



Clinical Teaching Handbook

2023 - 2024

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The purpose of the clinical teaching experience is to continue the integration of the students' in-class learning theory, methodology, and content in an extended school experience. Under the guidance of cooperating teachers, the clinical teachers will be given the opportunity to further develop their teaching skills through directed observation, active participation and finally, full days of teaching. These classroom experiences will give the clinical teachers a rich experiential background and reinforce the CTX student learning outcomes to prepare them for their teaching vocation. Clinical teaching is the vital link between coursework and local field experiences, and the first teaching position.

EDU 41200 Clinical Teaching consists of supervised observation, participation, and teaching experience in an elementary, middle, or high school classroom for at least 70 full days, as required by the state of Texas. Clinical teachers will follow the clinical teaching dates provided to them during the clinical teacher training. The Clinical teaching course is Pass/Fail. *Prerequisites: Admission to the Professional Semester in the Teacher Education Program.*

Responsibilities for Clinical Teaching

Clinical Teacher

- Participate fully in the clinical teaching experience as outlined in the following pages
- Create a folder in Google Drive that will act as your clinical teaching notebook and provide your university supervisor with access to it
- Submit all course assignments and documents to BBLearn (weekly reflections, observations, etc.) – *It is the clinical teacher's responsibility to make sure all required documents are signed and submitted to BBLearn by the due dates listed on the Clinical Teaching Checklist*
- Be prepared and attend school every day, following the regular teacher schedule, and make up any sick days (when the teachers are required to be there, you should be there too)
- Complete all certification/licensing requirements
- Make arrangements for **four supervisory visits** from your university supervisor. At least two days prior to each visit, share a copy of the lesson plan and set up a time for a pre-conference to go over the plan, etc. Make sure that the scheduled visit includes time for the 45-minute lesson that you will be teaching and time afterwards to debrief the lesson. Also plan to cover the class after your debrief if needed to give the supervisor and cooperating teacher time to debrief.

- Make yourself available to plan and debrief with your cooperating teacher before and after school and during planning periods as needed
- Accept constructive feedback and implement suggestions
- Demonstrate professionalism and confidentiality
- Inform the supervisor of any concerns with the placement conditions or uncomfortable arrangements
- Adhere to all Teacher Dispositions (see [Appendix D](#))

Cooperating Teacher

- Participate in orientation to CTX policies and procedures with the university supervisor and view the coaching video
- Work collaboratively with the university supervisor throughout the placement
- Collaborate with the clinical teacher to develop a tentative teaching calendar for the placement that will include at least ten consecutive days of full-time teaching
- Welcome the clinical teacher into the classroom
- Model, guide and support the clinical teacher - working side by side as a coach
- Offer suggestions and models for teaching on the coaching form*
- Model professional behavior
- Occasionally leave the room and give the clinical teacher total responsibility if/when face to face teaching is allowed
- Complete the *Formal Observation* form twice during each seven-week clinical teaching experience via DocuSign
- Complete the *Placement Summary* form at the conclusion of the clinical teaching placement with you via DocuSign
- *Provide regular feedback and debrief weekly (at a minimum) with the clinical teacher
- **Confer with the principal and contact the university supervisor immediately if you perceive that the clinical teacher's presence is detrimental to your students – you will remain the teacher of record throughout the placement**

**See Clinical Teaching Coaching Form ([Appendix C](#)) to record feedback and guide discussions*

University Supervisor

- Attend the Concordia university supervisor orientation, exchange information and schedule the first supervisory visit with your supervisee
- Contact and train the cooperating teacher on CTX policies and procedures within the first week of clinical teaching
- Maintain regular contact with the clinical teacher through informal visits, formal observations, weekly feedback on reflections, and ongoing electronic

communication

- Using a coaching model, provide regular feedback (both formal and informal) to the clinical teacher that promotes the clinical teacher's development (including feedback regarding what is working well and what needs to be adjusted)
- Periodically review the clinical teacher's log to confirm he/she is on-track to complete 70 full days by the end of the semester
- Keep an **electronic log** of all correspondence between clinical teachers/cooperating teachers/the university (about clinical teachers), as well as informal coaching and collaboration with the cooperating teacher. Email the log to the chair of the department at the end of the clinical teaching experience
- Conduct at least four supervisory visits with the clinical teacher during the clinical teaching experience – *Additional supervisory visits may be requested, and unscheduled supervisory visits may occur at any time if needed.*
- Each supervisory visit includes the following:
 - Pre-Conference with the clinical teacher (prior to the day of the observation)
 - Observation (Must be at least **45 minutes** in length)
 - Review of the clinical teacher's electronic notebook (log, lesson plans, etc.) shared in Google Drive
 - Conference with the cooperating teacher
 - Conference with the campus Principal (as needed)
 - Post-Conference with the clinical teacher that gives the clinical teacher specific feedback (must be synchronous)
- Complete a *Formal Observation* form for each scheduled clinical teacher supervisory visit via DocuSign
- Maintain a student file containing all observation notes, formal observations, and weekly reflections
- Provide coaching feedback in the Google Doc to clinical teachers' weekly reflections and assignments by Monday evening
- Complete the *Placement Summary* form and arrange a final meeting with each clinical teacher to review their *Placement Summary* form
- Help the clinical teacher resolve major problems or conflicts and **inform the Chair of Undergraduate Education at Concordia University Texas concerning any unsatisfactory conditions in the school setting or the clinical teacher's performance.**

Further duties and responsibilities for university supervisors can be found in [Appendix B](#).

