employment, personal sports (Not SAGU), ministry, or student organizations) must be held to a minimum during clinical teaching. Students are not permitted to maintain SAGU sports participation. During this semester, your first responsibility is to the students you teach. Outside responsibilities must not interfere with your clinical teaching responsibilities. The field supervisor or SAGU Teacher Education

Department Chair may address conflicts that arise, and termination of extracurricular activities may be required. *No clinical teacher will be excused to leave early for personal activities and obligations.*

SAGU Teacher Education Authority

Clinical teaching is a process designed for clinical teachers to learn, improve, and grow as a professional educator. The success of the clinical teaching semester will depend on the cooperative efforts of the clinical teacher, cooperating teacher, and the field supervisor. If a clinical teacher encounters difficulties, he or she should schedule a time to discuss his or her concerns with the cooperating teacher. *Successful completion of clinical teaching requires a Statement of Proficiency signed by each Cooperating Teacher and Field Supervisor.*

Should the problem or concern occur with the clinical teacher, the cooperating teacher must contact the field supervisor to discuss his or her concerns. The field supervisor will schedule a meeting with the clinical teacher and/or cooperating teacher to discuss the concerns and collaboratively construct a plan of action, or **SAGU Clinical Teacher Growth Plan** (Appendix, SAGU webpage), to address the situation.

If the problem or concerns persist, the field supervisor and SAGU Teacher Education Department Chair will jointly recommend options to the clinical teacher, which may involve removal from clinical teacher placement.

There may be situations where immediate removal of the clinical teacher is necessary. This determination is made by the cooperating teacher, field supervisor, and/or principal and the SAGU Teacher Education Department Chair. A growth plan is always preferable but may not be appropriate depending on the nature of the removal. Some actions may be subject for student conduct review by SAGU. See Dismissal Policy for additional information.

Growth Plan

When immediate removal is not necessary but when adequate progress is less than what should be demonstrated at any given point in the clinical teaching experience, corrective actions should be suggested, and progress re-evaluated. The field supervisor, with the help of the cooperating teacher, will assess the clinical teacher's progress and develop a growth plan. These steps will be followed to establish expectations for the clinical teacher and a timeline for demonstration of expected behaviors.

Initial Stage

The clinical teacher is observed to have performance or dispositional weaknesses. The field supervisor and cooperating teacher maintain documentation on the issues of concern. The field supervisor will initiate a discussion of these issues with the clinical teacher and cooperating teacher. A written action plan, **SAGU Clinical Teacher Growth Plan** (Appendix, SAGU webpage), with a timeline will be developed by the clinical teacher, cooperating teacher, and field supervisor. This growth plan, along with other relevant information, will be shared with the SAGU Teacher Education Department Chair. A fourth observation is required.

The **SAGU Clinical Teacher Growth Plan** will implement one or more of the following strategies:

- Daily, detailed lesson plans using the **SAGU Lesson Plan Template** (Appendix,

SAGU TE webpage) will be constructed and submitted to the cooperating teacher and field supervisor at least five days prior to lesson delivery for feedback and approval

- Co-teaching by the cooperating teacher and/or field supervisor
- Extended period of full-time classroom teaching
- Extended period of the clinical teaching semester is possible
- Increased formal observations
- Unannounced supervisory visits from the field supervisor and/or SAGU Teacher Education Department Chair

If the clinical teacher satisfactorily responds to the **SAGU Clinical Teacher Growth Plan** in the timeline provided, the field supervisor and cooperating teacher may provide a proficiency statement and a passing grade will be given to the clinical teacher for the clinical teaching semester. Certification will be supported.

If the clinical teacher does not respond appropriately to the growth plan, the process will move to the final stage.

Final Stage

If deemed necessary by the field supervisor (after the Initial Stage proves inadequate **and** if time allows), a conference will be scheduled with the clinical teacher, field supervisor, and SAGU Teacher Education Department Chair to discuss the concerns and a plan of action. The cooperating teacher may be invited to participate in this meeting.

Documentation will be shared and discussed. Examples of documented evidence may include, but not limited to:

- Observations by the cooperating teacher or field supervisor with notes on performance deficiencies, i.e. weak content knowledge, poor planning, ineffective pedagogy, etc.
- Record of dispositional issues, i.e. failure to establish a rapport with students, inability to fit into the school professional community, and/or unprofessional behavior.
- **SAGU Clinical Teacher Growth Plan** developed in the initial stage.
- The clinical teacher's evidence of efforts to be successful in the placement. Examples may include lesson plans, student work, and/or professional development.

When the Clinical Teacher is not successful in the clinical teaching placement, he or she has two options available:

Option 1: Repeat Clinical Teaching

The clinical teacher will receive a grade of NC (No Credit) for the current placement. The following steps shall be taken and clearly documented:

1. The Teacher Education Department Chair will convene a meeting with the Field Supervisor and the Clinical Teacher to discuss options.
2. The student shall apply in writing to the Teacher Education Committee to repeat clinical teaching the following semester. This written letter must be sent to the Education Department Chair five days prior to the ending of the current semester of clinical teaching.
3. If given approval from the Teacher Education Committee, the student will be placed in a different school with a qualified cooperating teacher. The Teacher Education

Communication Coordinator will procure a repeat placement the following semester. The SAGU Teacher Education Department Chair in consultation with the current field supervisor will decide if a new field supervisor will be assigned to the student for the new placement.

4. All Clinical Teachers who repeat clinical teaching will be placed on a growth plan beginning at the start of the new placement. The Growth Plan process will be followed as stated above.

5. At the conclusion of the established growth plan timeline, a conference is scheduled to evaluate the clinical teacher's performance and/or professional behavior. Complete documentation of the process must be filed with the SAGU Teacher Education Department.

