



Clinical Teaching Handbook

Fall 2019

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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.

SPED 41207 Special Education Clinical Teaching, EDU 41205 Early Childhood Clinical Teaching, EDU 41225 Middle Level Clinical Teaching, and EDU 41273 Secondary Clinical Teaching are supervised observation, participation, and teaching experience in a special education, elementary, middle, or high school classroom for at least 70 full days, as required by the state of Texas. Clinical teachers will also follow the clinical teaching dates provided to them during the clinical teacher training. Clinical teaching courses are 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
- 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*
- 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
- Accept constructive feedback and implement suggestions
- Demonstrate professionalism and confidentiality
- Inform the supervisor of any concerns with the placement conditions or uncomfortable arrangements

Cooperating Teacher

- Work collaboratively with the university supervisor

- 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
- Model professional behavior
- Occasionally leave the room and give the clinical teacher total responsibility
- Complete the *Formal Observation* form, at least twice during each seven-week clinical teaching experience and *Placement Summary* form at the conclusion of each clinical teaching experience
- Debrief weekly 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**

University Supervisor

- Attend the Concordia university supervisor training and provide training for the cooperating teacher
- Contact the clinical teacher during the first week of the clinical teaching experience through email to exchange contact information and schedule the first supervisory visit
- Provide coaching to the clinical teacher - monitor progress and development through informal visits, formal observations, journal feedback, and other contact
- Provide feedback that promotes the clinical teacher's development (both on 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 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 notebook (log, lesson plans, etc.)

- 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
- Complete a *Formal Observation* form for each scheduled clinical teacher supervisory visit
- Maintain a student file containing all observation notes, formal observations, and weekly reflections
- Provide 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
- **Inform the Chair of Undergraduate Education at Concordia University Texas concerning any unsatisfactory conditions in the school setting or the clinical teacher's performance.**

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 at the school 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 sent home early, the clinical teacher may leave early.

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. Clinical teachers should not participate in any activities that may interfere with their professional responsibilities. The university supervisor and/or department chair may restrict activities that interfere with professional responsibilities. Ultimately, it is the clinical teacher's responsibility to complete the requirements of the clinical teaching experience.

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:

1. *Instructional Design*
2. *Classroom Environment*
3. *Student Learning*
4. *Professionalism*

See [Appendix D](#) for further details

Clinical Teaching Notebook

Each clinical teacher will keep a loose-leaf notebook or Google Drive folder in which the following items have been organized. The clinical teacher may also include more than the listed items in their clinical teaching notebook. These notebooks will be reviewed by the university supervisor at each visit. If your documents are in a Google Drive folder, make sure to give your supervisor access.

Clinical Teaching Notebook Includes:

Planning Calendar

- Indicate the days and weeks when teaching is scheduled
- Include school and parish events

Lesson Plans and Observation Sheets

- Include a copy of each lesson plan

- 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

Self-Critique

- Each clinical teacher is required to self-critique at least one lesson that they have presented during the clinical teaching experience.
- The clinical teacher will videotape a lesson and complete the self-critique reflection for [Week 10](#).

Communications

- Retain copies of written communication sent home with students
- File notes concerning parent-teacher conferences
- File copies of communications with the counselor or principal concerning student behavior
- Keep copies of field trip plans or requisitions submitted to administrators

Resources/Misc.

- Curriculum planning guides, scope/sequence, etc.

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.⁸

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 are to 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.

Lesson Plan Requirements

Clinical teachers must use the required CTX lesson plan when being observed by the university supervisor. The university supervisor may allow the clinical teacher to use other lesson plan formats as long as it includes 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.