Clinical Teaching Procedures and Expectations

Reflections

Clinical teachers have a mandatory weekly assignment during clinical teaching to report and reflect (in writing) on their experience (including specific information each week). Details can be found in [Appendix A](#). In addition to the weekly reflections, the clinical teacher is expected to meet all deadlines for submitting required paperwork (forms, etc.) to Blackboard Learn. Please reference the checklist for due dates of the required paperwork.

Attendance

The TEA requires that the clinical teaching experience be at least **70 full days** with a full day being 100% of the school day (no less than 7 hours*). The clinical teacher's hours at school are to conform to faculty policy of the school and district where the student is teaching. Professionalism requires that the clinical teacher is present each day and attends all faculty meetings, devotions, and other functions where a teacher's attendance is expected. The clinical teacher should become familiar with the school's handbook, which includes policies to be followed during the clinical teaching experience. On the rare occasion that all teachers are allowed to work a shortened day, the clinical teacher may also log a shortened day. This must be documented in detail on the log. However, if teachers spend part of the day with students and part of the day in professional development, the clinical teacher should do the same.

If there is a necessary absence, the clinical teacher should call the cooperating teacher as soon as possible and provide any lesson plans or other documents they may be responsible for on that day. The attendance log for the clinical teacher will be checked and signed by the cooperating teacher. Absences which are not made up could lead to an extension of the clinical teaching experience if the clinical teacher is unable to complete the required 70 days prior to the scheduled end date.

Co-Curricular Activities

During the clinical teaching experience, the clinical teacher's first priority is to their school community. Students may not participate in any co-curricular activities that interfere with the daily schedule on their campus and may not miss clinical teaching days for co-curricular activities. Failure to attend or participate in regular daily activities and/or required extended day activities (lesson planning, meetings, student activities) due to unrelated co-curricular activities will result in removal from the clinical teaching placement and subsequent failure of the course.

Clinical Teaching Experience

Undergraduate clinical teaching will be graded on a pass/fail basis. In order to receive a grade of "P" the clinical teacher must demonstrate knowledge and skills of the following

areas that are based on the Concordia University Texas College of Education policies as aligned with the Texas State Teacher Standards and Practices:

- *Designing Instruction and assessment to promote student learning*
- *Creating a positive, productive classroom environment*
- *Implementing effective, responsive instruction and assessment*
- *Fulfilling professional roles and responsibilities*

See [Appendix C](#) for further details

Clinical Teaching Electronic Notebook

Each clinical teacher will maintain a Google Drive folder in which the items below have been organized. The clinical teacher may include additional items in their clinical teaching notebook. These notebooks will be reviewed by the university supervisor at each visit. Make sure to give your supervisor access to your Google Drive folder.

Clinical Teaching Notebook:

Log of Hours

- Make sure to keep your log of hours up to date with notations regarding how you participated each day and the number of hours you participated

Planning Calendar

- Once you begin, you will follow the school/district calendar, not the CTX calendar (only start dates, stop dates and due dates will be determined by CTX)
- Indicate how you will be participating each week (creating lessons, assisting small groups, teaching whole group, etc.)
- Decide early when you will be completing your 10 days of full teach – taking responsibility for 100% of the teaching responsibilities
- Include school and parish events

Lesson Plans and Observation Sheets

- Include a copy of each lesson plan you develop
- Upload any plans that were shared with you for lessons you observed or assisted with but did not develop yourself (indicate who developed them)
- Include a copy of each cooperating teacher's or university supervisor's observation notes/Coaching Forms
- Include a copy of a personal reflection of each lesson for which you were observed

Self-Critique

- The clinical teacher will videotape a series of lessons and review them to analyze lesson implementation and student learning and complete a self-critique of one lesson as outlined in the reflections.

Communications

- Scan and upload copies of the following (with student names and other private information redacted)
 - written communication sent home with students
 - notes concerning parent-teacher conferences
 - copies of communications with the counselor or principal concerning student behavior
 - copies of field trip plans or requisitions submitted to administrators

Resources/Misc.

- Upload Curriculum planning guides, scope/sequence, etc. as available
- List electronic resources used for instruction and provide links

Clinical Teaching Placement

Concordia University Texas will provide the clinical teacher with a placement for the clinical teaching experience. If the clinical teacher needs to be removed from their placement, Concordia University is not required to provide the clinical teacher with another placement to complete the clinical teaching experience.

Clinical Teachers as Substitutes

Clinical teachers must follow district policies (or campus policies if in a private or parochial school) before filling in as a substitute for any classroom. The number of hours/days a clinical teacher may act as a substitute should be kept to a minimum to guarantee full access to observations of and coaching by the cooperating teacher. The university supervisor must be notified when the clinical teacher is acting as a substitute teacher to ensure that adequate modeling and coaching are occurring.