6. The Field Supervisor and Cooperating Teacher will provide one of the following:

- A proficiency statement and recommendation for certification with a positive response to the second clinical teaching semester
- A non-proficiency statement to the second clinical teaching semester. This will terminate the student from clinical teaching and remove the student from the program.

A follow-up letter will be sent to the clinical teacher outlining the on-campus meeting and decision made by the professionals involved regarding the future placement.

Option 2: Change Degree Plan

The clinical teacher will receive a grade of NC (No Credit) for the current placement. After an unsuccessful clinical teaching placement, the student can decide to change their degree to possibly graduate in the current semester. Students will need to contact the Registrar's office to determine eligibility for graduation.

Dismissal Policy

In some instances, a clinical teacher may be dismissed from the current clinical teaching placement. Dismissal would be the final action after the cooperating teacher and field supervisor have worked with the clinical teacher to change his or her deficiencies and remediate the clinical teaching experience demonstrated by proficiency documentation.

Immediate dismissal may also occur upon request from the school district, campus administrator, or Cooperating Teaching requesting that a clinical teacher be removed from the classroom or school campus. *Immediate dismissal can occur with or without placing a clinical teacher on a growth plan.* A request by the school district, campus administrator, or Cooperating Teaching will result in an immediate dismissal with no additional placement opportunities. This will also result in automatic removal from the SAGU Teacher Education Program. **There is no appeal process when students are immediately dismissed from clinical teaching.**

A clinical teacher is also automatically assigned a non-proficiency status as the result of a dismissal. According to the Texas Administrative Code Title 19, Chapter 228 (C2iii), it states, "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." This is accomplished when the clinical teacher receives a proficiency statement from both the field supervisor and cooperating teacher.

Appropriate documentation in the following areas could lead to dismissal:

- Unprofessional conduct
- Poor interpersonal relationships
- Lack of organizational and planning skills
- Poor communication (oral and/or written) skills
- Poor use of appropriate teaching strategies
- Poor attendance
- Excessive tardiness
- Unacceptable completion of minimum requirements
- Unauthorized release or discussion of confidential records
- Unprofessional appearance and/or inappropriate hygiene
- Criminal charges
- Dishonesty
- Failure to improve in the classroom
- Failure to follow directives from the Teacher Education Department Chair

Procedures to be followed after a dismissal from the clinical teaching semester are as follows:

1. A meeting with the clinical teacher, field supervisor, and SAGU Teacher Education Department Chair will be held to discuss the serious concerns and the final decision. Documentation is shared and all voices are heard. The cooperating teacher may be present at this meeting.
2. A **Dismissal from Clinical Teaching** form is completed by the field supervisor, signed by the clinical teacher, field supervisor, and SAGU Teacher Education Department Chair and

placed in the clinical teacher's file. This form will state the non-support of the continuation in the certification program and the student will be removed from the SAGU Teacher Education program.

3. The clinical teacher will meet with the registrar to apply for a change of degree to Pre-Professional or Interdisciplinary Studies.

4. A follow-up letter will be sent to the clinical teacher from the SAGU Teacher Education Department Chair outlining the on-campus meeting and the protocol involved in the termination stage.

SAGU Teacher Education Post-script:

In all deliberations involving a clinical teacher exhibiting serious concerns in performance or ethics, the well-being and academic future of both the clinical teacher and potential students are taken into consideration. A career educator will impact hundreds of students in very important and lingering ways. SAGU Teacher Education is committed to certifying competent and skilled educators of high integrity. The reputation of SAGU rests upon the performance of our graduates.

Student Appeal Process

There is no appeal to the dismissal of a student from clinical teaching, only removal from the Teacher Education Program. Clinical Teachers who have been removed from the Teacher Education Program, have seven (7) business days from the date of the dismissal letter and/or email. The candidate's written appeal letter should be sent to the SAGU Teacher Education Department Chair who chairs the committee. The SAGU Teacher Education committee has the final decision regarding the status of program candidates. The complaint policy is posted on the SAGU Teacher Education website.

DISPOSITION STATEMENT

Dispositions are an important component of teacher preparation. According to the Council for the Accreditation of Educator Preparation (CAEP), they are defined as the "professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." Pre-service teachers at SAGU are expected to develop and practice these attitudes, values, and beliefs throughout their preparation as professional educators.

Professional Dispositions for Teaching

1. Exhibit sound and professional judgment by the following established field supervisor or public school policies when interacting with peers, students, parents, or members of the community.
2. Maintain confidentiality of student records, correspondence, and conversations.
3. Use emotional and social self-control and self-determination during personal interactions.
4. Demonstrate professional appearance by following SAGU dress code and appropriate hygiene.
5. Maintain an appropriate professional teacher-student and teacher-parent relationship.
6. Demonstrate positive attitudes toward the profession, students, parents, other educators, etc.

7. Demonstrate ethical behavior as defined by the Texas Educator Code of Ethics.
8. Exhibit a code of conduct that includes honesty, integrity, and cooperation related to tests, assignments, and interactions with SAGU professors.
9. Collaborate with peers, students, faculty, parents, and administration to seek solutions to problems.
10. Demonstrate an ability to work with diverse individuals.
11. Exhibit qualities of a lifelong learner through academic preparedness, professional development opportunity participation, and course requirement completion.
12. Exhibits competence and professionalism in oral, written, and electronic communications.

CLASSROOM MANAGEMENT

It is normal for clinical teachers to be concerned about classroom management. During the beginning week of the assignment, clinical teachers shall meet with their cooperating teachers to discuss the campus/classroom discipline plan and how it is to be carried out by the clinical teacher.

Clinical teachers may not participate in administering corporal punishment to students, nor may they serve as witnesses as staff members administer corporal punishment.

Some of the following measures may help build the type of teacher-pupil relationship that prevents management problems.

