



# Clinical Teaching Handbook

2025-2026

# Clinical Teaching

Students meeting the program requirements and benchmarks, including 50+ hours of interactive field experiences will be eligible for a clinical teaching placement. The guidelines here pertain to students assigned to a semester-long clinical teaching placement.

## CTX Scope and Sequence for Clinical Teaching

### Year 1-2

Students will complete the CTX Common Experience and foundational education classes which includes Introduction to Education with 15 hours of observations (non-interactive)

### Year 3-4

Students will complete upper-level content and teacher education courses which include two semesters of practicum classes with a minimum of 100 hours of interactive fieldwork (focused interactive observations, assisting in class; developing and delivering lessons). Students will apply for clinical teaching during the first or second practicum.

#### *EDU 41200 Clinical Teaching*

Students who are participating in a clinical teaching program will complete EDU 41200 Clinical Teaching during their final semester. Through this course, teacher candidates will develop their teaching skills under the mentorship of a highly qualified teacher with the support of a university supervisor in a semester-long full-time co-teaching placement using a gradual release model. This course fulfills the clinical teaching requirement for The Texas Education Agency.

In addition to the requirements listed below, this course meets 1 day/week after school hours with a university professor and other residents and clinical teachers. These hours are not included in the log and do not count towards the required residency or clinical teaching hours per week or year.

## Clinical Teaching Requirements

### *Hours*

- 5 days/week at placement co-teaching with a mentor teacher following the campus teacher schedule beginning with the first days of instruction with students (when possible). Clinical teachers must log a minimum of 7 hours per day including at least 4 hours in the assigned content and level as the anticipated certification and not including lunch.
- Overall hours at placement must total 470 (not including lunch) by end of semester.

## Log of hours

Clinical teaching candidates will maintain a log of hours and days. The log will be submitted to the host/mentor teacher for verification at the end of the semester. Candidates must meet the above requirements for hours/days by the end of the semester to be recommended for certification.

### *Allowable hours*

- Co-teaching
- Focused observations
- Lesson planning, team meetings
- Communication with parents
- Professional development (within placement dates)
- Assisting the host/mentor teacher with other instructional or supervisor duties

## Clinical Teaching Placement: District, Campus and Mentor Teacher

### Campus Assignment

Teacher Candidates (Clinical Teachers) will be assigned a single placement (district, campus and classroom) for the semester whenever possible. If a need arises to divide the semester into two placements to fulfil the student's certification requirements, the second half of the semester will be in the same district, so that the official district placement does not change.

### Multiple classrooms/campus assignments

The following procedures will be followed when/if a student is assigned to multiple host teachers and/or campuses.

- Students seeking certification in a single content which includes K-12 certification may be assigned to an elementary campus one half of the semester and a secondary campus the second half of semester to ensure preparation at all levels. If two placements are needed, the change will be planned in advance and no assignment change form will be required. Most students will have completed 100 hours of fieldwork divided over two levels, so this will not typically be needed.
- A great deal of care is taken in placing students in an appropriate classroom prior to the first day of clinical teaching. However, in the event that there is a mismatch with the resident and the campus, grade or host teacher, a Clinical Teaching Assignment change form will be submitted and, if approved, a new clinical teaching location within the district will be secured as soon as possible.

See Appendix A: Clinical Teaching Assignment Change Form

## Mentor Teachers

The mentor teacher is an educator who is jointly assigned by Concordia University Texas and the campus administrator who supports the candidate through co-teaching and provides coaching feedback during their clinical teaching placement.

## Mentor Teacher Qualifications

1. at least **three creditable years** of teaching experience
2. an **accomplished educator**
3. **not assigned** to the candidate **as a field supervisor**; and
4. **trained as a coach and mentor by CTX**, the campus or district within two weeks prior to or three weeks after the beginning of the placement
5. **valid certification in the certification category** for the residency assignment for which the residency candidate is seeking certification.

See Appendix B: Mentor Teacher Credential Verification Form

## Mentor Teacher Selection Process and Criteria

The following process will be followed to select mentor teachers for candidates. The Placement Director will...

- (1) Reach out to district personnel for campus recommendations.
- (2) Reach out to the principal at the recommended campus requesting a recommendation of teachers with the above qualifications who they believe would be strong mentors for our candidates.
- (3) Verify that the mentor teacher meets the qualifications listed above

## Mentor Teacher duties/responsibilities

- 1) Co-teach with the resident following a gradual release model.
- 2) Coach the resident using the model provided in training.
- 3) Complete at least 2 informal observations (15+ minutes) over the semester using the coaching form provided. See appendix D Informal Coaching Form
- 4) Work collaboratively with the university supervisor
- 5) Confer with the principal and contact the university supervisor immediately if they perceive that the clinical teacher's presence is detrimental to their students.
- 6) Remain the teacher of record throughout the placement.