When the cooperating teacher leaves the clinical teacher in charge of the class, the cooperating teacher is still held responsible for them. 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*

Therefore, it seems wise to expect that certain conditions should be weighed before the clinical teacher is left in charge of the class. These considerations include the following:

1. The cooperating teacher must know that the clinical teacher has advanced his/her placement to the point of being ready for this responsibility;
2. The clinical teacher should know the whereabouts of the cooperating teacher at all times and should be able to seek him/her immediately if necessary;
3. Particular attention should be given to the advisability of leaving the clinical teacher in charge when planned class activities may involve curriculum materials that could be a safety hazard.

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 teacher workday schedule will not be approved. The form for submitting this request can be found in [Appendix C](#).

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.

University Supervisor

The university supervisor will schedule a minimum of four supervisory visits of each clinical teacher during the clinical teaching experience. The principal, cooperating teacher or clinical teacher may request additional visits or conferences with the university supervisor.

The purposes for visits include providing guidance, encouragement, support, and coaching. The university supervisor might also help the clinical teacher resolve major problems or conflicts.

To best facilitate each supervisory visit, the clinical teacher should:

- Create a schedule for the supervisor that includes time for:
 - Observing the clinical teacher teach (minimum 45 min)
 - Meeting with cooperating teacher
 - Meeting with clinical teacher
- Provide a copy of the lesson plan for the university supervisor, at least two days prior to the supervisory visit.
- Be sure to be teaching during the supervisory visit and not doing activities such as watching an extended video, independent research, seat work assignments, tests, etc.
- Provide the clinical teaching notebook/Google Drive folder (with cooperating teacher *Formal Observation* forms, *Coaching* form ([Appendix E](#)), and time log) for review during/before the supervisory visit.

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

Appendices: Definitions, Forms, and Contacts

Appendix A

Weekly Reflections

The weekly written reflections provide a way for clinical teachers to share their insights, new understandings, acquired skills, concerns, successes, etc. during the previous week. Clinical teachers should be specific in their reflections. This is an opportunity to practice self-analysis in areas such as relationships with students and cooperating teacher(s), planning, personal goals, etc. Each weekly reflection is to be submitted to the university supervisor by **FRIDAY AT 6:00 PM OF EACH WEEK.**

All reflections will include:

1. *I am currently teaching...*
2. *My schedule for the coming week...*
3. *Overall this week went...*
4. *I achieved success this week...*
5. *Troublesome this week was...*
6. *My goal for next week...*
7. *Interactions with members of the school community*
8. *Week #_____ Focused Response (see below)*

NOTE: *Inadequate reflections will be returned for revisions.*

Weekly Focused Response: For the final weekly reflective starter(s) (#8 above), clinical teachers must also reflect on specific element of teaching. The weekly schedule below details each week's focus.

Week 1: My typical daily schedule... (include times for subjects/courses taught, specials, planning, lunch, etc.). My Letter of introduction... (*Paste in a copy of your letter of introduction that you sent home with the students. This letter of introduction MUST be approved by your university supervisor and cooperating teacher before the letter is sent home with students.*)

Week 2: Describe the class you will be working with including, the following:

- 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
- Number of students with specific language needs and brief explanation

- Demographics of your school and any special designations or programs housed on your campus

My main goals for clinical teaching are....

- Week 3:** Some things that I have noticed about my cooperating teacher's teaching style ... (include what is effective, what you will incorporate into your teaching, what you might do differently, etc.).
- Week 4:** Some things I have noticed about the way my cooperating teacher manages the classroom... (include what is working, what you will incorporate into your teaching, what you might do differently, etc.)
- Week 5:** Aside from students with official designations, some unique things I have noticed about the students I work with... (include how their learning styles differ, and how you have adjusted your lessons to reach them, etc., but do not include their whole names.
- Week 6:** So far, teaching has been.... (include your successes and frustrations)
- Week 7:** So far, lesson planning has been.... (include things that are going well, frustrations, questions, concerns, etc.)
- Week 1 or 8: If this is a new placement:** My typical daily schedule... (include times for subjects/courses taught, specials, planning, lunch, etc.). My Letter of introduction... *(Paste in a copy of your letter of introduction that you sent home with the students. This letter of introduction MUST be approved by your university supervisor and cooperating teacher before the letter is sent home with students.)*
- If you are continuing a 15 week placement:** So far, I think that I am having an impact in the classroom...(include overall behavior, learning, relationships, etc. – both positive and negative).
- Week 2 or 9: If this is a second placement:** Use the prompts from Week 2 above to describe your new class. Discuss how you will adjust your teaching style to fit the new age level of students.
- If you are continuing a 15-week placement:** Some of the ways that I have used assessments include... *(include formative, summative, standardized, criterion referenced, formal, informal, etc.) Include how you have used the information to drive your instruction.*