- Establish a climate that promotes fairness and respect for each student.
- Seek to attain a high degree of participation.
- Learn and make use of names quickly.
- Be alert and redirect inappropriate, off-task or disruptive behavior promptly and consistently.
- Encourage self-discipline and self-directed learning in the classroom, corridors, and lunchroom.
- Exhibit poise, dignity, and calmness at all times.
- Stop little things before they gain momentum.
- Be warm and friendly but be firm.

CERTIFICATION

Clinical teachers are required to take TExES exams prior to clinical teaching. The Clinical Teacher is recommended for certification upon successful completion of the SAGU Teacher Education Program, including clinical teaching and passing all TExES exams. To begin the process, clinical teachers shall apply for certification online and contact the SAGU Certification Officer in the SAGU Teacher Education Department. Individuals desiring to teach in accredited public and private schools in Texas must be certified through the Texas Education Agency. The administrative functions for the certification process are conducted by the Educator Certification and Standards Division at Texas Education Agency (TEA).

TExES

A passing grade on all TExES exams for the student's area of certification is required for teacher certification. Once all requirements for initial certification are completed (which includes graduation), the clinical teacher can request a test "by examination only" for a second teaching field.

Employment Opportunities in Education

Students should begin to consider employment possibilities toward the end of their junior year or at the beginning of their final year of preparation in teacher education. SAGU's Career Development provides a wide range of services to prospective graduates and graduates, including assistance with career planning and employment in school and non-school settings. See the **Appendix** of this handbook for sample interview questions.

Take Clinical Teaching Seriously

Remember, this experience is one of the most important of your college career. Give it your best effort. You must take responsibility for your teaching career by completing this experience successfully. Be sure to always communicate with both your cooperating teacher and your field supervisor. If you encounter any serious problems, inform your field supervisor immediately.

Transfer to another EPP

There might be a time when the candidate wants to transfer to another Education Preparation Program (EPP). The candidate must be in **good standing** with the SAGU Teacher Education Program. Good standing means the candidate has:

- No outstanding financial responsibility due to SAGU
- No poor conduct review or pending review
- Not been removed from Clinical Teaching

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

Your cooperating teacher will be your day-to-day mentor and guide through the clinical teaching process. The following section provides guidelines and expectations for the cooperating teacher.

Welcoming the Clinical Teacher

- Establish a positive and trusting relationship through early conversations.
- Introduce the clinical teacher to the students on the first day. Have him/her tell the class about him/herself.
- Introduce him/her to the school staff – other teachers, office staff, etc.
- Provide a workspace in the classroom that the clinical teacher can consider his/her own.

Providing the Clinical Teacher Orientation

Share information about campus/classroom processes and procedures and student information. Complete the **Agreement of Expectation Form (Appendix, SAGU TE webpage)** upon the initial meeting. During the completion of the **Agreement of Expectation Form**, coverage of many of the following issues will occur.

- Provide copies of textbooks and other print material, as well as access to online resources.
- As allowed by the district technology policy, access to electronic lesson plan templates, gradebooks, etc.
- Provide instruction or model the use of electronic lesson plan templates, gradebooks, etc.
- Discuss the daily class schedule and how classroom time and space is arranged.
- Cover any classroom procedures, such as restroom passes and class helpers.
- Discuss the campus discipline management plan and classroom behavior management system.
- Discuss staff hours, morning check-in, lunch options, workroom use, and other staff expectations.
- Provide access to the teacher handbook, student handbook, and other appropriate campus policy resources.
- Include the clinical teacher in team meetings, faculty meetings, and professional development events. If appropriate, include the clinical teacher in parent conferences and ARDs.
- Establish communication routines with the clinical teacher.
- Develop a regular schedule for planning and addressing questions and issues.
- Discuss expectations for phone calls and emails. (i.e. when it is too late to call; whether text messages will be accepted, etc.)
- Provide routine communication about school events. (book fairs, pep rallies, etc.)
- Clinical teachers will send home an introductory letter to parents. Please review/approve the letter and facilitate principal approval if required.

Encouraging the Clinical Teacher

- Reassure and support the clinical teacher as he/she begins to assume instructional responsibilities.
- Encourage creativity and different teaching strategies.
- Provide an environment conducive to trying something new, supported through encouragement and guidance.

Mentoring the Clinical Teacher

During the first week or two of clinical teaching the clinical teacher is required to observe the cooperating teacher.

- Schedule time to discuss what he/she is observing and experiencing.
- Clinical teachers are usually most apprehensive about behavior management. Discuss situations as they arise and talk about how the behavior management system applies. Utilize “think-alouds” to talk through decision-making. Guide the clinical teacher to anticipate/prevent potential problems.
- Discuss how instructional delivery decisions are made. Use think-alouds to work through the planning process.
- Let the clinical teacher see that teachers make mistakes, too. Talk about how adjustments are made.
- As areas for improvement are identified, provide positive and constructive feedback as specific as possible to help the clinical teacher clearly understand expectations.

Guiding the Clinical Teacher to Assume Instructional Responsibility One of the major goals of the clinical teaching experience is for the clinical teacher to assume full responsibility of the classroom for at least 4 weeks. (See **Timeline for Teaching, Appendix, SAGU TE webpage**).

Planning Together

To guide the clinical teacher’s progress toward self-planning and teaching, regularly and cooperatively plan together – one session at the beginning of the semester followed by weekly and/or daily sessions. Facilitate planning time with other teachers if shared planning occurs. Provide the clinical teacher with a copy of weekly plans to help him/her see the big picture – especially during the first weeks while he/she is becoming acquainted with classroom expectations.

