Teacher Preparation at Lamar University Lamar University is one of the major teacher preparation entities in the state of Texas. The University has a long history of preparing quality teachers. Programs are learner-centered, field-based, collaborative, and competency driven. This handbook provides guidance for the completion of teacher certification.

Lamar University is an equal opportunity/affirmative action institution and employer. Students, faculty and staff members are selected without regard to their race, color, creed, sex or national origin consistent with the Assurance of Compliance with Title VI of the Civil Rights Act of 1964; Executive Order 11246 as issued and amended; Title IX of the Education Amendments of 1972, as amended; Section 504 of the Rehabilitation Act of 1973. Inquiries concerning application of these regulations may be referred to the Office of the President.
Leaders in the College of Education who are resources to students going through the program are:

**Dean of College of Education and Human Development**  
*Dr. Robert Spina*  
(409) 880-8661

**Interim Department Chair, Teacher Education**  
Dr. Lula Henry  
(409) 880-8217

**Admission to Teacher Education**  
*Ms. Megan Hale*  
(409) 880-8902

**Advising for Teacher Education**  
*Ms. Debra Fondren*  
(409) 880-8434

**Director of Field Experiences**  
*Dr. Gayle L. Butaud*  
(409) 880-8033

**Clinical Teacher Supervisor**  
*Ms. Paula Hussey*  
(409) 880-2235

**Field-Based Site Coordinator**  
*Dr. Cavan Leerkamp*  
(409) 880-8214

**Certification Officer**  
*Ms. Debra Bartley*  
(409) 880-8403

**Graduate Certification Officer**  
*Ms. Dimples Jones*  
(409) 880-2125

**TExES and Testing**  
(409) 880-7774

**Departments in College of Education and Human Development**

**Family and Consumer Sciences**  
*Dr. Greg Thompson, Chair*  
(409) 880-8663

**Kinesiology, Health, and Dance**  
*Dr. Doug Boatwright, Chair*  
(409) 880-8711

**Educational Leadership**  
*Dr. Cindy Cummings*  
(409) 880-2315

**Counseling and Special Populations**  
*Dr. William Holmes, Interim Chair*  
(409) 880-8896
Helpful Web Links:

College of Education and Human Development

Teacher Education

Apply to Lamar University Educator Preparation Program

Degrees and Certifications

Policies of the LU Educator Preparation Program

Career and Testing Center

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Code of Ethics
The Lamar University Teacher Certification Program

Lamar University provides certificate programs in elementary, secondary, special education, vocational home economics, all levels art, music, physical education, and hearing impaired. Certificate requirements are composed of four parts: (1) academic foundations, (2) academic specialization, (3) professional development, and (4) designated electives. Programs require completion of 126 to 139 semester hours.

Students wishing to certify in a secondary content area will be required to meet certification standards. It will be necessary to consult with your Department Head or the College of Education and Human Development Advising Center concerning specific requirements.

Educator Preparation Program

Mission

The mission of the Educator Preparation Program at Lamar University is to prepare teachers and educational leaders who will increase student achievement and provide leadership to meet the needs of learners in the 21st century.

Objectives

- Prepare teachers and educational leaders in a learner-centered, collaborative, proficiency- driven, field-based educator preparation program.
- Integrate the use of technology into the delivery of instruction
- Observe, develop, and implement strategies for teaching
- Develop observational skills to gain understanding of behavioral differences and effective classroom management
- Provide appropriate professional development to meet the needs of all partners
- Assess the effectiveness of the program

State Adopted Standards for Teachers in Learner-Centered Schools

Teacher preparation programs for Lamar University are based on the State-adopted standards for Texas teachers. Each student must show evidence of developing the proficiencies at the entry level in order to complete the program. The standards can be found on Texas Education Agency website at the links below:
Texas Education Commissioner’s Rules concerning Educator Standards
Texas Approved Educator Standards
ETS/Texas Educator Certification

Checklist for Field Teacher Candidates

Admission into the Educator Preparation Program (EPP) can be found on the Policies of the Lamar University Educator Preparation Program.

- Teacher candidates enrolled in field classes must provide proof of professional liability insurance. This insurance is to protect the teacher candidate against liability suits (e.g. injured student, failure to educate, etc.). It is available by joining a professional organization such as the Lamar Student Educator Association (LSEA) or other professional organizations for teachers. Proof of membership must be provided to each field course instructor and attached in each field course in tk20 course binder. Failure to provide proof of liability insurance to the course instructor prior to field visits will result in field hours not counting for course credit.