## Co-teaching and Gradual Induction

Concordia University teacher residency students implement co-teaching strategies under the mentorship of the host teacher using a gradual induction model.

## Co-teaching

*Co-teaching is a practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.*

## Co-teaching Strategies

- **One Teach – One Observe:** one teacher has primary instructional responsibility while the other engages in a focused observation on specific teacher moves and/or student actions or engagement.
- **One Teach – One Assist:** one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors and/or assists with formative assessment.
- **Station Teaching:** The collaborative pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Additional independent station(s) may be used along with the teacher led stations.
- **Parallel Teaching:** Each teacher instructs half of the students. Both teachers are addressing the same instructional material and presenting the material using the same instructional strategies.
- **Supplemental teaching:** One teacher will work with a large group of students while the other works with a designated small group who need the content or materials to be retaught, extended, or remediated.
- **Alternative/Differentiated Teaching** - This strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is tailored to the learning styles of the students in each group.
- **Team Teaching** - Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. There is no clearly defined leader- as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
- **Solo Teaching** - Ultimately, teacher candidates become the lead of the classroom, but cooperating teachers remain actively engaged as co-teachers. The cooperating teacher continues to partner with the teacher candidate providing feedback, guidance and accountability without enabling.

## Gradual Induction

Gradual Induction is the process whereby the clinical teaching candidate engages in increased responsibility for student instruction as the host teacher gradually releases that responsibility. During the second half of the semester, the teacher candidate will assume the duties of planning the lessons, grading the assignments and taking the lead role in co-teaching/leading classroom instruction for at least 4 weeks. The induction calendar is built around a typical Austin area school spring calendar. Students completing clinical teaching in the fall or in a district with different holidays etc. will work with their supervisor to adjust weeks as needed.

*The following to do's and reflections are intended to guide the teacher candidate's planning and reflective processes. Teacher candidates should work with their mentor teachers and university supervisors to determine how best to implement the to do's and make reasonable adjustments. Clinical teachers will respond to the given reflection prompts each week unless alternative prompts are agreed upon with the university supervisor.*

## Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<p><b>Week 1</b> Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc.</p> <ul style="list-style-type: none"> <li>• Write a letter introducing yourself to your students and parents and get it approved by your university supervisor and mentor teacher before sending it home.</li> <li>• Meet grade level/ content team, principal and/or other office personnel.</li> <li>• Check videotape permissions of your students and send home the video permission letter as needed.</li> <li>• Begin co-teaching including One Teach, One Observe (conduct focused observations to learn teacher's management strategies and get to know students) and One Teach, one assist (assist students with work, monitor behavior, establish connections with students).</li> <li>• Make plans to extend your classroom duties and assume an instructional co-teaching role in collaboration with your host teacher.</li> <li>• Complete the weekly reflection and make sure to post it by Friday at 6:00 pm.</li> </ul>	<p><b>Week 1</b> Briefly describe your first week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Provide your daily schedule... (Include times for subjects/courses taught, specials, planning, lunch, etc.).</p> <p>Submit your letter of introduction to BBUltra once it has been approved by your mentor.</p>
<p><b>Week 2</b> Continue to get to know the students and let them get to know you.</p> <ul style="list-style-type: none"> <li>• Gather evidence on your school you're your students and complete the <b>Context for Learning Form</b> including students with special needs.</li> <li>• Take on the "teach" role (including lesson planning) with the host teacher observing or assisting in at least one content area or one class period this week.</li> <li>• Begin assuming responsibility for some classroom routines (i.e., hall monitoring, breaks, attendance) each day you are there.</li> <li>• Verify video permission or gather videotape permission forms from any students needing</li> </ul>	<p><b>Week 2</b> 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 the information from the <b>Context for Learning</b> form might impact teaching and learning on your campus.</p> <p>Identify one or two students who need extra support in your class that goes beyond what the class as a whole needs. Explain any identified needs they have as well as behaviors (academic or otherwise) that they are exhibiting that stand out. Discuss what strategies is your teacher using to address their needs or behaviors? Describe what you have learned about their everyday experiences, cultural and language</p>

## Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<p>and submit Verification of Video Permission to BB.</p> <ul style="list-style-type: none"> <li>Schedule University Supervisor visit (informal observation) for next week.</li> <li>Complete the weekly reflection and make sure it is posted by Friday at 6:00 pm.</li> </ul>	<p>backgrounds, and interests. How might you use this information to build meaningful lessons for them?</p> <p>Discuss what your supervisor might see on their visit next week</p>
<p><b>Week 3</b></p> <p>Continue to increase your planning and instructional responsibilities within the co-teaching model.</p> <ul style="list-style-type: none"> <li>Continue taking the “teach” role (including lesson planning) with the host teacher observing or assisting and increase planning and teaching role to two lessons this week.</li> <li>Add another co-teaching strategy (station teaching, parallel teaching, supplemental teaching, differentiated teaching) to support identified student needs.</li> <li>Schedule an informal observation with your mentor teacher for next week.</li> <li>Complete the weekly reflection and make sure it is posted by Friday at 6:00 pm.</li> </ul>	<p><b>Week 3</b></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>Co-teaching</p> <p>Discuss how you are implementing the co-teaching model in collaboration with your cooperating teacher. Which roles have you taken on? What are you learning from each and which are you most comfortable with? Which role(s) have you not tried and/or are you struggling with?</p> <p>Reflect on the coaching observation from your supervisor from this week</p>
<p><b>Week 4</b></p> <p>Continue co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another co-teaching role. Increase your planning and teaching role to three lessons this week.</p> <ul style="list-style-type: none"> <li>Complete a focused observation on student engagement while your host teacher is teaching a lesson. Note what the teacher is doing to engage the students with the content and evidence that the students are learning.</li> <li>Schedule a formal observation for next week (pre-conference, 45-minute observation and post-conference)</li> <li>Complete the weekly reflection and make sure it is posted by Friday at 6:00 pm.</li> </ul>	<p><b>Week 4</b></p> <p><b>Behavior Management</b></p> <p>Discuss the behavior systems you and your teacher are using. Explain how well they are working including during transitions within a lesson when changing activities and between lessons, subjects, classes, etc. What structures are in place to ensure students understand the expectations? What strategies are in place to provide reminders and/or hold students accountable for their behaviors during transitions?</p> <p><b>Student Engagement</b></p> <p>Discuss in detail specific strategies you and/or your host teacher use to engage the students in meaningful ways with the learning. How do you know the students are engaged (not just</p>

## Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
	<p>compliant), and how can you tell if the students are learning?</p> <p>Reflect on the coaching observation from your mentor teacher from this week</p>
<p><b>Week 5</b> Continue co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another co-teaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> <li>Review the scope and sequence for the classes/subjects you are teaching with your host teacher and identify which objectives need to be addressed in the coming lessons.</li> <li>Identify strategies and resources to use for introducing the objectives, providing practice applying the knowledge and skills and assessing mastery of the knowledge and skills.</li> <li>Take responsibility for additional classroom routines and procedures.</li> <li>Complete formal observation cycle 1 with your supervisor and schedule an informal coaching observation next week</li> <li>Complete the weekly reflection and make sure it is posted by Friday at 6:00 pm.</li> </ul>	<p><b>Week 5</b> Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p><b>Matching objectives and activities</b> Describe an objective or series of related objectives that you have taught over several days.</p> <p>How do the activities that you have designed support the standards and learning objectives within the lessons?</p> <p>How do your lessons and activities build upon each other to help students make connections between the skills they are learning?</p> <p>Reflect on the formal observation from your supervisor for this week</p>
<p><b>Week 6</b> Continue co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another co-teaching role for at least four lessons this week.</p> <ul style="list-style-type: none"> <li>Take responsibility for transitions, classroom routines and procedures.</li> <li>Make arrangements to begin full taking full responsibility as lead teacher in planning and teaching lessons in the four core contents and managing transitions starting next week.</li> <li><b>Record</b> the lesson you do for your informal coaching observation (supervisor) this week</li> </ul>	<p><b>Week 6</b> Reflect on the <b>video</b> from the lesson you recorded that your supervisor completed a coaching observation for this week.</p> <ul style="list-style-type: none"> <li>Describe how you introduced the objectives of the lesson. What methods did you use to engage or draw students into the lesson?</li> <li>Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson.</li> <li>Describe student engagement. How did you monitor and encourage student engagement throughout the lesson?</li> </ul>



## Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<ul style="list-style-type: none"> <li>Complete weekly reflection <b>video</b> and make sure it is posted each week by Friday at 6:00 pm.</li> </ul>	<ul style="list-style-type: none"> <li>What instructional strategy or strategies did you use in the lesson? Why did you select these strategies?</li> <li>How did students demonstrate their understanding of the concepts or skills?</li> <li>What did you notice about your eye contact, "with-it-ness", tone of voice, body language, professional language, etc. during the lesson?</li> <li>Identify a part of the lesson that you would change. What would you do instead? Why?</li> </ul>
<p><b>Week 7 – Full Teach</b> Continue co-teaching throughout the week, taking full responsibility as lead teacher in planning and teaching lessons in the four core contents and managing transitions.</p> <p>Student Achievement</p> <ul style="list-style-type: none"> <li>Review your students' grades over the last few weeks with your host teacher and identify a student whose grade is low for a reason other than not having mastered objectives (e.g. language, disengagement, invalid assessment)</li> <li>Schedule a formal observation for next week with your supervisor (pre-conference, 45-minute observation and post-conference)</li> <li>Complete weekly reflection and make sure it is posted each week by Friday at 6:00 pm.</li> </ul>	<p><b>Week 7</b> Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have. Grading</p> <p>Describe a student who is performing below level based on graded assessments. What factors are influencing the student's achievement?</p> <p>Describe the strategies you or your cooperating teacher used to teach and engage the students with the skills prior to assessing.</p> <p>Identify supports or interventions that could help the student(s) to be successful moving forward.</p>
<p><b>Week 8 Full Teach</b> Continue co-teaching throughout the week, taking full responsibility as lead teacher in planning and teaching lessons in the four core contents and managing transitions.</p> <ul style="list-style-type: none"> <li>Make arrangements for your mentor teacher to complete an informal coaching observation next week.</li> <li>Complete formal observation cycle 2 with your supervisor</li> <li>Complete the weekly reflection and make sure it is posted each week by Friday at 6:00 pm.</li> </ul>	<p><b>Week 8</b> Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Reflect on both formal and informal feedback you have been receiving from your supervisor and mentor teacher from</p> <ul style="list-style-type: none"> <li>How have they affirmed you as a teacher?</li> <li>What are some ways that you have improved based on their feedback?</li> <li>What are some things that you are still working on?</li> </ul>

## Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<p><b>Week 9 Full Teach</b></p> <p>Continue co-teaching throughout the week, taking full responsibility as lead teacher in planning and teaching lessons in the four core contents and managing transitions.</p> <ul style="list-style-type: none"> <li>• Make arrangements for a formal observation for next week (pre-conference, 45-minute observation and post-conference)</li> <li>• Complete the weekly reflection and make sure it is posted each week by Friday at 6:00 pm.</li> </ul>	<p><b>Week 9</b></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>Review the video recording of the lesson you recorded this week. Answer at least <b>four the questions/prompts</b> below in complete and thoughtful sentences. For each response, site a timestamp on the video to support your response.</p> <ol style="list-style-type: none"> <li>1. Describe how you introduced the objectives of the lesson. What methods did you use to engage or draw students into the lesson?</li> <li>2. Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson.</li> <li>3. Describe student engagement. How did you monitor and encourage student engagement throughout the lesson?</li> <li>4. What instructional strategy or strategies did you use in the lesson? Why did you select these strategies?</li> <li>5. How did students demonstrate their understanding of the concepts or skills?</li> <li>6. What did you notice about your eye contact, "with-it-ness", tone of voice, body language, professional language, etc. during the lesson?</li> <li>7. Identify a part of the lesson that you would change. What would you do instead? Why</li> </ol>
<p><b>10 Full Teach</b></p> <p>Continue co-teaching throughout the week, taking full responsibility as lead teacher in planning and teaching lessons in the four core contents and managing transitions.</p> <ul style="list-style-type: none"> <li>• Work with your mentor teacher to begin releasing the lead role in some contents back them after Spring Break</li> <li>• Complete formal observation cycle 3 with your supervisor</li> </ul>	<p><b>Week 10</b></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>Discuss your experience of being the lead teacher over the last four weeks. What were the biggest struggles? What was most rewarding? How did it help you grow as a leader?</p>

## Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<ul style="list-style-type: none"> <li>Complete the weekly reflection and make sure it is posted each week by Friday at 6:00 pm.</li> </ul>	<p>Reflect on formal observation #3</p>
<p><b>Week 11</b> Continue co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another co-teaching role for some, but not all contents this week.</p> <ul style="list-style-type: none"> <li><b>Record</b> the lesson you do for your informal coaching observation (supervisor) this week</li> <li>Complete the weekly reflection and make sure it is posted each week by Friday at 6:00 pm.</li> </ul>	<p><b>Week 11</b> Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have. Respond to any questions/prompts your supervisor has posted.</p> <p>Reflect on the informal coaching observation from your supervisor for this week and reflect on the <b>video</b>.</p>
<p><b>Week 12</b> Continue co-teaching throughout the week, taking a teaching role (including lesson planning) with the host teacher observing or assisting or performing another co-teaching role for some, but not all contents this week.</p> <ul style="list-style-type: none"> <li>Discuss and plan for state assessments (STAAR) that will take place in the coming weeks.               <ul style="list-style-type: none"> <li><i>Training requirements</i></li> <li><i>What your role will be</i></li> </ul> </li> <li>Complete formal observation cycle 4 with your supervisor</li> <li>Complete the weekly reflection and make sure it is posted each week by Friday at 6:00 pm</li> </ul>	<p><b>Week 12</b> 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 STARR testing preparations. What is your plan for supporting your teacher and students during state assessments. How are your students feeling and what has your mentor teacher been doing to help them prepare and minimize their stress/anxiety? What concerns do you have?</p> <p>Reflect on formal observation #4</p>
<p><b>Week 13</b> Continue co-teaching throughout the week when students are in their regular classes. Coordinate with you cooperating teacher regarding adjustments to the schedule, STAAR testing, etc.</p> <ul style="list-style-type: none"> <li>Complete weekly reflection and make sure it is posted by Friday at 6:00 pm</li> </ul>	<p><b>Week 13</b> 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 your teacher handled the first week of STAAR testing including disruption to routines, student anxiety, etc.</p>
<p><b>Week 14</b> <b>Thanksgiving</b></p>	<p><b>Week 14</b></p>

## Weekly Gradual Induction Activities and Reflections

To Do's	Reflections
<b>Week 15</b> Continue co-teaching throughout the week when students are in their regular classes. Coordinate with you cooperating teacher regarding adjustments to the schedule, STAAR testing, etc. <ul style="list-style-type: none"> <li>Complete weekly reflection and make sure it is posted by Friday at 6:00 pm</li> </ul>	<b>Week 15</b> Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.  Discuss how your teacher handled the second week of STAAR testing including disruption to routines, student anxiety, etc.
<b>Week 16</b> Continue co-teaching throughout the week, taking a supportive role as you transition out. <ul style="list-style-type: none"> <li>Prepare your students for your departure at the end of the week (if you have logged 490 hours), letting them know you will be thinking about them, etc.</li> <li>Submit your completed log (490+ hours) via dynamic forms for verification</li> <li>Download and submit your reflections as one document to BB Ultra</li> </ul>	<b>Week 16</b> <ul style="list-style-type: none"> <li>No new reflection this week – you will upload reflections from weeks 1-15 to BB.</li> </ul>

## Field Supervisor

Each Concordia University Texas teacher residency candidate will be assigned a university field supervisor who will oversee the residency and support the candidate. The university supervisor will be hired by Concordia Texas to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

## Qualifications

Each Concordia University Texas supervisor will meet the following qualifications:

- accomplishment as an educator as shown by student learning; and
- not employed by the same school where the candidate being supervised is completing his or her
- clinical teaching, internship, or practicum; and
- trained by the educator preparation program (EPP) as a field supervisor; and
- trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation and participation in school and/or district trainings, as determined by the district partner; and

- has completed Texas Education Agency (TEA)-approved training for field supervisors supporting teacher candidates, is a currently certified Texas Teacher Evaluation and Support System (T-TESS) appraiser; and
- not assigned to the candidate as a mentor, cooperating teacher, or site supervisor; and
- three years of creditable experience in the class in which supervision is provided
- valid certification in the class in which supervision is provided

## Supervision and Coaching Requirements

### Collaboration

The university field supervisor shall collaborate with the candidate, campus supervisor, and the host teacher throughout the residency. Collaboration will include regular meetings and/or collaborative supports at least three times each semester with the campus supervisor and twice monthly with the host teacher. Meetings may be held virtually, and collaborative supports may include but are not limited to co-observation of candidates, co-coaching of candidates, and calibration for inter-rater reliability.