Agreement of Expectation/Timeline of Teaching Release of Responsibility Using the **Agreement of Expectation (Appendix, SAGU TE webpage)**, jointly develop a schedule of how the clinical teacher will assume instructional responsibility. Tasks should be assumed as he/she exhibits readiness to do so.

Discuss ways to work together during the clinical teacher’s full-time teaching time. This may include co-teaching and/or the cooperating teacher being present to facilitate classroom management while still providing the clinical teacher with “space” needed to exercise his/her independence. However, clinical teachers are expected to assume *total responsibility* of the instructional day.

Lesson Plans

Clinical teachers are required to develop and submit lesson plans as directed by their field supervisor and the SAGU Teacher Education Department. Clinical teachers have been provided with the **SAGU Lesson Plan Template (Appendix, SAGU TE webpage)** format

for constructing lesson plans. The purpose of the **SAGU Lesson Plan Template** is to:

- Assist in organizing the thinking processes while designing an effective lesson.
- Build the clinical teacher's confidence in teaching a lesson in a sequential manner.
- Provide a tool for communicating lesson plans to the cooperating teacher and field supervisor.

SAGU Teacher Education has also familiarized clinical teachers with other lesson plan formats, i.e. 5E Model, Madeline Hunter Model, mini-lesson, etc. However, during the clinical teaching process, SAGU Teacher Education could require the following for constructing lesson plans:

- Using the **SAGU Lesson Plan Template (Appendix, SAGU TE webpage)**, the clinical teacher will write and submit the lesson plan to his or her cooperating teacher at least **two days** prior to teaching it in order to gain constructive feedback for revisions and ultimate success.
- As the clinical teacher assumes more responsibility, lesson plans must be prepared and presented to the cooperating teacher **no later than Friday** prior to teaching.
- After a consistent demonstration of success in writing and teaching long lesson plans, generally five long lesson plans per subject/block of time and **upon agreement by the cooperating teacher and field supervisor**, the clinical teacher will be allowed to choose a "short form" lesson plan for the remainder of clinical teaching.

Observing and Evaluating the Clinical Teacher

Informal Observations

Informally observe the clinical teacher on a daily basis. Take note of strengths and areas for improvement. Regularly provide feedback and time for discussion exchanges.

Formal Observations

If the clinical teacher is in a **single placement**, formally observe the clinical teacher **twice** before the final evaluation by the field supervisor. If the clinical teacher is in a **dual placement**, each cooperating teacher will formally observe the clinical teacher **once**. These observations should be announced ahead of time with written feedback and time for discussions of strengths and suggestions for improvement. Provide final evaluation form to the field supervisor.

All formal observation forms must be submitted to the SAGU Teacher Education Department either by mail or electronic submission. Observation forms may also be given to the SAGU field supervisor for submission. Please mail to: SAGU Teacher Education, 1200 Sycamore St., Waxahachie, TX 75165.

ROLES AND RESPONSIBILITIES OF THE FIELD SUPERVISOR

Clinical teacher field supervisors have extensive experience in observing, mentoring, and training, with an enthusiasm for working with pre-service teachers. They serve as a liaison between the school and the university to create the best possible clinical teaching experience for SAGU Teacher Education students. Supervisor duties encompass working with clinical teachers within the district/campus environment, providing external support and training, and completing all required documentation. Their responsibilities are highlighted below.

Mentorship

Meet with each clinical teacher at the required orientation or before to share contact information and plans for meetings.

Formally observe each clinical teacher at least three times during the semester.

- Share expectations for the observation with the clinical teacher prior to each observation.
- Hold an interactive conference with the clinical teacher to discuss strengths and specific strategies to address areas for improvement. This includes the pre- and post-conferences.
- Provide the clinical teacher with documentation containing strengths and areas for improvement for each observation.
- Ensure paper or electronic copies of observations are provided to the cooperating teacher and principal. Supervisors may ask their clinical teachers to make these copies and deliver them to the cooperating teacher and principals.
- Provide opportunities for clinical teachers to reflect on their performance during observation conferences and regular reflection assignments.

Communication

Provide multiple means for communication with the clinical teacher (email, phone, text message) and offer guidelines for contact. Pre and post observation conferences provide situations for more significant discussions to occur.

Respond to clinical teachers' communications within two school/business days.

Contact each cooperating teacher within the first two weeks of the assignment to clarify Cooperating Teacher responsibilities, information, answer questions, and share contact information.

Maintain contact with the cooperating teacher on the growth of the clinical teacher. If any issues arise, document the steps the cooperating teacher has taken to correct problems of the clinical teacher. If issues persist, discuss action steps with the clinical teacher in order to help the clinical teacher be successful.

At times, the field supervisor may have to place a clinical teacher on a growth plan. If this occurs, a fourth evaluation shall take place. Contact the SAGU Teacher Education Department Chair to set up a meeting between the department chair, clinical teacher, and field supervisor. See Growth Plan section of this handbook for more information.

Other Responsibilities

Support clinical teachers by responding to their needs, helping them to solve problems and acting as their advocate. Document each interaction by maintaining a communication log with the clinical teacher and other contacts, starting from the first of the semester. *It is critical that dates, times, and incidences be documented in case any action is to be taken.*

Obtain a weekly update from the clinical teacher and respond to concerns as necessary.

Any problems that warrant moving a clinical teacher's placement after the beginning of the semester must be discussed with the SAGU Teacher Education Department Chair.

SAGU Clinical Teacher Handbook Appendix

APPENDIX

Clinical Teacher Checklist

Clinical Teaching Experience Checklist

SAGU Clinical Teaching Timeline—Single Placement

SAGU Clinical Teaching Timeline—Dual Placement

SAGU Agreement of Expectation--Single Placement

SAGU Agreement of Expectation--Dual Placement/First Placement

SAGU Agreement of Expectation--Dual Placement/Second Placement

Absence from Duty Form for Clinical Teachers

Sample Interview Questions

SAGU Lesson Plan Template

Clinical Teacher Weekly Reflection Forms

SAGU Clinical Teaching Growth Plan

Acknowledgement of Clinical Teaching Handbook

NOTE: This handbook is a PDF. Therefore, all forms contained in this appendix are in PDF form. These forms can also be accessed on the SAGU Teacher Education webpage at www.sagu.edu/teachereducation or by contacting the SAGU Teacher Education department.