Guidelines for Teaching and Planning

Lesson Planning

Clinical teachers will follow the school's guidelines for lesson-plan preparation. If your cooperating teacher must turn in a copy of lesson plans on a Friday, then you as a clinical teacher must also submit plans for the upcoming week with the details for the lessons you will be teaching by Friday.

Lesson Plan Requirements

Clinical teachers must use the required CTX lesson plan when being observed by the university supervisor. After the initial observation, the university supervisor may allow the clinical teacher to use other lesson plan formats as long as they include accommodations in all parts of the lesson and:

- Pre-Planning (Objective, TEKS, Rationale)
- Lesson set up (materials)
- Lesson opening
- Lesson body
- Extended practice
- Closing
- Evaluation
- Reflection

Legal Status of the Clinical Teacher*

The cooperating teacher holds legal status with respect to pupils often referred to as in loco parentis, meaning he/she is responsible for students' health, safety, and general well-being. In pursuit of assigned duties, the clinical teacher is to act with prudence, being neither negligent nor malicious. Exercise of good judgment is essential.

Typically, when the cooperating teacher leaves the clinical teacher in charge of a class or group of students, the cooperating teacher is still held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment, both the clinical teacher and the cooperating teacher could be held responsible.

**adapted from Clinical teaching in Austin, The Office of Staff Development & Clinical teaching, AISD Austin, Texas*

Liability

Typically a district's liability insurance extends to district employees only, so the clinical teacher is likely not covered. When the cooperating teacher is there, they assumes legal responsibility, and when they are absent, the paid substitute assumes legal responsibility as the district employee in the room, even if the substitute is just observing while the clinical teacher is teaching.

If a clinical teacher is ever left alone with students because a teacher has been called to a meeting or to perform another duty, the cooperating teacher should make sure the administrator is aware of the situation and has directed the clinical teacher to assume responsibility until someone (district employee) can get there.

Whenever the cooperating teacher steps out briefly to give the clinical teacher opportunities to take full responsibility in the classroom (once both parties believe the clinical teacher is ready), the clinical teacher should know the whereabouts of the cooperating teacher and have a number to text or call in an emergency.

When clinical teachers are working with students online, they will work with two or more students at a time. No one-to-one online teaching will be permitted.

Other Employment

DUE TO THE DEMANDING NATURE OF TEACHING, ANY JOB OTHER THAN CLINICAL TEACHING IS NOT RECOMMENDED DURING THE CLINICAL TEACHING SEMESTER. Only

under extraordinary circumstances will requests for any employment outside of clinical teaching be approved, in advance, by the department chair. Employment that interferes with the clinical teacher's full workday schedule will not be approved. Failure to keep up with clinical teaching expectations due to work demands will result in removal from the clinical teaching placement and failure of the course.

The form for submitting this request will be sent via DocuSign. Please email your request to the program chair (carol.trovall@concordia.edu).

Parish Participation-CTD or LTD only

Concordia University Texas graduates who have also earned a Christian Teaching Diploma (CTD) or a Lutheran Teacher Diploma (LTD) can enter the teaching ministry. Clinical teachers pursuing a CTD or LTD will be members of a local congregation and serve that congregation in many ways. They may be asked to provide leadership in youth, music, Sunday school, or other capacities. For Lutheran teachers, specific congregational responsibilities may be designated in a call. The duty of a teaching minister is to seek opportunities for servant leadership. LTD and CTD Clinical teachers may have already started or completed parish participation hours in EDU 3333 Teaching Religion.

To more fully comprehend the life of a congregation and prepare for parish involvement, each clinical teacher in a Lutheran school placement is required to spend a minimum of 10 hours in a parish. Hours may be spent becoming acquainted with the diversity of congregational activities. Each clinical teacher's use of these ten hours is planned and approved by the cooperating teacher and university supervisor. Even if parish participation hours have already been completed, the clinical teacher will also:

- Participate fully and regularly in the worship life of the assigned congregation (hearing the Word and Lord's Supper).
- Conduct oneself in a manner that is appropriate for one committed to a life of service to the Lord.

Transportation

Transportation is the sole responsibility of the clinical teacher.

Appendices: Definitions, Forms, and Contacts

Appendix A: Reflections

Weekly Reflections

The weekly written reflections provide a space for the clinical teacher and the supervisor to communicate weekly. The clinical teachers will share their insights, new understandings, acquired skills, concerns, successes, etc. and the supervisor will respond with coaching comments. Each weekly reflection is to be submitted to the university supervisor by **FRIDAY AT 6:00 PM OF EACH WEEK.**

NOTE: Reflections are meant to be a conversation between the student and the supervisor, so they are not scored, but inadequate reflections will be returned for revisions.

Weekly Focused Response: In addition to any insights, new understandings, acquired skills, concerns, successes, etc. candidates will respond to the prompts in the appropriate chart below.

Gradual Induction of Teaching Responsibility and Corresponding Reflections

Candidates are assigned a 16 week placement that begins and ends with the CTX calendar and follows the campus/district calendar within those 16 weeks. One week is usually a holiday for the campus/district to which they are assigned (Thanksgiving in fall and Spring break in spring), leaving 15 weeks of clinical teaching.