Week 3 or 10: Self-Critique Reflection: Each clinical teacher is required to self-critique at least one lesson that they have presented during the clinical teaching experience. The clinical teacher will videotape a lesson at some point before week 10.

Review the recording. 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.

- 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?
- 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?
- Improvement Goals:

Week 4 or 11: My goals for the remaining weeks of clinical teaching...

Week 5 or 12: Some unique things I have noticed about the children I work with... (include how their learning styles differ, and how you have adjusted your lessons to reach them, etc., but do not include their whole names. *NOTE: For clinical teachers in a 15-week placement, also include changes you have seen in your students over the past 12 weeks*)

Week 6 or 13: Some important things that every teacher should know about classroom management... (include things you have learned from your supervisor, cooperating teacher or your own successes and mistakes)

Week 7 or 14: Thinking about what it is like to work at ____ school ... (describe systems that work well, how the teams work, planning processes, etc. including anything that you think could be changed or enhanced on your campus.

Week 15: Revise your Philosophy of Education from Intro to Education and paste it into your reflection journal for feedback from your university supervisor.

Appendix B

Gradual Induction of Teaching Responsibility (Two placements)

Below is a suggested gradual induction into full classroom responsibility for those clinical teachers placed in an elementary or self-contained middle level classroom or secondary departmentalized with two placements. Repeat for each placement.

Week One

- 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.
- Prepare an introductory letter to be sent home to parents. Proofread and have your cooperating teacher and university supervisor read it before making copies. Include a copy in your clinical teaching notebook.
- Learn classroom and school guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc.
- Complete a long-range plan of teaching responsibilities for the entire experience.
- Meet with principal and/or other office personnel.
- Teach selected lessons as manageable, maybe on days three and four. Plan for assuming teaching responsibility of one content area or class period next week.
- Plan to extend your classroom duties by attending faculty meetings, conferences, etc. 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.

Week Two

- Begin teaching one content area or class period.
- Plan for adding a second content area 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.
- Begin assuming responsibility for classroom routines (i.e., hall monitoring, breaks, attendance).
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm.

Week Three

- Continue teaching first content area/class period. Begin teaching second content area or class period.
- 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.).
- Try for a full half day (once or twice) of teaching 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.
- Videotape a lesson in order to complete the Week 10 self-critique reflection. Make sure you get appropriate permissions.

Week Four

- Continue teaching first and second content areas or class periods. Begin teaching third and fourth content areas or class periods.
- Work on transitions between teaching periods.
- Try for a full day or two of teaching this week and plan for teaching all day for the next two weeks. Plan for two full weeks of clinical teaching.
- Make arrangements for the principal to observe a future lesson.
- Contact your next cooperating teacher and make an appointment to meet.
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm.

Week Five

- Teach a full week of classes, all contents, sections, and transitions.
- Take responsibility for all classroom routines and procedures.
- 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 by Friday at 6:00 pm.

Week Six

- Teach a full week of classes, all contents, sections, and transitions.
- Take responsibility for all classroom routines and procedures.
- Determine best procedures for reducing classroom responsibility for final week.
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm.

Week Seven

- Decrease teaching responsibilities. Be sure to consult with your cooperating teacher for the best way to accomplish this.
- Try to schedule visits in some other classrooms.