Clinical Teacher Checklist

- Read and review the SAGU Clinical Teacher Handbook
- Register for and take TExES exams
- Visit assigned classroom prior to first day of clinical teaching, if possible
- Attend mandatory SAGU Meetings
- Review the campus policies for your assigned campus
- Send introductory letter to parents by end of first week of clinical teaching
- Submit a copy of the Agreement of Expectation Form to Field Supervisor
- Submit a copy of your class schedule to your Field Supervisor
- Maintain an organized resource system for collected resources
- Complete and submit lesson plans as per your Field Supervisor's direction
- Create resume
- Apply for certification after completion of clinical teaching
- End of Clinical teaching

NOTE: Do not leave school each day until you are ready for the next day!

- Acknowledge each of your Field Supervisor's observations:

Observation 1 (date: _____)

Observation 2 (date: _____)

Observation 3 (date: _____)

Observation 4 (date: _____) (*ONLY IF GROWTH PLAN IMPLEMENTED*)

- Submit weekly Time Records and Tasks to blackboard and check in with your field supervisor.

Clinical Teaching Experience Checklist

The following are suggested orientation experiences and teaching activities. It is not essential to complete all the items listed, but efforts should be made to address those appropriate to your situation and grade or subject level. **Items with an asterisk* shall be completed. If participating in a dual placement, use first space for placement I and second space for placement II. Check each item when completed.

Orientation Experiences

Met building personnel:

- Principal*
- Secretary*
- Cooperating Teacher*
- Other Teachers
- Special Teachers
- Custodian
- Cafeteria Workers
- Other Staff

Located building areas:

- Toured the building*
- Examined curriculum material*
- Located library
- Observed playground area
- Observed lunchroom area
- Informed about copiers, projectors, etc.*

Discussion with Cooperating Teacher

School policy:

- Discipline*
- Daily Schedule*
- Safety Procedures*
- Injuries & Illness
- Absence

- Rules (Classroom & School)*
- Faculty Meetings
- Ethics/Legal Issues
- Purchasing & Budget
- School & Community Resources
- Social Media & Acceptable Use Policy

Room policy:

- Testing Practices*
- Transitions*
- Students with special needs/referrals*
- Housekeeping
- Record Keeping & Curriculum Records*
- Social and Work Climate
- Grouping
- Curriculum materials*
- Cultural & linguistic factors
- District standards/benchmarks*

Observation of Cooperating Teacher with Attention To:

- Lecture
- Use of textbook
- Discussion
- Media (videos)
- Whole class
- Small group
- Groups working simultaneously
- Individual student
- Disabled student
- Gifted student
- Use of information technology
- Budgeting time
- Questions
- Restatements & Reinforcement
- Experiment
- Interaction

Directions
Listening
Conclusions
Evaluations
Parent & Teacher communication

Planning Performance

- Submitted written plans for daily lessons to cooperating teacher in advance (according to teacher's request) so that revisions can be made if needed*
- Made long-range plans for units and full-time teaching

Teaching

- Taught one group in one subject
- Taught the whole class in one subject area
- Taught an individual student or small group with special needs
- Assisted in planning and conducting a field trip
- Taught the entire day for four or more weeks with full responsibility*

Other Activities

- Read quality literature
- Set up an interest area
- Collected material for Instruction Materials File
- Observed a resource room or special classroom
- Attended faculty meeting
- Attended professional meetings or in-services
- Observed a parent-teacher conference
- Attended open house/school assembly

Evaluation

- Evaluated performance with cooperating teacher*
- Assessed daily activities and learning with students*

SAGU Clinical Teaching Timeline

Single Placement

A standard experience requirement for the clinical teacher is to collaborate with the cooperating teacher and field supervisor to develop a timeline to reach the minimum four-week full time teaching responsibility experience. Curriculum, class organization, planning, student needs, and expectations vary among campuses, and these timeline guidelines should be adjusted to suit the placement. The clinical teacher and cooperating teacher, with collaboration from the field supervisor, may adapt this timeline to develop the best plan for the classroom and the clinical teacher's readiness.

The timeline is based on the clinical teacher assuming responsibility in instructional segments. These segments may be:

- Traditional content areas and/or class periods such as ELA, math, science, and social studies.
- Components of the day's schedule, such as guided reading, problem of the day, phonics/spelling, and writing workshop.
- Learning segments, such as calendar, read-aloud, Daily 5, letter of the week, writing center, and math.
- A combination of the above.

The method of assuming instructional responsibility also varies, depending upon the classroom structure and the readiness of the clinical teacher. However, the process for each instructional segment typically follows this sequence:

- Co-planning an instructional segment (cooperating teacher and clinical teacher collaborative planning)
- Independent planning and co-teaching above-mentioned instructional segment (clinical teacher plans segment, with oversight and mentoring from cooperating teacher; cooperating teacher and clinical teacher teach together)
- Independent planning and teaching above-mentioned instructional segment (clinical teacher planning and teaching; cooperating teacher mentoring and overseeing)

This process continues until the clinical teacher has assumed responsibility of all learning segments.

Below is a suggested timeline of clinical teacher responsibility over the course of a single 14-week placement.