Below is a suggested **15-week plan** for gradual induction into full classroom responsibility including four weeks of full teaching responsibilities. This is a recommended, but flexible calendar. The specific dates (especially for full teach) should be worked out in collaboration with the cooperating teacher. The reflections are based on the increasing responsibilities of the clinical teacher. Any necessary adjustments to the reflections should be discussed with the supervisor in advance.

To Do's	Reflections
Week 1 Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc. <ul style="list-style-type: none">Write a letter introducing yourself to your students and parents and get it approved by your university supervisor and cooperating	Week 1 Briefly describe your first week including something that went well, something that could have gone better and any questions or concerns you have. Provide your daily schedule... (Include times for subjects/courses taught, specials, planning, lunch, etc.).

To Do's	Reflections
<p>teacher before sending it home. Include a copy in your clinical teaching notebook.</p> <ul style="list-style-type: none"> • Use your time in the classroom to observe, help, learn, ask questions, and explore resources. DO NOT plan lessons or work on other things while your cooperating teacher is teaching. • Complete a long-range plan of teaching responsibilities for the entire experience. • Meet with principal and/or other office personnel. • Check videotape permissions of your students and send home the video permission letter as needed. • Teach selected lessons as manageable. Plan for assuming teaching responsibility of one content area or class period next week. For EC-6, literacy is recommended. • Plan to extend your classroom duties by attending faculty meetings, conferences, etc. Schedule university supervisor visit. • Complete weekly reflection and assignment, and make sure to post it in the Google Doc by Friday at 6:00 pm. 	<p>Insert your Letter of introduction... <i>(Paste in a copy of your letter of introduction that you sent home with the students.)</i></p> <p>Describe the school where you will be completing your fieldwork. Include the following:</p> <ul style="list-style-type: none"> • Type of school (elementary, middle, high, other) • Location (city, suburb, small town, rural) • Special features (e.g. Charter, Lutheran or other parochial, magnet, bilingual program, ESL program, behavior program, team teaching, PLC's, Special education program). • Campus or district-wide requirements or expectations that affect planning and delivering lessons (curriculum planning guides, scope and sequence, etc.) <p>Discuss how the information above might impact teaching and learning on your campus.</p>
<p>Week 2</p> <p>Continue to get to know the students and let them get to know you.</p> <ul style="list-style-type: none"> • Gather evidence on your students learning strengths and needs, including the items in the reflection. • Begin teaching one content area (literacy recommended for EC-6) or one class period (for single content teachers). • Plan for adding a second content area (math recommended for EC-6) or class period next week. It is suggested that the two teaching periods not be back-to-back initially. • Teach additional selected lessons as manageable. 	<p>Week 2</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Describe the class(es) you will be working with including, the following:</p> <ul style="list-style-type: none"> • Any ability grouping or tracking • Grade level(s) • Number of students with gender breakdown • Number of students with IEP's or 504's and briefly describe accommodations/modifications

To Do's	Reflections
<ul style="list-style-type: none"> • Begin assuming responsibility for classroom routines (i.e., hall monitoring, breaks, attendance). • Gather videotape permission forms from any students needing it and determine which students do not have permission to be recorded. • Submit Verification of Video Permission to BBLearn. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • Number of students with specific language needs and brief explanation • Demographics of your school and any special designations or programs housed on your campus <p>Identify at least three students who may need support in their literacy instruction in your class. Describe any prerequisite skills that they have demonstrated (what they already know and can do, and what they need to learn) and give evidence for how this was measured. Describe these students' everyday experiences, cultural and language backgrounds and practices, and interests. How might you use this information to build meaningful lessons for them?</p>
<p>Week 3 Continue teaching first content area or class period. Begin teaching second content area or class period.</p> <ul style="list-style-type: none"> • Teach additional selected lessons or sections of the same class as manageable. • Plan for adding a third and fourth content area or class periods next week. It is suggested that two teaching periods be back-to-back to allow for experience with transitions between periods. Assume responsibility for other routines/duties (i.e., lunch, recess, opening and closing the school day, etc.). • Increase teaching to a full half day of teaching (once or twice) this week. • Schedule University Supervisor visit. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<p>Week 3 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss in detail specific strategies your cooperating teacher uses to engage the students in meaningful *content instruction in your class. * for EC-6 focus on literacy (recommended). How do you know the students are engaged, and how can you tell if the students are learning?</p> <p>Describe some of the specific strategies that your teacher uses to meet the literacy/content needs of the variety of learners in your classroom (give specific examples of students with IEP's or 504 plans, English Language learners, struggling readers, underperforming</p>

To Do's	Reflections
	students, students with gaps in learning, gifted students, etc.).
<p>Week 4 Continue teaching first and second content areas or class periods.</p> <ul style="list-style-type: none"> • Designate a specific skill that you can teach in a segment of 3-5 lessons (related to literacy recommended for EC-6). Upload the first lesson plan in the segment you taught this week or will teach next week into your reflections Google Doc. <p>Increase teaching to a full day or two of teaching this week or add a third content daily. Begin making plans for teaching all day starting week 6.</p> <ul style="list-style-type: none"> • Plan ahead for four full weeks of clinical teaching. • Work on transitions between teaching periods. • Make arrangements for the principal to observe a future lesson. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<p>Week 4 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Identify the essential strategy related to what the students are learning (recommended in literacy for EC-6) that you have designated to teach in 3-5 lessons. Upload the first lesson plan in the segment you taught this week or will teach next week.</p> <p>Describe the central focus and the essential literacy strategy for comprehending or composing text or other single content strategy you will teach over the three to five lessons.</p> <p>Describe how the standards and learning objective within the lesson address</p> <ul style="list-style-type: none"> • The essential literacy or content strategy • Related skills that support the use of the strategy (application) • Reading/writing connections in the lesson <p>Identify and describe the assets and needs of the three students who will be your focus students to discuss in your reflections during the learning segment. At least one of the three students must have an identified learning need.</p>