- Attend all required field-based course meetings.

- Attend the scheduled classes associated with the field based experience (PEDG 2310, PEDG 3300, 3350, 3351, 3352, 3380, 4340, and 4380, READ 3393, 3390, 4305 EACH 4303 SPE 4307 4311)

- Complete specific assignments required for working with mentor teachers and classroom students.

- Become acquainted with the principal, school faculty, classroom, and school policies of the field campus.

- After the initial visit, complete tasks the mentor teacher assigns: calling roll, grading papers, making copies, and assisting with assigned activities, etc.

- Teach assigned concepts to small groups or whole groups as pedagogy courses require and as directed by the mentor teacher.

- Study the methods of classroom management in use. Note effective strategies for relating to students.

- Study the methods of instructional delivery in use. Note effective methods and strategies.
☐ Become familiar with the mentor teacher’s philosophy, policies and methods of grading.

☐ Review the available resources for teaching including technology.
Field Experiences

Field experiences are an essential component in the Lamar University Teacher Preparation Program. While there are field assignments in all professional education courses, the major field experiences are provided through an undergraduate field-based experience and through clinical teaching.

Field experiences are structured to help prospective teachers see the relationship of theory to practice. They allow teacher candidates to observe master teachers, develop professional and personal strengths, and acquire skills required of a teacher. Following are the main focuses of the field experiences:

**Special Terms Used in Field Experiences**

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Placement</td>
<td>To gain an understanding of the total school culture as it impacts students, families, teachers, and the community. To prepare for the clinical teaching semester. A field experience that is an integral part of pedagogy courses taught at the university in conjunction with the public schools during semesters preceding clinical teaching.</td>
</tr>
<tr>
<td>Teacher Candidate</td>
<td>A university student enrolled in the professional pedagogy classes that precede clinical teaching</td>
</tr>
<tr>
<td>Mentor Teacher/Cooperating Teacher</td>
<td>Public school teacher who guides the work of the teacher candidate</td>
</tr>
<tr>
<td>LU Supervisor</td>
<td>University professor teaching field-based courses or those assigned to supervise and observe students in the field classroom teaching lessons.</td>
</tr>
<tr>
<td>Field Placement Coordinator</td>
<td>University professor coordinating field-based courses in conjunction with the public schools.</td>
</tr>
<tr>
<td>Clinical Teacher</td>
<td>Preservice teacher who is assigned as a practicing professional to a Master Supervising Teacher. To develop proficiency in teaching students at specific levels in specific courses. (formerly called student teacher)</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Office of Field Experience Director</td>
<td>University instructor who monitors clinical teaching guiding the experience in a partnership role with the public schools and mentor teachers.</td>
</tr>
</tbody>
</table>
Completing a Request for Field Placement Application with Tk20

To complete an application in Tk20, first log into the system at https://lamar.tk20.com.

Complete the Application
1. Click on the Applications tab.
2. Choose Create in the side menu.
3. Select the appropriate application name from the dropdown menu. If you do not see the application you need, the application period may not have started or may already be over. Contact your campus Tk20 Unit Administrator for questions regarding application availability.
4. Fill out the application as directed.
5. You may Save the application and return to it at a later time. Please note that any fields on the application marked with an asterisk (*) are required and will need to be completed before the application can be saved. If you select Cancel, no changes made to the application at that time, will be saved.
6. When your application is complete, select Submit to submit it for review.

Editing a Previously-Saved Application

You may only do this if it is not past the application’s due date.
1. Click on the Applications tab.
2. Select the name of the application from the list of previously created applications in the center of the screen. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Edit the application and then select Save or Submit.
4. You may continue to edit the application as long as it is not locked.

Editing a Previously-Submitted Application

You may only do this if it is not past the application’s due date.
1. Click on the Applications tab.
2. Select the checkbox to the left of the application you need to edit. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Click the grey Recall button.
4. Edit the application and then select Save or Submit.
5. You may continue to edit the application as long as it is not locked.

Help Resource
A. Online tutorials are available for students at https://lamar.tk20.com. Select the
Tutorials tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.

B. You may also contact your campus Tk20 Unit Administrator for assistance.

Administrator: Lamar TK20 Administrator
Email: tk20@lamar.edu
Phone: 409-880-2126
Field Based Courses in Phase I and II

The field course in Phase I and II precedes clinical teaching. Teacher candidates enroll and attend the field-based courses and spend an assigned number of hours per semester working with an assigned mentor teacher.