Suggested Timeline for Single Placement Clinical teaching

Week	Activities/Responsibilities
1	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs
2	Observe CT teach; co-plan instructional segment 1
3	Observe CT teach; plan and co-teach segment 1; co-plan segment 2
4	Observe CT teach; plan and teach segment 1; plan and co-teach segment 2; co-plan segment 3
5	Observe CT teach; plan and teach 1 & 2; plan and co-teach segment 3; co plan segment 4
6	Observe CT teach; plan and teach 1, 2, & 3; plan and co-teach segment 4
7	Plan and teach all segments; assume full-day teaching responsibilities
8	Plan and teach all segments; assume full-day teaching responsibilities
9	Plan and teach all segments; assume full-day teaching responsibilities
10	Plan and teach all segments; assume full-day teaching responsibilities
11	Gradually reduce teaching load
12	Gradually reduce teaching load
13	Reduce teaching load to half; Begin transitioning classroom back to Cooperating Teacher
14	Teaching load reduces to zero; Observe other classes/grade levels; Complete all activities; Schedule summative evaluation with Field Supervisor
15	Teaching load reduces to zero; Observe other classes/grade levels; prepare for graduation.

SAGU Clinical Teaching Timeline Dual Placement

A standard experience requirement for the clinical teacher is to collaborate with the cooperating teacher and field supervisor to develop a timeline to assume instructional responsibilities. Curriculum, class organization, planning, student needs and expectations vary among campuses and these timeline guidelines should be adjusted to suit the placement. The clinical teacher and cooperating teacher, with collaboration from the field supervisor, may adapt this timeline to develop the best plan for the classroom and the clinical teacher's readiness.

The goal of the clinical teacher in the dual placement setting is to assume full-time teaching responsibility for at least two weeks during the first placement and likewise for the second placement.

The timeline is based on the clinical teacher assuming responsibility in instructional segments. These segments may be:

- Traditional content areas and/or class periods such as ELA, math, science, and social studies.
- Components of the day's schedule, such as guided reading, problem of the day, phonics/spelling, and writing workshop.
- Learning segments, such as calendar, read-aloud, Daily 5, letter of the week, writing center, and math.
- A combination of the above.

The method of assuming instructional responsibility also varies, depending upon the classroom structure and the readiness of the clinical teacher. However, the process for each instructional segment typically follows this sequence:

- Co-planning an instructional segment (cooperating teacher and clinical teacher collaborative planning).
- Independent planning and co-teaching above-mentioned instructional segment (clinical teacher plans segment, with oversight and mentoring from cooperating teacher; cooperating teacher and clinical teacher teach together).
- Independent planning and teaching above-mentioned instructional segment (clinical teacher planning and teaching; cooperating teacher mentoring and overseeing).

This process continues until the clinical teacher has assumed responsibility of all learning segments.

Below is a suggested timeline of clinical teacher responsibility over the course of a dual 14 week placement.

Suggested Timeline for Dual Placement Clinical teaching

Week	Activities/Responsibilities
1	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs; co-plan segment 1
2	Teach segment 1; co-plan segment 2 and 3; observe and assist CT when not teaching
3	Teach segment 1, 2, and 3; co-plan segment 4; observe and assist CT when not teaching (Should be responsible for half the teaching load)
4	Plan and teach all segments; assume full-day teaching responsibilities
5	Plan and teach all segments; assume full-day teaching responsibilities
6	Reduce teaching load to half; Begin transitioning classroom back to CT
7	Reduce teaching load to one-fourth; finish transitioning classroom back to CT
8	Teaching load is as zero; observe and assist CT as directed
Begin Second Placement	
9	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs; co-plan segment 1
10	Teach segment 1; co-plan segment 2 and 3;; observe and assist CT when not teaching
11	Teach segment 1, 2, and 3; co-plan segment 4; observe and assist CT when not teaching (should be responsible for half the teaching load)
12	Plan and teach all segments; assume full-day teaching responsibilities
13	Plan and teach all segments; assume full-day teaching responsibilities
14	Reduce teaching load to half; Begin transitioning classroom back to CT

15	Teaching load reduces to zero; Observe other classes/grade levels; Complete all activities; Schedule summative evaluation with Field Supervisor and prepare for graduation
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SAGU Agreement of Expectation

Single Placement

This agreement will serve as a vehicle for dialogue between the clinical teacher, cooperating teacher, and field supervisor. The agreement will also be a guide for planning throughout the semester.

1. The clinical teacher will be required to arrive on campus at _____ a.m.

2. ***IF*** all lesson plans, materials, etc. are prepared for the next teaching day, then the clinical teacher may leave campus at _____ p.m. (If the cooperating teacher chooses to work late and the clinical teacher's responsibilities are complete, then the clinical teacher may leave for the day.)

3. Duties of the clinical teacher, i.e. lesson plans due dates, recess duty, after school duty, etc. are as follows:

4. Formal observations of the clinical teacher *by the cooperating teacher*:

a. Observation 1 Date/subject:

b. Observation 2 Date/subject:

5. Classroom management system is as follows (If you allow the CLT to explore options, please state that here):

6. Classroom schedule (provide a copy for field supervisor)

7. Special activity dates, i.e. open house, conferences, etc.

8. Schedule for Taking Over the Classroom:

Week	Activities/Responsibilities
1	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs
2	Observe CT teach; co-plan instructional segment 1
3	Observe CT teach; plan and co-teach segment 1; co-plan segment 2
4	Observe CT teach; plan and teach segment 1; plan and co-teach segment 2; co-plan segment 3
5	Observe CT teach; plan and teach 1 & 2; plan and co-teach segment 3; co-plan segment 4
6	Observe CT teach; plan and teach 1, 2, & 3; plan and co-teach segment 4
7	Plan and teach all segments; assume full-day teaching responsibilities
8	Plan and teach all segments; assume full-day teaching responsibilities
9	Plan and teach all segments; assume full-day teaching responsibilities
10	Plan and teach all segments; assume full-day teaching responsibilities
11	Gradually reduce teaching load
12	Gradually reduce teaching load
13	Reduce teaching load to half; Begin transitioning classroom back to Cooperating Teacher
14	Teaching load reduces to zero; Observe other classes/grade levels; Complete all activities; Schedule summative evaluation with Field Supervisor
15	Teaching load reduces to zero; Observe other classes/grade levels; prepare to graduate

**SAGU Agreement of Expectation
Single Placement**

This agreement was completed on between _____ (CLT) and
_____ (CT).