### Informal Observations

The university field supervisor shall provide informal observations and coaching throughout the semester according to the schedule outlined in the Checklist (found in the Blackboard course). The informal observations and coaching include, but are not limited to the following:

- At least three in person informal observations (15 minutes or more in duration) will be completed over the course of the semester. The first informal coaching observation will occur within the first 4 weeks of the clinical teaching placement and must be in person. All informal observations will be recorded on the Coaching Observation form ([see Appendix D](#)).
- Additional written coaching feedback will be provided on weekly written reflections that promote the clinical teacher's development (including feedback regarding what is working well and what needs to be adjusted).
- Observations and feedback on targeted skills will be provided, with opportunities for the supervisor to follow up on the candidate's development in the targeted skill.

### Formal Observations

The university field supervisor will also complete four formal observations over the semester. The formal observations include but are not limited to the following expectations:

- The four formal observations will be completed during the semester using the CTX formal observation protocol (See [Appendix E – Formal Observation](#)), and the first formal observation will occur within the first five weeks of the placement.
- Each formal observation will be in person and last at least 45 minutes.
- Each formal observation will include a pre-observation conference (may be asynchronous) and post-observation conference (synchronous) with the candidate.

### Additional University Supervisor Duties

- Participate in Concordia university supervisor training prior to the first day the residency candidate will be with students.
- Exchange information and schedule the first supervisory visit with the residency candidate.

- Contact and train the host teacher on CTX policies, forms and procedures within the first week of residency.
- Keep an electronic log which lists the following:
  - all correspondence (email, text, phone) and visits with the residency candidate, the mentor teacher and the university regarding the placement
  - all coaching and collaboration with the residency candidate including formal and informal observations and responses on the weekly reflections
- Complete a recommendation form at the end of each semester including a recommendation of the candidate.

## Residency Performance

The Formal Observation Protocol (within the Preconference, Observation, Post conference (POP cycle) will be used to determine and guide the candidate's progress through the program.

### Response to candidate Performance

- University supervisors will record pre- and post- conference notes for all formal observations and include recommendations for any areas below proficient.
- Students will set goals during post- conferences for all formal observations which will be recorded by the supervisor.

### Intervention and support

- Supervisors will work in conjunction with mentor teachers and campus supervisors to develop intervention plans for students scoring below expected levels as listed above (see Intervention Plan Template)
- Supervisors and mentor teachers will monitor the candidate's progress and provide coaching assistance (model lessons, assistance with lesson planning, etc.).

## Process of Candidate Recommendation

Candidates will be recommended by the university supervisor and mentor teacher at the end of each semester. The following guidelines will inform the process, but other factors may be included in the overall recommendation.

### End of second semester

- **Recommend for teacher certification:** recommended by mentor teacher and supervisor, proficient or developing in all dimensions on final formal observation and meeting the 490 hour/70 full-day requirement.
- **Not recommendation for certification** (if any of these apply): not recommended by cooperating teacher or supervisor, in need of improvement in one or more dimensions on final formal observation, and/or not meeting the 490 hour/70 full-day requirement.

## Appendix A: Clinical Teaching Assignment Change Form

A fillable form is available from the program coordinator and certification officer

### Concordia University Texas Assignment Change Form

This form will be used when a mismatch is discovered between the teacher candidate and the assigned campus, subject, grade or host teacher. When a mismatch is discovered by a student, host teacher, campus principal or district official, they will inform the Concordia University Texas Undergraduate Education placement director who will initiate the form.

#### Current Assignment

Candidate: \_\_\_\_\_ ID \_\_\_\_\_

Date of request: \_\_\_\_\_ District: \_\_\_\_\_

Campus \_\_\_\_\_ Principal: \_\_\_\_\_

Host Teacher: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

#### Reason for Assignment Change

\_\_\_\_ Grade level does not match student's intended certification band or requested level

\_\_\_\_ Content area does not match student's intended certification for majority of day

\_\_\_\_ Mentor teacher's certification does not match student's intended certification

\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

#### New Assignment

Candidate: \_\_\_\_\_ ID \_\_\_\_\_

Start Date for new assignment: \_\_\_\_\_ District: \_\_\_\_\_

Campus \_\_\_\_\_ Principal: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

Signatures:

\_\_\_\_\_ (Placement Director)

\_\_\_\_\_ (New Mentor Teacher)

\_\_\_\_\_ (Campus Principal)

## Appendix B: Mentor Teacher Credential Verification Form

An electronic version of this form will be sent to the appropriate district personnel.

### Clinical Teaching/Residency Cooperating Teacher Credential Verification

Thank you for supporting future educators by selecting cooperating teachers that have met or exceeded in [TAC §228.2 \(14\)](#) for Concordia University Texas.