The teacher candidate must be admitted to Teacher Education and have successfully completed all prerequisite courses in order to enroll for the courses that carry the field placements. Assignment to mentor teachers is made cooperatively by the site coordinators and building principals.

Spring Field Placements: Phase I and II teacher candidate will complete a Request for Placement form in Tk20 the semester prior during advisement. The Office of Field Experiences will begin working on placements and teacher candidates will receive the notification soon after the twelfth day of class.

Fall Field Placements:
Phase I and II teacher candidates will complete a Request for Placement form in Tk20 the semester prior during advisement. The Office of Field Experiences will begin working on placements. Phase II teacher candidates will receive fall field placement PRIOR to the beginning of the fall semester due to the TAC requirements.

To meet the Texas Administrative Code requirements, the placement process for Phase II will begin immediately and Phase II teacher candidates will receive notification of their placement prior to the end of the spring semester or the beginning of the fall semester. The teacher candidate is required to complete 8 hours in their placement during the first 15 days of the school year. The teacher candidate will document these field hours on the attendance log that will be attached to Tk20 after the fall 12th day of class. It is important that the attendance log be kept.

Professional Liability Insurance: Teacher candidates enrolled in field classes must provide proof of professional liability insurance. This insurance is to protect the teacher candidate against liability suits (e.g. injured student, failure to educate, etc.). It is available by joining a professional organization such as the Lamar Student Educator Association or other professional organizations for teachers. Proof of membership must be provided to each field course instructor and attached in Tk20 course binder for that course. Failure to provide proof of liability insurance to the course instructor prior to field visits will result in field hours not counting for course credit.

Purpose, Objectives and Tasks

The purpose of the field based experience is to immerse the student in the culture of the school and that he/she will gain an understanding of the total school culture and those it
impacts. Specific objectives follow:

- Gain knowledge about the personal, professional, and ethical qualities essential to becoming a successful teacher.
- Tutor individual students and small groups of students.
- Prepare teaching materials.
- Obtain authentic knowledge of the cognitive, physical, social, cultural and emotional characteristics of students.
- Teach single concepts, small group lessons, and whole group lessons.
- Experience and develop appreciation for the cultural diversity of students.
- Share teachers’ duty assignments.
- Gain knowledge about special population students.
- Analyze educational resources, including media and technology, and their uses.
- Increase skills in curriculum organization, planning and instruction.
- Share experiences in classroom management.
- Observe work of educators with parents, colleagues, and supervisors.
- Participate in professional development activities.
- Review the structure and organization of the schools.
The Roles and Responsibilities of the Teacher Candidate

Tutor Students
- Help with assignments
- Extend class assignments
- Provide remedial teaching
- Interact with students during appropriate learning activities

Teach Small Groups
- Present effectively
- Implement an activity

Prepare Instructional Materials
- Create bulletin boards (related to course content, holidays, etc.)
- Develop instructional activities (small or whole group, oral, written, performance, etc.)
- Develop technology activities (web research, locate drill and practice software, create transparencies, etc.)
- Develop assessment materials (quizzes, questions/answers, observation checklists, etc.)
- Develop teaching aids (flash cards, worksheets, games, manipulatives, etc.)

Shadow Mentor Teacher during the School Day
- Planning
- Grading
- Monitoring/duty
- Conferencing

Observe School Service Area
- Office
- Library
- Health Clinic
- Counselor’s Office
- Cafeteria
Standards of Behavior

- Successful teacher candidates are professional in their relationships with students, mentor teachers, administrators, LU supervisors, site coordinators, other teachers, other teacher candidates, and support staff. They exhibit the following behaviors:
  - Professionalism that reflects maturity, good judgment, diplomacy and high ethical standards.
  - Fostering appropriate relationships with students, keeping all information confidential concerning individual students and modeling the appropriate teacher/student relationship.
  - Professional dress based on good grooming and appropriateness for the teaching assignment.
  - All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher, for students, and for the profession.
  - Adherence to the standards for attendance and punctuality expected of all professionals.
  - Honesty
  - Conducting appropriate conversations with peers, colleagues, and students.
  - Please review the Texas Code of Ethics as they apply to teacher candidates as well as inservice teachers.