Note: A copy of this agreement must be given to the field supervisor for approval.

Clinical Teacher Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

Field Supervisor Signature _____ Date _____

SAGU Agreement of Expectation

Dual Placement—First Placement

This agreement will serve as a vehicle for dialogue between the clinical teacher, cooperating teacher, and field supervisor. The agreement will also be a guide for planning throughout the semester.

1. The clinical teacher will be required to arrive on campus at _____ a.m.

2. **IF** all lesson plans, materials, etc. are prepared for the next teaching day, then the clinical teacher may leave campus at _____ p.m. (If the cooperating teacher chooses to work late and the clinical teacher's responsibilities are complete, then the clinical teacher may leave for the day.)

3. Duties of the clinical teacher, i.e. lesson plans due dates, recess duty, after school duty, etc. are as follows:

4. Formal observations of the clinical teacher *by the cooperating teacher*:

Observation 1 Date/subject: _____

5. Classroom management system is as follows (If you allow the CLT to explore options, please state that here):

6. Classroom schedule (provide a copy for field supervisor)

7. Special activity dates, i.e. open house, conferences, etc.

8. Schedule for Taking Over the Classroom:

Week	Activities/Responsibilities
1	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs; co-plan segment 1
2	Teach segment 1; co-plan segment 2 and 3; observe and assist CT when not teaching
3	Teach segment 1, 2, and 3; co-plan segment 4; observe and assist CT when not teaching (Should be responsible for half the teaching load)
4	Plan and teach all segments; assume full-day teaching responsibilities
5	Plan and teach all segments; assume full-day teaching responsibilities
6	Reduce teaching load to half; Begin transitioning classroom back to CT
7	Reduce teaching load to one-fourth; finish transitioning classroom back to CT
8	Teaching load is as zero; observe and assist CT as directed

SAGU Agreement of Expectation

Dual Placement—First Placement

This agreement was completed on between _____ (CLT) and _____ (CT).

Note: A copy of this agreement must be given to the field supervisor for approval. Clinical

Teacher Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

Field Supervisor Signature _____ Date _____

SAGU Agreement of Expectation

Dual Placement—Second Placement

This agreement will serve as a vehicle for dialogue between the clinical teacher, cooperating teacher, and field supervisor. The agreement will also be a guide for planning throughout the semester.

1. The clinical teacher will be required to arrive on campus at _____ a.m.

2. ***IF*** all lesson plans, materials, etc. are prepared for the next teaching day, then the clinical teacher may leave campus at _____ p.m. (If the cooperating teacher chooses to work late and the clinical teacher's responsibilities are complete, then the clinical teacher may leave for the day.)

3. Duties of the clinical teacher, i.e. lesson plans due dates, recess duty, after school duty, etc. are as follows:

4. Formal observations of the clinical teacher *by the cooperating teacher*:

Observation 1 Date/subject: _____

5. Classroom management system is as follows (If you allow the CLT to explore options, please state that here):

6. Classroom schedule (provide a copy for field supervisor)

7. Special activity dates, i.e. open house, conferences, etc.

8. Schedule for Taking Over the Classroom:

9	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs; co-plan segment 1
10	Teach segment 1; co-plan segment 2 and 3;; observe and assist CT when not teaching
11	Teach segment 1, 2, and 3; co-plan segment 4; observe and assist CT when not teaching (should be responsible for half the teaching load)
12	Plan and teach all segments; assume full-day teaching responsibilities
13	Plan and teach all segments; assume full-day teaching responsibilities
14	Reduce teaching load to half; Begin transitioning classroom back to CT
15	Teaching load reduces to zero; Observe other classes/grade levels; Complete all activities; Schedule summative evaluation with Field Supervisor and prepare for graduation

SAGU Agreement of Expectation

Dual Placement—Second Placement

This agreement was completed on between _____ (CLT) and _____ (CT).

Note: A copy of this agreement must be given to the field supervisor for approval. Clinical

Teacher Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

Field Supervisor Signature _____ Date _____

SAGU Absence from Duty Form

For Clinical Teachers

Clinical Teacher: _____

Cooperating Teacher: _____

Date(s) of absence: _____

If absence was for a partial day, what hours were missed?

To be completed the 1st day back from an emergency absence and given to field supervisor.

Emergency absence (unavoidable and unexpected, i.e. illness or accident) Reason for absence:

Date/time Cooperating Teacher was notified: _____

Date/time Field Supervisor was notified: _____

Obtain approvals and complete prior to absence for personal reason. Obtain these approvals as far in advance as possible. Give to Field Supervisor and SAGU Teacher Education Department prior to absence.

Personal need absence (planned in advance, i.e. interviews, doctor appointments)

Explanation of absence:

Date(s) made up: _____

Cooperating Teacher Approval: _____ Date: _____

Sample Interview Questions

Below are interview questions you may encounter when seeking a teacher position. Please contact SAGU Career Development office for further assistance.

Why do you want to be a teacher?

What skills would you bring to make the team/grade level better? What is your area of certification?

Do you have any experience in this area?

Did you enjoy that grade level?

What have you learned during your clinical teaching experience? Give an example of a teaching strategy that works best for you. What is your classroom management style?