To Do's	Reflections
<p>Week 5 Continue teaching first and second content areas or class periods along with other responsibilities added in week 4. Coordinate with your cooperating teacher on lesson plans and plan ahead to take on all responsibilities starting week 6.</p> <ul style="list-style-type: none"> • Deliver and videotape the designated 3-5 lesson segment (some may be done next week). Upload the lesson plans for the segment you taught this week or will teach next week into your reflections Google Doc. • Collect student work from the lesson segment and analyze how students did overall as well as individual misconceptions. • Provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. • Return student work with constructive feedback and provide an opportunity for students to revisit the skill as needed. • Take responsibility for all classroom routines and procedures. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<p>Week 5 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Revisit the segment of 3-5 lessons you selected to focus on. Upload the remaining lesson plans and the assessment you will use to determine whether your students have learned the objective.</p> <p>Describe how the standards and learning objective within these lessons address</p> <ul style="list-style-type: none"> • The essential literacy or content strategy • Related skills that support the use of the strategy (application) • Reading/writing connections in the lesson <p>Explain how your plans build upon each other to help students make connections between the essential literacy or content strategy and related skills that support the application of the strategy in meaningful contexts. Then explain and give examples of how your students were able to use an identified language function, specific content vocabulary or symbols, and content specific discourse or syntax during the lesson segment. Discuss the class as a whole as well as the three focus students.</p>
<p>Week 6 (First week of full teach) Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> • Take responsibility for all transitions, classroom routines and procedures. • Complete weekly reflection and assignment, and make sure it is posted in 	<p>Week 6 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p>

To Do's	Reflections
<p>the Google Doc each week by Friday at 6:00 pm.</p>	<p>Review the assessment that the students completed in your lesson segment and analyze how they did as a class as a whole. Then describe how your three focus students did. How do they reflect the class as a whole? What specific skills did these individuals do well on? Describe some specific errors that these individuals made. Describe what kind of feedback you gave them and how you can follow up the lesson segment with the class or individuals to correct any misunderstandings or misconceptions.</p>
<p>Week 7 Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> • Take responsibility for all transitions, classroom routines and procedures. • Identify an assessment that the students have taken or will take in your content area to analyze and provide feedback on (<u>math assessment</u> recommended for EC-6). • Obtain the lesson plan that your or your cooperating teacher used to teach the skills being assessed. • Identify 3 students to focus on in particular when analyzing the assessment • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 7 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Upload the assessment that you have designated to analyze.</p> <p>Describe the concepts, procedural fluency, reasoning, problem solving, etc. that students will need to use to be successful on the assessment.</p> <p>Describe the strategies you or your cooperating teacher used to teach and engage the students with the skills that will be assessed.</p>
<p>Week 8 (Third week of full teach) Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> • Take responsibility for all transitions, classroom routines and procedures. • Collect student responses from the assessment you selected week 6 and 	<p>Week 8 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your class performance on the assessment you chose in a chart or table.</p>

To Do's	Reflections
<p>analyze how students did overall as well as individual misconceptions.</p> <ul style="list-style-type: none"> • Provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. • Return student work with constructive feedback. • Develop and deliver a lesson that reengages the students in the skills assessed on the above assessment. (lesson may be delivered week 9) • Provide feedback on the work the students complete in the reengagement activity • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Analyze the performance of your three selected students in detail identifying specific error patterns among the three students.</p> <p>Scan and upload the assessments of your three focus students with your feedback on them.</p> <p>Describe your plan to re-engage the students with the skills and why you chose those reengagement activities.</p> <p>Discuss how the lesson went and whether students were successful in the reengagement lesson. Give specific examples. (If lesson is delivered in week 9, move this to week 9 reflections.)</p>
<p>Week 9 (Fourth week of full teach) Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> • Take responsibility for all transitions, classroom routines and procedures. • Ask an administrator to visit your classes and observe you teach. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 9 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss what you like best and least about teaching so far. What specifically do you like about the subject(s), students at this grade/age, interactions with other adults, etc. How can you use this information to decide where to apply when you graduate?</p>
<p>Week 10 Begin decreasing teaching responsibility</p> <ul style="list-style-type: none"> • Teach 2-3 subjects or sections daily • Schedule visits to other classes. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 10 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize the feedback you have been getting from your cooperating teacher from</p>