If the teacher candidate has a concern about their placement, please contact the Field Placement Coordinator in the Office of Field Experience, Education Building, Room 110.
## Teacher Candidate Field Based Responsibilities by Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDG 2310</td>
<td>Junior Achievement teaching lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One-on-one or small group tutoring at mentor’s discretion.</td>
<td></td>
</tr>
<tr>
<td>PEDG 3300</td>
<td>One-on-one or small group tutoring at mentor’s discretion.</td>
<td>One 45 minute lesson planned in collaboration with mentor teacher and observed by the LU supervisor.</td>
</tr>
<tr>
<td></td>
<td>Activities assigned by course instructor.</td>
<td>One 45 minute lesson planned in collaboration with mentor teacher and observed by the LU supervisor.</td>
</tr>
<tr>
<td></td>
<td>Observation and reflection activities.</td>
<td></td>
</tr>
<tr>
<td>PEDG 3351</td>
<td>Activities assigned by course instructor.</td>
<td>Observation and reflection activities.</td>
</tr>
<tr>
<td></td>
<td>Lesson Plan format for activities.</td>
<td>Lesson Plan format for activities.</td>
</tr>
<tr>
<td>EACH 4303</td>
<td>Activities assigned by course instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Plan format for activities.</td>
<td></td>
</tr>
</tbody>
</table>

### Phase II

#### Content/Methods Courses
- PEDG 3350, 3352, 3380
- SPED 4307
- SPED 4311

#### Literacy Block
- READ 3390, 3393, 4305

Activities assigned by course instructor. Observation and reflection activities. Lesson Plan format for activities. One 45 minute lesson planned in collaboration with mentor teacher and observed by the LU supervisor.
<table>
<thead>
<tr>
<th>Classroom Mgmt. Courses</th>
<th>Activities assigned by course instructor.</th>
<th>Observation and reflection activities.</th>
<th>Lesson Plan format for activities.</th>
<th>One 45 minute lesson planned in collaboration with mentor teacher and observed by the mentor teacher. If taking a methods course at the same time this lesson is the same with classroom management emphasis.</th>
<th>One 45 minute lesson planned in collaboration with mentor teacher and observed by the LU supervisor. If taking a methods course at the same time this lesson is the same with classroom management emphasis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDG 4340, 4380</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phase III Clinical Teaching**

<table>
<thead>
<tr>
<th>PEDG 4620, 4630 4650</th>
<th>Activities assigned by course instructor.</th>
<th>Observation and reflection activities.</th>
<th>Lesson Plan format for activities.</th>
<th>Gradually assume full responsibility of the classroom at mentor teacher’s discretion.</th>
<th>5 Lessons observed by mentor; 3 Lessons observed by supervisor.</th>
</tr>
</thead>
</table>

**NOTE:** These are NOT observation hours. Teacher candidates should be actively involved in the classroom for all courses.
**FIELD BASED COURSE INFORMATION**

Teacher candidates should make a note of the number hours required to spend in class at LU and on the public school campus. It is very important that you have 2-3 hour blocks of time to spend with your field placement to complete the required activities and assignments for each course.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Proficiency Tests</th>
<th>Lecture At LU</th>
<th>Field Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDG 2310</td>
<td>Introduction to Teaching</td>
<td></td>
<td>45 hours</td>
<td>JA lessons</td>
</tr>
<tr>
<td>PEDG 3300</td>
<td>Child and Adolescent Development</td>
<td></td>
<td>45 hours</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

**EC – 6 Generalist**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Proficiency Tests</th>
<th>Lecture At LU</th>
<th>Field Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDG 3350</td>
<td>Math Methods</td>
<td>Core Subject Math</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3351</td>
<td>Social Studies Strategies</td>
<td>Core Subject Social Studies</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3352</td>
<td>Science Methods</td>
<td>Core Subject Science</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 4340</td>
<td>Managing the Elementary Classroom</td>
<td>PPR</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>READ 3390,3393,4305</td>
<td>Literacy Block</td>
<td>Core Subject ELAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EACH 4303</td>
<td>Introduction to Early Childhood</td>
<td></td>
<td>45 hours</td>
<td>15</td>
</tr>
<tr>
<td>SPED 4307</td>
<td>Inclusion</td>
<td></td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>SPED 4311</td>
<td></td>
<td></td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

**4-8**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Proficiency Tests</th>
<th>Lecture At LU</th>
<th>Field Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDG 3350</td>
<td>Math Methods</td>
<td>CORE 4-8 math</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3352</td>
<td>Science Methods</td>
<td>CORE 4-8 science</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3351</td>
<td>Language Arts and Social Studies</td>
<td>CORE 4-8 social studies</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>READ 3390, 3393, 4305</td>
<td>Literacy Block</td>
<td>Core 4-8 ELAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Certification</td>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>PEDG 4340</td>
<td>Managing the Elementary Classroom</td>
<td>EC-12 PPR</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>7-12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEDG 3380</td>
<td>Secondary Planning and Methodology</td>
<td>EC-12 PPR</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>PEDG 4380</td>
<td>Managing the Secondary Classroom</td>
<td>7-12 Content Test</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>EC-12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEDG 3380</td>
<td>Secondary Planning and Methodology</td>
<td>EC-12 PPR</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>PEDG 4340</td>
<td>Managing the Elementary Classroom</td>
<td>EC-12 PPR</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
Roles and Responsibilities of Mentor Teachers of Field Based Teacher Candidates