How do you know what you want your students to know?

How do you know if they know it?

What are your strengths?

What are your weaknesses?

What motivates you?

What do you think children and/or young people like most about you? Define collaboration and provide examples of how you collaborated with other professionals.

If I came to your classroom, what would I see?

Why should I hire you?

Why do you want to work for this district?

How do you communicate with parents?

SAGU Lesson Plan Template

Name: Date: Grade Level/Subject:

Duration of lesson: Number of Days to Teach or Number of Minutes

1. TEKS/ELPS/CCRS (T-TESS1.1, 2.1)

- Include all of the following for the grade level identified:
 - TEKS-Texas Essential Knowledge and Skills
 - ELPS-English Language Proficiency Standards
 - CCMR-College, Career, and Military Readiness Standards
 - Technology Application TEKS

2. Instructional Objective/Student Learning Outcome (SLO) (T-TESS 1.1, 2.1, 2.5) ●

Measurable (formal or informal assessments)

- Observable
- Aligned to identified TEKS

3. Activating Prior Knowledge (T-TESS 1.3,1.4, 2.2, 2.3)

- Engaging activity that piques students' interest
- Examples: Oral statement, review activity, game, board work, appropriate technology application, introduction to the lesson, pre-assessment, etc.

4. Key Vocabulary (T-TESS 1.1, 2.2)

- Identify key vocabulary that will be addressed in this lesson

Academic Words (Tier 2)	Content Words (Tier 3)
List strategies you will use to embed vocabulary words into your instruction.	

5. Procedures/Activities/Explanations (T-TESS 1.1, 1.3, 1.4, 2.2, 2.3, 2.5)⁴⁷

A. Provide a script of what you will say for all procedures, activities, explanations, and transitions between each of the following lesson components.

B. Include any materials, resources, video/internet links, pictures, technology apps, etc. that will be used throughout your lesson.

C. Technology: True technology integration results in **student** creativity, innovation, collaboration, communication, research, information fluency, critical thinking, problem solving, decision-making, digital citizenship, and technology operations and concepts.

These concepts should be embedded throughout your lesson, support the learning objective, and engage students in the learning process.

- Explicit Instruction
 - Provide explanations, descriptions, examples, visuals, etc. of what is to be learned while checking for student understanding throughout the instruction.
- Modeling
 - Provide visual or sensory support related to the lesson.
 - Provide an oral model.
 - Provide pictures, maps, charts, dramatizations, demonstrations of process
- Integrate multicultural and student-centered components.
 - Frequent checks for understanding (individual and/or groups)
- Guided Practice
 - What initial practice of lesson skill or the follow-up activity, under direct supervision of the teacher will be used?
 - Requires observations of students to determine if they can do what is required. Implies that remediation and re-teaching are planned where frequent students errors occur.
 - Could include peer discussion, group work, learning centers
- Independent Practice
 - What practice of the skill concept of the lesson, without direct adult supervision will take place, when appropriate?

6. Assessment (T-TESS 1.2, 1.4, 2.1, 2.4, 2.5)

Assessment must be measurable and relate back to the objective. **Include any assessment materials or links that will be used to assess knowledge. Assessment materials may include, but not limited to:

- formal or informal assessments
- student work samples
- teacher observations
- classroom discussion
- exit tickets
- teacher/student conference
- performance/skill-based testing

7. Differentiation (T-TESS 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5)

Changes to content and performance expectations, or assessment of learning, to meet individual needs. Differentiation may occur in the following areas:

- Content
- Process
- Products
- Learning Environment

8. Closure (T-TESS 1.1, 1.4)

Any activity that supports the learning objective and sums up the learning process. The following can be part of the closure:

- Exit ticket
- Summary statement
- Questioning
- Reflection on learning
- Assessment (formal or informal)

Be sure to include a statement of continuance of learning in order to wrap up the day's learning. What did the students learn and how can it this learning be applied to future learning?

SAGU Clinical Teacher Weekly Communication for Field Supervisor Due every Friday

It's important for the clinical teacher to have frequent communication with their field supervisor. The CLT is required to send a weekly update to their FS.

The following questions should be addressed to the field supervisor.

1. Highlights of my week:

2. Challenges of my week: (personal concerns, pressures, ineffective methods of discipline or teaching strategies, time management problems, frustrations, etc.)

3. Short Term Goals for my Growth:

4. Self Evaluation: (record my growth, reactions and/or evaluation of what I observed or did, incorporation of new ideas, goals I met, etc.)

SAGU Clinical Teaching Growth Plan

Clinical Teacher _____ Date Initiated _____

Campus _____

Field Supervisor _____

Cooperating Teacher _____

Area(s) of Need:	Reasons for Needed Improvement

Plan for Improvement: List goals to address the area(s) of need, activities to support improvement in the area(s), how the improvement will be measured, and a timeline for achieving improvement. **SMART Goals:** Specific, Measurable, Attainable, Relevant, Time-based.

Goals* <i>"By (ID a specific time period) I will (ID how the practice will improve) and in so doing, the students will (ID how the students will benefit)."</i>	Activities/Resources <i>Outline the plan to show growth; list any support or resources needed.</i>	Measurement <i>How to determine whether goal was successful.</i>	Review <i>Checkpoint to determine improvement.</i>

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My field supervisor and I have discussed this plan.

Clinical Teacher Signature _____ Date _____

Field Supervisor Signature _____ Date _____

Teacher Education Dept. Chair _____ Date _____

Recommendation After Review:

Acknowledgement of Clinical Teaching Handbook

Name: _____

Field Supervisor: _____

My signature acknowledges that I have received, read, and fully understand the SAGU Clinical Teacher Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the handbook.

I also accept responsibility for contacting my supervisor if I have any questions, concerns, or need further explanation.

Signature _____ Date _____