To Do's	Reflections
	<p>the beginning of your placement to now. How has the feedback changed? How have you changed? In what ways do you think this experience has prepared you for your first teaching position?</p>
<p>Week 11 Continue decreased teaching responsibility</p> <ul style="list-style-type: none"> • Teach 2-3 subjects or sections daily • Schedule visits to other classes. • Observe other teachers' classes. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 11 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss how it feels to be reducing your teaching time and giving back responsibility to the cooperating teacher.</p>
<p>Week 12 Continue decreased teaching responsibility</p> <ul style="list-style-type: none"> • Teach 2-3 classes or sections daily and schedule visits to other classes. • Video record one of the lessons you teach this week and analyze it in your reflection • Ask your cooperating teacher to write a letter of recommendation. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 12 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Review your video recording from this week. Answer the questions/prompts below in complete and thoughtful sentences. For each response, use a few sentences that clearly and concisely communicate the observations and learning from the lesson.</p> <ul style="list-style-type: none"> • Describe how students were made aware of the objectives of the lesson. What method was used for engaging or drawing students into the lesson? • Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson. • Describe student engagement. How did you monitor and encourage student engagement throughout the lesson?

To Do's	Reflections
	<ul style="list-style-type: none"> • What instructional strategy or strategies did you use in the lesson? Why did you select these strategies? • How did students demonstrate their understanding of the concepts or skills? • What did you notice about your eye contact, "with-it-ness", tone of voice, body language, professional language, etc. during the lesson? • Identify a part of the lesson that you would change. What would you do instead? Why? • How would you compare this lesson to the ones you videotaped during weeks 5 and 6?
<p>Week 13 Continue to decrease teaching responsibility.</p> <ul style="list-style-type: none"> • Teach 1-2 classes or subjects daily. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm 	<p>Week 13 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your experience with clinical teaching. Describe your relationship with the students and how it developed over the past 13 weeks. Describe what you learned from or were reminded of by your cooperating teacher about teaching strategies, student engagement, classroom management, etc. Describe your experience with the content you taught. Discuss how your understanding now compares with your understanding of the content coming into the class? What are your hopes going into your first teaching job?</p> <p>Revise your Philosophy of Education from Intro to Education to reflect your more experienced views and paste it into your reflection journal for feedback from your university supervisor.</p>

To Do's	Reflections
<p>Week 14</p> <p>Continue to decrease teaching responsibility</p> <ul style="list-style-type: none"> • Assist the cooperating teacher in teaching and duties, but decrease time as lead teacher. • Schedule visits to other classes Schedule • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm 	<p>Week 14</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Describe the process overall and how you have grown as a teacher this semester.</p>
<p>Week 15</p> <p>Continue to decrease teaching responsibility; schedule visits to other classes</p> <ul style="list-style-type: none"> • Have your class do a “student assessment” of your time with them; share the results with your cooperating teacher and university supervisor at your final conference. • Return all borrowed materials to the appropriate person. • Update resume and list of references. • Assist the cooperating teacher in teaching and duties, but release responsibility back. • Write a “Thank-You” note to your cooperating teacher. • Compile and submit all of your reflections with comments as one document to BB. 	<p>Week 15</p> <p>No reflection this week</p>

Appendix B: Supervisory Visits and Pre/Post-Conferences

Initial conference with cooperating teacher:

- Introduce or review Clinical Teaching Handbook, emphasizing forms, requirements and schedules, and explain the DocuSign process
- Address any questions about the clinical teaching experience requirements, etc. that may have developed after the clinical teacher training
- Provide cooperating teacher with contact information, in case there are needs between supervisory visits
- Go over documentation/forms: *Coaching* form (weekly), *Formal Observation* form (completed twice during a seven-week clinical teaching experience), and *Placement Summary* form
- Reinforce importance of the clinical teacher submitting lesson plans, following teachers' work day (time schedule), and how time is to be spent by the clinical teacher, in the classroom when not teaching

Initial contact with principal(s) or administration:

University supervisors are the face of Concordia University Texas and the College of Education during the clinical teaching experience. Supervisors should try to provide the principal or other administrators with contact information, in case special needs should arise.

Supervisory Visits:

Typically, clinical teachers will have four supervisory visits during the clinical teaching experience. Additional (scheduled or unscheduled) supervisory visits may occur, if needed.

Pre-observation conference with the clinical teacher

- Review clinical teaching notebook, including log, lesson plans and coaching forms
- Review lesson plan for observation
- Use [T-TESS Appraiser Sample Conferencing Questions](#) for pre- and post-conferences

Observation (Must be at least **45 minutes** in length.)

- Script the lesson, gathering data and notes that will capture observations of the clinical teacher during the 45 minute observation
- Use the script to complete the *Formal Observation* form in DocuSign

Post-observation conference with the clinical teacher

The post-observation conference may include the clinical teacher and the cooperating teacher. Or, an individual conference with the clinical teacher may occur first, followed by a conference between the supervisor and the cooperating teacher.

- Use [T-TESS Appraiser Sample Conferencing Questions](#) to help prepare pre- and post-conference questions
- Must be synchronous via an in-person or virtual face-to-face meeting or by phone
- Discuss observation notes, as well as cooperating teacher's observations of the clinical teacher
- Discuss any other issues regarding the clinical teacher (professionalism, dress code, attendance, etc.)
- Share areas for reinforcement and refinement
- Discuss any other clinical teacher concerns
- Facilitate goal setting and provide resources to support the clinical teacher's learning and goals

The University Supervisor and Special Issues

Moving the clinical teacher

A university supervisor may find a serious mismatch between a clinical teacher and educational setting. If this happens, the Department Chair and Placement Director should be advised immediately, and only together should consideration for changing the placement be made.