The mentor teacher models the role of a professional educator and is influential in the development of pre-service teachers. Teacher candidates quickly absorb attitudes and philosophy from mentors; therefore, the work of the mentor is critical to the teaching profession. An effective field based experience is based on respect, understanding, and cooperation among the teacher candidate, the mentor teacher, the course instructor, and the LU supervisor. The field based experience is not merely an observation experience; the teacher candidate is responsible for being involved in authentic teaching and teaching duties as assigned by the course and mentor teacher. The mentor teacher assumes the responsibilities reflected in the following checklist.

Checklist for Mentor Teachers of Teacher Candidates

☐ Collaborate with your teacher candidate and university faculty member.
☐ Keep an open line of communication with teacher candidate and the university.
☐ Make time to share ideas.
☐ Discuss special programs, events, etc. at the school site.
☐ Employ and explain many types of management ideas.
☐ Help your teacher candidate learn the school culture.
☐ Discuss the diversity of learners in your class(es).
☐ Demonstrate different types of teaching methods/strategies.
☐ Allow your teacher candidate to work with small groups of students or whole groups of students as required in the teacher candidate’s course(s).
☐ Acknowledge that both mentors and Lamar University have a stake in and share the responsibility for training new teachers.
☐ Seek help from the LU supervisor or Field Placement Coordinators when needed or desired.
☐ Keep LU supervisor aware of any problems or concerns you may have with your teacher candidate. If problems persist, contact the Field Placement Coordinator.
☐ Understand your importance to the field-based program experience.
☐ Complete assessments related to teacher candidate required activities in all field courses.

☐ Sign VERIFICATION OF FIELD PLACEMENT form after each visit the teacher candidate makes to the classroom.
The Field Placement Coordinator is responsible for placement of all teacher candidates on public school campuses and works with the LU supervisor and course instructor to rectify any problems that occur with teacher candidate placements during the course of each semester. Field Placement Coordinators are charged with making placements that expose the teacher candidate to all the different aspects of diversity, including SES and cultural diversity. Placement requires collaboration between the Field Placement Coordinators and campus administrators to ensure timely placements for the teacher candidates. In general, the responsibilities of the LU supervisor and Field Placement Coordinator are shown in the following checklist.

**Checklist for LU Supervisors and Field Placement Coordinators**

- Be aware of University policies relating to LU field based experiences.
- Represent the University within the public school setting.
- Teach assigned field-based courses.
- Ensure that teacher candidates have diverse experiences in field placements.
- Work with the teacher candidates to arrange a schedule compatible with the mentor teachers’ and the teacher candidate’s additional responsibilities.
- Make the required orientation visits to meet administrative staff and become familiar with the campus layout and conduct the observation visits as required by LU Department of Teacher Education policy.
- Serve as a resource for the teacher candidate and mentor teacher.
- Communicate regularly with teacher candidate, mentor teachers, and campus administrators. These communications are to be documented in the field log located on Tk20.
- Provide for documentation of teacher candidate performance through the rubrics and field log on Tk20.
- Be a value-added resource for the public school.
- Become an integral part of the school system.
- Complete all required evaluations on Tk20 system as directed by LU Department of Teacher Education.
Clinical Teaching is the culminating experience in the teacher education program at Lamar University. It requires one to demonstrate the knowledge, skills, and attitudes about teaching and learning that have accrued through the undergraduate experience.

The clinical teaching semester is a valuable professional laboratory experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Field-based classes are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the clinical teaching semester will depend on the cooperative efforts of many people. Our hope is that the clinical teacher, mentor teacher, LU Supervisor and Office of Field Experience will form close connected goals—all resulting in a positive and memorable clinical teaching experience. It is both the aim and expectation of Lamar University’s Teacher Preparation Program that all participants become reflective professional educators who facilitate successful student learning. It is intended that the schools, the students, the University, and the clinical teacher will all benefit from this cooperative learning experience.
**PREREQUISITES FOR CLINICAL TEACHING**

In order to qualify for clinical teaching, the teacher candidate must be recommended by a Candidate Performance Review Committee (CPRC or phase committee) and have met the requirements as stated in the Policies of the Lamar University Educator Preparation Program.