**The Cooperating/Mentor/Host Teacher must:**

1. have at least three creditable years of teaching experience (at least one of which was in the past three years)
2. be an accomplished educator (as evidenced by at least three years of proficient or above proficient ratings on teacher evaluations, demonstrated evidence of positive impact, and/or other dispositional criteria such as interpersonal and leadership skills), and
3. hold valid certification in the category of their current teaching assignment

**Mentor Teacher(s):**

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I have verified that the cooperating teacher(s) listed above has/have met the requirements for cooperating teachers listed in [TAC §228.2 \(14\)](#).

**School District:** \_\_\_\_\_

**District Official Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Appendix D Informal Coaching Form

A fillable version of this form is available online and via Dynamic Forms

### Residency and Clinical Teaching Coaching Form

**Directions to the mentor teacher & supervisor:** As you observe the residency candidate or clinical teacher, note actions that they are taking that fall into the dimensions listed below. Add coaching notes to help them understand what is working well and why, along with recommendations to improve outcomes. See checklist for required observation windows.

Student/Candidate \_\_\_\_\_ Date \_\_\_\_\_  
 Lesson \_\_\_\_\_ Subject/Grade \_\_\_\_\_  
 Mentor Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

	Dimensions	Coaching Feedback
Planning (based on lesson planning and preparation)	<b>1.1-Standards &amp; Alignment</b> - Aligns goals, standards and objectives - Paces lesson appropriately - Includes appropriate technology to maximize engagement and learning	
	<b>1.2-Data &amp; Assessment</b> - Uses assessment to inform instruction - Includes opportunities to monitor progress (formal and informal assessment) - Includes opportunities to provide feedback	
	<b>1.3-Knowledge of Students</b> - Includes activities to meet varied learning styles - Includes options for potential modifications/adjustments based on learning needs	
	<b>1.4-Instructional Activities</b> - Includes questions at various levels (Bloom) - Groups students appropriately to the task - Includes activity that requires students to demonstrate/applying the learning objective	

	Dimensions	Coaching Feedback
Instructional Delivery	<b>2.1-Achieving Expectations</b> - Has high expectations for all learners - Encourages student to make mistakes and self-correct - Encourages students to take initiative and self-monitor	
	<b>2.2-Content Knowledge &amp; Expertise</b> - Demonstrates content knowledge in multiple contexts - Links objectives across disciplines - Sequences & links instruction meaningfully	
	<b>2.3-Communication</b> - Anticipates potential misunderstandings - Uses clear verbal & written communication - Demonstrates appropriate wait time for student responses	
	<b>2.4-Differentiation</b> - Individualizes lessons as needed for student success - Differentiates content & processes as needed for student success	
	<b>2.5-Monitor &amp; Adjust</b> - Monitors participation & performance - Adjusts instruction based on student responses - Invites student input - Adjusts pacing & activities to maintain engagement	
Learning Environment	<b>3.2-Managing Classroom and Student Behaviors</b> - Is organized and prepared - Follows behavior systems - Maintains appropriate behavior standards to facilitate learning	
	<b>3.3-Classroom Culture</b> - Engages students in relevant, meaningful learning - Facilitates respectful individual and collaborative work - Demonstrates positive rapport with students and other adults	

## Appendix E: Formal Observation

An electronic copy of this form will be emailed to the supervisor prior to each observation window.

### Clinical Teaching FORMAL OBSERVATION

Teacher Candidate: \_\_\_\_\_

Clinical Teaching Start Date: \_\_\_\_\_ Grade and Subject: \_\_\_\_\_

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

School & District: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Observations are expected to be in-person visits. If a virtual observation is needed, please contact the course professor first and indicate why a virtual observation was needed.

Observation Method \_\_\_\_\_ Observation Number \_\_\_\_\_

Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_

*I confirm that this observation was at least 45 minutes in length.*

PRE-Observation Conference: Date: \_\_\_\_\_ Delivery: \_\_\_\_\_

POST-Observation Conference: Date: \_\_\_\_\_ Delivery: \_\_\_\_\_

Observation Completed By: \_\_\_\_\_

**Directions:** This form is to be used by the university supervisors to support the development and growth of the teacher candidate.

- All observations for clinical teachers must be **at least 45 minutes** in length.
- Script the lesson on a separate document and attach the script using the attachment field below.
- Using the script of the lesson list evidence and suggestions for improvement into the evidence box of the appropriate dimensions.
- Choose the appropriate descriptive text in the rating section of each dimension.
- Determine rating for each dimension based on evidence in each column.