Placement Summary

The *Placement Summary* form must provide specific examples that illustrate the clinical teacher's performance as aligned with the [Texas Pedagogy and Professional Responsibilities Standards](#). The *Placement Summary* must be discussed with the clinical teacher in an individual conference. This conference must occur after the fourth (or final) supervisory visit from the university supervisor. The clinical teacher, university supervisor and cooperating teacher will sign the *Placement Summary* form.

Intervention Plans

If the clinical teacher is not meeting the standards for the clinical teaching experience, an *Intervention Plan* is required. An intervention plan must be written to address specific growth areas using the Concordia University Texas *Intervention Plan* form. The form should be completed in consultation with the cooperating teacher, university supervisor, department chair, and clinical teacher. The clinical teacher must successfully meet the requirements of the intervention plan to pass the clinical teaching experience.

Appendix C: Clinical Teaching Coaching Form

Directions to the cooperating teacher: Each week, as you observe your clinical teacher, note actions that the clinical teacher is taking that fall into the dimensions listed below. Add coaching notes to help the clinical teacher understand what is working well and why, along with recommendations to improve outcomes. Use this form to debrief weekly with your clinical teacher.

Clinical Teacher: _____

Grade/Level: _____

Date(s): _____

Dimension		Evidence/Coaching Feedback
PLANNING	1.1-Standards & Alignment Aligned goals, standards and objectives Lesson structure/design and pacing Technology integration	
	1.2-Data & Assessment Formal and informal assessments Progress monitoring & data to inform teaching Communication & Feedback	
	1.3-Knowledge of Students Students' prior knowledge Adjustments to student needs/learning styles Diverse learning for strengths & gaps	
	1.4-Activities Questions/HOTS Grouping students Problem solving/Goal setting	
INSTRUCTION	2.1-Achieving Expectations High, challenging expectations Student mistakes/self-correction Student initiative/self-monitoring	

INSTRUCTION	2.2-Content Knowledge & Expertise Content knowledge in multiple contexts Objectives cross-disciplinary Sequencing & linking instruction	
	2.3-Communication Anticipating misunderstandings Verbal and written communication Questioning and wait time	
	2.4-Differentiation Individualized lessons Monitoring participating & performance Differentiated content & methods (process)	
	2.5-Monitor & Adjust Inviting student input Adjusting instruction based on student responses Adjusting activities to maintain engagement	
LEARNING ENVIRONMENT	3.2-Managing Student Behaviors Behavior systems Behavior standards	
	3.3-Classroom Culture Relevant, meaningful learning Working respectfully (individual & group) Collaboration & rapport	

Appendix D: CTX Dispositions to Teach

	3 = Identified Strength	2 = Satisfactory	1 = Identified Concern
Learner Development and Diversity	1. respects and accounts for learners' academic, linguistic and cultural differences ____ 2. believes all students can learn and holds all learners to high expectations ____ 3. demonstrates compassion and advocates for all learners ____ 4. avoids ethnocentric and gender-specific generalizations ____ 5. promotes intercultural interaction ____ Specific concerns or achievements:		
Critical Thinking & Reflective Practice	6. reflects on experiences and engages in self-assessment to grow from them ____ 7. accepts constructive criticism from others ____ 8. is flexible and open to new ideas ____ 9. meets challenges with critical thinking ____ 10. demonstrates ability to solve problems ____ Specific concerns or achievements:		
Professional-ism	11. maintains high expectations for self and others ____ 12. follows through with commitments ____ 13. manages and organizes multi-step tasks and projects ____ 14. maintains appropriate personal appearance in learning and professional contexts ____ 15. meets attendance and participation requirements and is punctual ____ Specific concerns or achievements:		
Ethical Practice	16. understands the intent of and follows all academic policies ____ 17. demonstrates academic honesty and professional integrity ____ 18. readily separates personal and professional issues ____ 19. understands the intent of and follows all policies regarding teaching ____ 20. maintains privacy and confidentiality unless disclosure is required by law ____ Specific concerns or achievements:		
Communication	21. communicates effectively with all stakeholders orally and in writing ____ 22. demonstrates professional interpersonal skills with all stakeholders ____ 23. accepts and appreciate diverse opinions and perspectives ____ 24. shows enthusiasm for working collegially and works productively as a team member ____ 25. understands and respect others' perspectives about teaching ____ Specific concerns or achievements:		
Content and Instruction	26. maximizes own learning experiences to deepen understanding and master content ____ 27. demonstrates enthusiasm for and ability to master challenging material ____ 28. assesses and analyzes students' individual needs prior to designing instruction ____ 29. prepares and implements lesson and materials to meet individual student needs within discipline specific contexts ____ 30. effectively uses available technologies to maximize engagement and learning ____ Specific concerns or achievements:		

Appendix E: Host Families for out of area LTD students

Concordia Texas LTD students have an opportunity to gain new perspectives into congregational ministry in addition to the classroom during their professional semester. Those who are placed outside Austin may find their own housing or may request the University's assistance to be housed with a member of a supporting congregation. Students who request the University's assistance must apply for housing. Arrangements for this housing will be made by the Field Placement Director and principal. The teacher candidate will be charged a housing fee equal to the current Concordia housing cost, which will be paid to the host family by the university.