You should complete *Clinical Teacher Request for Placement* in Tk20 the semester prior to Clinical Teaching.

An *Orientation Meeting* will be held in the first half of the semester prior to the clinical teaching semester. You will be notified by email or class instructors of the date and time of this meeting. Attendance is **MANDATORY**.

---

**Completing Clinical Teacher Request for Placement Application in Tk20**

To complete an application in Tk20, you must first log into the system at **https://lamar.tk20.com**.

**Complete the Application**

1. Click on the **Applications** tab.
2. Choose **Create** in the side menu.
3. Select the appropriate application name from the dropdown menu. If you do not see the application you need, the application period may not have started or may already be over. Contact your campus Tk20 Unit Administrator for questions regarding application availability.
4. Fill out the application as directed.
5. You may **Save** the application and return to it at a later time. Please note that any fields on the application marked with an asterisk (*) are required and will need to be completed before the application can be saved. If you select **Cancel**, no changes made to the application at that time will be saved.
6. When your application is complete, select **Submit** to submit it for review.

**Editing a Previously-Saved Application**

You may only do this if it is not past the application’s due date.
1. Click on the Applications tab.
2. Select the name of the application from the list of previously created applications in the center of the screen. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Edit the application and then select Save or Submit.
4. You may continue to edit the application as long as it is not locked.

**Editing a Previously-Submitted Application**

You may only do this if it is not past the application's due date.

1. Click on the Applications tab
2. Select the checkbox to the left of the application you need to edit. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Click the grey Recall button.
4. Edit the application and then select Save or Submit.
5. You may continue to edit the application as long as it is not locked.

**Help Resources**

Online tutorials are available for students at [https://lamar.tk20.com](https://lamar.tk20.com). Select the Tutorials tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.

You may also contact your campus Tk20 Unit Administrator for assistance.

**Administrator:** Lamar TK20 Administrator  
**Email:** tk20@lamar.edu  
**Phone:** 409-880-2126
Role of the Clinical Teacher Mentor/Cooperating Teacher
Clinical Teacher Mentor/Cooperating Teacher Responsibilities

Prepare for Clinical Teacher in the Classroom

- Prepare students in the classroom to receive clinical teacher as a professional co-worker
- Prepare a desk or work station for clinical teacher
- Plan and attend a clinical teacher training session provided by Lamar University Office of Field Experience
- Prepare the following materials for the clinical teacher to review with the clinical teacher
  - class roster/seating chart,
  - district/campus grading policy and maintenance,
  - class and bell schedule,
  - emergency and disaster procedures,
  - school and department discipline procedures, and
  - a calendar of events.

Stages in the Clinical Teaching Sequence

The supervision of clinical teachers evolves through two or three stages, depending on one’s point of view. The first stage is Observation. During this stage, clinical teachers acquaint themselves with their new environment. In the second stage, Participation, clinical teachers lend assistance to the teacher but do not assume a responsible position in the teaching processes. The final stage is realized when the clinical teachers have arrived at the point where they are ready and are provided the opportunity to do responsible teaching.

OBSERVATION/ORIENTATION

- Introduce the clinical teacher to the class
- Introduce and orientate the clinical teacher to the rest of the school personnel/faculty, administrators, and staff, physical facilities of the school
- Encourage the clinical teacher to observe what goes on in class and allow him/her to start performing some routine classroom procedures as soon as possible.
- The clinical teacher should begin to discuss the university’s first week assignments with the clinical teacher.
- Plan and create a pacing schedule for the semester.
- Provide a gradual induction into the teaching profession by modeling:
  - specific strategies with diverse students,
  - professional ethics, classroom discipline strategies, and time management techniques,
  - lesson planning, materials selection, and assessment of students,
  - professional communication skills with colleagues, parents, students, and community,
  - best practices in the classroom to include advocacy for students, service to the school,
continued professional development, flexibility and self-reflection.