\_\_\_\_\_  
TEACHER CANDIDATE

\_\_\_\_\_  
UNIVERSITY SUPERVISOR

\_\_\_\_\_  
COOPERATING TEACHER

<b>Dimension 1 Planning:</b> <b>Standards &amp; Alignment; Data &amp; Assessment; Knowledge of Students; Activities</b> <i>Please check all observed</i>		
PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Activities, materials and assessments</p> <ul style="list-style-type: none"> <li>• are relevant to students.</li> <li>• provide appropriate time for lesson and lesson closure.</li> <li>• fit into the broader unit, course objectives and state standards.</li> <li>• are appropriate for diverse learners.</li> </ul> <p>Formal and informal assessments are used to monitor progress of all students.</p> <p>Lessons are connected to students' prior knowledge and experiences.</p> <p>Questions/activities encourage all students to engage in complex, higher-order thinking.</p>	<p>Most activities, materials and assessments</p> <ul style="list-style-type: none"> <li>• are appropriately sequenced.</li> <li>• sometimes provide appropriate time for lesson and lesson closure.</li> </ul> <p>Formal and informal assessments are used to monitor progress of most students.</p> <p>Lessons are sometimes/somewhat connected students' prior knowledge and/or experiences.</p> <p>Questions/activities promote limited, predictable or rote responses and encourage some complex, higher-order thinking.</p>	<p>Few activities, materials and assessments</p> <ul style="list-style-type: none"> <li>• are appropriately sequenced.</li> <li>• rarely provide appropriate time for lesson and lesson closure</li> </ul> <p>Formal and informal assessments are rarely/not used to monitor progress.</p> <p>Little or no connection is made to students' prior knowledge or experiences.</p> <p>Questions/activities promote little or no complex higher-order thinking.</p>
<b>Evidence from script and suggestions for improvement:</b>		

**Dimension 1 Planning Rating:**

<b>Dimension 2 Instruction:</b> <b>Achieving expectations, Content Knowledge and Expertise, Communication, Differentiation, Monitoring &amp; Adjusting</b> <i>Please check all observed</i>		
PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Addresses student mistakes and follows through to ensure student mastery.	Sometimes addresses student mistakes.	Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
Anticipates possible student misunderstandings.	Sometimes anticipates possible student misunderstandings.	Does not anticipate possible student misunderstandings.
Provides explanations that are clear and uses verbal and written communication that is clear and correct.	Uses verbal and written communication that is generally clear with minor errors in usage	Uses verbal and written communication that is characterized by inaccuracies and errors in usage.
Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Sometimes provides differentiated instructional methods and content.	Rarely provides differentiated instructional methods and/or content.
<b>Evidence from script and suggestions for improvement:</b>		

**Dimension 2 Instruction rating:**

<b>Dimension 3 Learning Environment:</b> Classroom Environment, Routines and Procedures; Managing Student Behaviors; Classroom Culture <i>Please check all observed</i>		
PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
All procedures, routines and transitions are clear and efficient.	Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.	Procedures, routines and transitions are characterized by confusion and inefficiency.
Consistently implements the campus and/or classroom behavior system to maximize student engagement and learning.	Inconsistently implements the campus and/or classroom behavior system.	Rarely or unfairly enforces campus or classroom behavior standards.
Engages all students in meaningful learning.	Engages most students in the lesson/activities.	Engages few students in the lesson/activities.
<b>Evidence from script and suggestions for improvement:</b>		

**Dimension 3 Learning Environment rating:**

**Dimension 4 Professional Practices and Responsibilities:****Professional Demeanor and Ethics; Goal Setting; Professional Development; School Community Involvement***Please check all observed*

<b>PROFICIENT</b> Instructional Planning Includes:	<b>DEVELOPING</b> Instructional Planning Includes:	<b>IMPROVEMENT NEEDED</b> Instructional Planning Includes:
Meets all professional standards (e.g. attendance, professional appearance and behaviors).  Sets short- and long-term professional goals based on self-assessment, reflection and mentor/supervisor feedback.  Plans collaboratively with mentor and team and writes meaningful reflections on the process.	Meets most professional standards (e.g. attendance, professional appearance and behaviors).  Sets short- and long-term professional goals based on self-assessment.  Meets with mentor to plan and reflects somewhat on the process.	Meets few professional standards (e.g. attendance, professional appearance and behaviors) or violates legal requirements.  Sets low or ambiguous goals unrelated to student needs or self-assessment.  Rarely reflects on the planning process.

**Evidence from script and suggestions for improvement:****Dimension 4 Professional Practices and Responsibilities rating:**