- 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.
- Write a “Thank-You” note to your cooperating teacher.
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm.

Gradual induction of Teaching Responsibility (One placement)

Below is a suggested gradual induction into full classroom responsibility for those clinical teachers placed in the same classroom for 70 days.

Week One

- Focus on learning classroom routines and observing the students and cooperating teacher.
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm.

Week Two

- Begin teaching one content area or class period.
- Plan for adding a second content area 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.
- Begin assuming responsibility for classroom routines (i.e., hall monitoring, breaks, attendance).
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm.

Weeks Three and Four

- Co-plan with your cooperating teacher and teach 1-2 classes or subjects daily
- Work on transitions between teaching periods.
- Try for a full half day (once or twice) of teaching each week.
- 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 each week by Friday at 6:00 pm.

Week Five

- Continue teaching first and second content areas or class periods. Independently plan and teach 2-3 classes or subjects daily (keep the same ones).

- Try for a full day or two of teaching and plan for teaching all day for the next four weeks.
- Develop a plan for four full weeks of clinical teaching making sure to accommodate for interruptions in the routines (benchmarks or state assessments, holidays, etc.).
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm.

Weeks Six, Seven, Eight and Nine

- Teach four full weeks of classes, all contents, sections, and transitions. Take responsibility for all classroom routines and procedures.
- 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.

Weeks Ten, Eleven and Twelve

- Decrease teaching responsibility
- Teach 2-3 classes or sections daily and 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.

Weeks Thirteen and Fourteen

- Continue to decrease teaching responsibility; schedule visits to other classes
- Teach 1-2 classes or subjects daily.
- 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.
- Write a “Thank-You” note to your cooperating teacher.
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm

Week Fifteen

- Assist the cooperating teacher in teaching and duties, but release responsibility back to the cooperating teacher.
- Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm

Appendix C

Permission for Employment during Clinical Teaching

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.

Clinical Teacher: _____ Date: _____

I, the clinical teacher named above, attest that I *must* be employed during the clinical teaching experience and that my work hours do not conflict with any hours that teachers are required to be at my school. I understand that my first priority this semester is to the school(s), students, and cooperating teacher(s) with whom I will be completing my clinical teaching experience.

I also understand that, if my employment begins to affect my classroom performance, I will be asked to suspend or terminate my employment or risk not passing the clinical teaching experience.

SIGNATURES

Clinical Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

Cooperating Teacher (1): _____ Date: _____
 Support
 Not support

Cooperating Teacher (2): _____ Date: _____
 Support
 Not support

Department Chair: _____ Date: _____
 Approved
 Not approved

Appendix D

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
- Remind cooperating teacher about once a week *Coaching* form, formal *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

Under special circumstances, the post-observation conference may include the cooperating teacher. Occasionally the individual conference may occur first, and then joint conferences are followed when problems need solving or the clinical teacher needs additional help, reassurance, encouragement, etc.

- Use [T-TESS Appraiser Sample Conferencing Questions](#) for pre- and post-conferences
- 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 E: 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	<p>2.2-Content Knowledge & Expertise Content knowledge in multiple contexts Objectives cross-disciplinary Sequencing & linking instruction</p>	
	<p>2.3-Communication Anticipating misunderstandings Verbal and written communication Questioning and wait time</p>	
	<p>2.4-Differentiation Individualized lessons Monitoring participating & performance Differentiated content & methods (process)</p>	
	<p>2.5-Monitor & Adjust Individualized lessons Monitoring participating & performance Differentiated content & methods (process)</p>	
LEARNING ENVIRONMENT	<p>3.2-Managing Student Behaviors Behavior systems Behavior standards</p>	
	<p>3.3-Classroom Culture Relevant, meaningful learning Working respectfully (individual & group) Collaboration & rapport</p>	

Appendix F

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: Linda Bullock, Academic Administrative Assistant
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726