- Clinical teachers have a university lesson plan format to follow when creating daily lesson plans; demonstrate and discuss how this format fits in with the district/campus required lesson plan. (see Resources in this document)
- Choose a specific time for planning together the following week’s lesson with the intentions that the clinical teacher will plan alone for approval as the semester progresses.
- Describe the classroom management plan, the specific techniques that are used, and how management is to occur when the cooperating teacher and clinical teacher are both in the classroom. It should be clear what the mentor’s expectations are for the clinical teacher in management of the class(es).
- Guide the clinical teacher toward effectiveness by:
  - monitoring effective use of time,
  - requiring written lesson plans at least two days prior to teaching (this allows discussions about the lesson to occur in a timely manner)
  - create a climate that encourages questioning and self-reflection,
  - praising and encouraging the clinical teacher’s efforts,
  - providing strategies for improvement, discussing problems frankly and one at a time,
  - keep interactive lines of communication open,
  - identifying a range of strengths and improvement areas,
  - sharing professional experiences and materials,
  - encouraging the use of a variety of instructional and management techniques, and
  - guiding the varied school duties and tasks that represent a teachers’ workload.

**EVALUATION**

- Provide frequent and specific feedback to the novice in a timely manner that encourages reflective thinking.
- Carefully review all lesson plans with the clinical teacher to be sure TEKS are being met.
- Interactive feedback should be provided after lessons are taught by the clinical teacher.
- 5 formal observations, typically planned by the mentor and clinical teacher, which require a completed rubric on Tk20 with an interactive feedback conversation after the lesson.
- Assist the clinical teacher in implementing recommendations received during the interactive feedback conversations.
- Confer with the university supervisor on a continuing basis. (performance problems should be identified and discussed as early as possible).
- Expect and allow the clinical teacher to confer with the university supervisor following the supervisor’s observation.
- Complete the following evaluations according to the clinical teacher calendar:
SINGLE PLACEMENT MENTOR TEACHERS

- 4 formal teaching lesson rubrics (TTESS teaching lesson rubric; includes lesson analysis and teaching-reflection)
- 1 final exit teaching lesson rubric (TTESS teaching lesson rubric which includes professionalism dimension, lesson analysis and teaching-reflection)
- Disposition rubric (one at the ½ way mark of your time with the clinical teacher and a final disposition)
- Integrating technology rubric - one across the semester.
- Attendance Log signed daily; acknowledged on Tk20 at the end of the semester.
- Additional Comments and Areas of concern – if none are applicable then indicate with a N/A.

MENTOR TEACHER (split assignments)

- 2 formal teaching lesson rubrics (TTESS teaching lesson rubric; includes lesson analysis and teaching-reflection)
- 1 final exit teaching lesson rubric (TTESS teaching lesson rubric which includes)
- Disposition rubric in each assignment
- Integrating technology rubric (mentor in each assignment will complete a technology rubric but the requirements of the rubric will be combined and may be completed across both placements)
- Attendance Log signed daily; acknowledged on Tk20 at the end of the assignment.
- Additional Comments and Areas of concern – if none are applicable then indicate with a N/A.

PROFESSIONALISM

- Accept each clinical teacher as an individual and refrain from comparison with previous or other current clinical teachers on campus.
- Gradually allow the clinical teacher more independence while teaching; mentor them as they learn from their mistakes. Whenever you leave the clinical teacher alone in the classroom, indicate where you may be located in case of an emergency.
- Introduce the clinical teacher to professional journals, resources, and organizations.
- Involve the clinical teacher in faculty and curriculum meetings and parent/teacher conferences as an observer when appropriate.
- Communicate with the university supervisor and campus principal about the progress of the clinical teacher.
PHASES OF CLINICAL TEACHING

PHASE I

The mentor teacher and the clinical teacher can most effectively determine the amount of observation-participation, and responsible teaching the clinical teacher is ready for. Factors such as maturity, willingness, and preparedness is taken into account in establishing ratios between observation and responsible clinical teaching.

- Gradually induct clinical teachers into the classroom activities by giving them responsibilities in:
  - classroom routine,
  - keeping records,
  - assembling teaching materials, and
  - working with individuals and small groups.

PHASE II

The clinical teacher assumes more of the classroom instructional process. The clinical teacher is assisting in many ways both in and out of the classroom and should also be preparing for more teaching. The primary responsibility of instruction rests on the mentor teacher, however, the clinical teacher should be ‘phasing’ into the instructional process by gradually assuming increased responsibilities until ready to teach entire lessons. This is a ‘follow me’ teach where the mentor teacher is modeling appropriate instruction. The clinical teacher is teaching the modeled lessons in the following class periods. When the teaching schedule does not permit the same lesson to be taught multiple times, the clinical teacher is given one lesson part each period for a week progressing to multiple lesson parts the next week.