Host Families

The following suggestions for the host family are designed to enhance the experience for both host and student and to help the teacher candidate feel welcome in your home:

- Provide a separate bedroom for Concordia Texas student(s). If two students are housed by a family, each student receives his/her own bed. Hangers, towels, and bedding will be provided by the host family.
- Provide a quiet workspace for student and adequate storage space for belongings.
- Provide meals for the student when he/she is at home. Supply a brown-bag lunch, lunch money, or supper provisions when necessary.
- Discuss family routines and household tasks upon the teacher candidate's arrival. Specific points you may wish to consider include:
 - Routines & Meal Times
 - meal chores and lunch making routines
 - quiet hours, stereo/TV times, and noise levels
 - bedtime and rising hours and routines
 - special obligations/routines of family members
 - Saturday and Sunday routines
 - church/school responsibilities and times
 - family devotion schedules
 - Shared Use of Facilities
 - laundry (washing & ironing)
 - bathroom
 - kitchen
 - telephone
 - television
 - garage or parking availability
 - other facilities in the home

- There may be times when the teacher candidate is at home and may be willing to stay with younger children, but do not expect him/her to continuously serve as a live-in babysitter.
- Your Concordia Texas student may come home excited about the day's successes or overwhelmed with the new role. Be a good listener and offer reassurance as needed.
- Treat the teacher candidate as a professional. Avoid discussing students, parents, teachers, or parishioners.
- Encourage your teacher candidate to take time for relaxing with you and your family, friends in the congregation, or other student teachers in the area.
- If conflicts arise, first discuss the issue with the teacher candidate.
- If a serious problem arises, inform the school principal immediately.

LTD Students

If you are an LTD student requesting a Lutheran school outside of the area and request the University's assistance with housing arrangements, you will be assessed a housing fee by the university and will be placed with a host family. Students who request the University's assistance must apply for housing. Arrangements for this housing will be made by the Field Placement Director and principal. The teacher candidate will be charged a housing fee equal to the current Concordia housing cost, which will be paid to the host family by the university.

The following suggestions are intended to facilitate a positive experience for teacher candidates who will be the guests of a family or parishioner of a congregation. These suggestions are broad and attempt to give general guidelines for a variety of situations:

- Agree on arrangements for use of shared facilities: kitchen, bathroom, laundry, garage or parking available, and any other facilities in the home.
- Your host family will be expected to provide the following comforts for you: a bedroom and place to study; bedding, towels, and hangers; laundry facilities; meals and brown bag lunches; closet and storage space for belongings. You will furnish your own personal items.
- Plan to work around family routines, chores, and activities:
 - meal times
 - lunch-making routines
 - quiet hours
 - special obligations and routines of various family members
 - special Saturday and Sunday routines and activities
 - meal preparations

- laundry
 - bedtime and rising hours and routines
 - stereo/TV times and noise levels
 - church/school responsibilities and times
- Keep your room neat and all your personal belongings in your room or storage place.
- Be willing to occasionally supervise younger family members if it fits your home-time schedule, but do not become the resident babysitter.
- Communicate with the host family concerning your routine and plans. Ensure that they know when/if to expect you for meals and approximately when to expect you in the evenings and weekends.
- Visit with the family, so they become acquainted with you as a person and a professional. Avoid conversations about students, parents, teachers, or school policies.
- Participate in family devotions. If these are not a practice in your host family, you might help the family institute such a practice by sharing your classroom devotions and/or devotional materials.
- Remember, you are responsible for your own transportation, not the host family.

Each family and home will vary, so it is important for the teacher candidate and hosts to discuss specific arrangements, responsibilities, and expectations upon the teacher candidate arriving in the home.

Host Family Agreement Form

Concordia University Texas agrees to pay \$_____ per student teacher to each host family. This will be paid directly to you by the University in two payments. The first payment will be made during the first week and the second payment will be made midway through the experience.

[To ease record-keeping on your part, host-family payments are made on a non-accountable reimbursement plan basis, meaning that we do not require a reporting of how the money was spent. According to IRS regulations, payments of \$600 or greater made in one tax year to an individual under a non-accountable reimbursement plan are reportable as income on Form 1099-MISC, using the taxpayer identification information you provide on the form W-9. This income must be reported on your annual tax return as income. Please consult your tax professional or IRS regulations to determine what expenses you may be able to deduct relating to this income.]

The responsibilities of the host are spelled out on the sheet entitled "Roles and Responsibilities of Hosts".

The student teacher will spend fifteen (15) weeks with his/her host. Arrival will be the weekend of _____ and departure will be the weekend of _____.

Student Teacher: _____

I have read "Roles and Responsibilities of Hosts" and agree to serve in that important capacity. Should any serious problems arise concerning my ability to fulfill this commitment, I will notify the principal and the University immediately.

Signature of Host

Date

PLEASE PRINT:

Name: _____

Address: _____

(City)

(State)

(Zip)

Phone Number: () _____ Email: _____

Please return all signed paperwork to: Carol Trovall
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726