Phase III

This is the time the clinical teacher is taking complete charge of the students. The clinical teacher assumed increasing responsibility throughout Phase II so the transition to this phase should not be abrupt. It is important that the mentor teacher and university supervisor treat each clinical teacher as an individual and determine the readiness for teaching for each individual clinical teacher.

Mentor teachers may wish to consider the following guides while working with clinical teachers during this stage:

- Clinical teachers should not teach unless plans are made and have been reviewed by the mentor teacher.
- Clinical teachers will need guidance in creating continuous lessons plans, this is a skill that has not been experienced.
- Be willing for clinical teachers to try a variety of ideas if they are not completely out of line with your program or point of view.
- Clarify the role of the clinical teacher when you are absent. A substitute must be employed during your absence, but if the clinical teacher is capable, they may assume the major portion of the teaching responsibilities during the time that you are away.

- Expect and demand punctuality for attendance and lesson plans.

At the end of the semester, the clinical teacher will transition the teaching back to the mentor teacher.
*SUGGESTED Time Frame for Clinical Teacher*

Each mentor teacher and clinical teacher is different, each classroom is different, therefore, this is a SUGGESTED time for clinical teachers. This timeline is an example of appropriate times for division of responsibility. The mentor teacher and the clinical teacher should work together to determine the timeline based on the individual student. Adjust the timeline according to the number of weeks the student will be in your classroom.

**Single Placement**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>CLINICAL TEACHER RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first 3 weeks of</td>
<td>During the first two weeks, the Clinical Teacher should observe, assist, and team teach.</td>
</tr>
<tr>
<td>clinical teaching should</td>
<td>The majority of time should be focused on learning classroom routines and materials and on observing students and mentor teacher. Clinical Teachers should assume responsibility for small group work or one-on-one tutoring with students.</td>
</tr>
<tr>
<td>include:</td>
<td>By the third week or before, the Clinical Teacher should be ready to co-plan and teach 1-3 subjects or class periods per day.</td>
</tr>
<tr>
<td></td>
<td>Clinical Teachers are required to turn in lesson plans every other Monday throughout the semester as instructed at the first seminars.</td>
</tr>
<tr>
<td>Week 4 – Week 6</td>
<td>There should be gradual transition from mentor teacher to Clinical Teacher during this time period. The Clinical Teacher should be teaching at least half-time and should move to full-time teaching by the end of Week 5.</td>
</tr>
<tr>
<td>Week 7 – Week 12</td>
<td>The Clinical Teacher should assume all classroom responsibilities under the direction of their mentor teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation, and any other duties assigned by the mentor teacher.</td>
</tr>
<tr>
<td>Week 13</td>
<td>The final week of clinical teaching should be a time of transition as the mentor teacher resumes total teaching responsibility.</td>
</tr>
</tbody>
</table>
**SUGGESTED Time Frame for Split Assignments**

**Split Placement**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>CLINICAL TEACHER RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first 2 weeks of clinical teaching should include:</td>
<td>During the first two weeks, the Clinical Teacher should observe, assist, and team teach. The majority of time should be focused on learning classroom routines and materials and on observing students and mentor teachers. Clinical Teachers should assume responsibility for small group work or one-on-one tutoring with students. By the second week or before, the Clinical Teacher should be ready to co-plan and teach 1-3 subjects or class periods per day. Clinical Teachers are required to turn in lesson plans every other Monday throughout the semester as instructed at the first seminars.</td>
</tr>
<tr>
<td>Week 3</td>
<td>There should be gradual transition from mentor teacher to Clinical Teacher during this time period. The Clinical Teacher should be teaching at least half-time and should move to full-time teaching by the end of the week.</td>
</tr>
<tr>
<td>Week 4 – Week 6</td>
<td>They should assume all classroom responsibilities under the direction of their mentor teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation and any other duties assigned by the mentor teacher. The final week of clinical teaching should be a time of transition as the mentor teacher resumes total teaching responsibility.</td>
</tr>
</tbody>
</table>
Role of the Clinical Teacher

The Roles and Responsibilities of the Clinical Teacher

Clinical teachers are professional people in the developmental stage of their careers as educators. They begin the experience with confidence built from the knowledge that they possess a sound general education, an area of specialization, and a foundation of professional practice provided by professional education courses and experiences. They understand that the clinical teaching experience represents a partnership among professionals committed to success in teaching and learning.

Teaching Responsibilities

The mentor teacher and the Clinical Teacher work together to determine which classes will be taught by the clinical teacher. The mentor teacher has the responsibility to determine the major objectives of lessons taught to the classes and he/she monitors the development of the lessons planned by the clinical teacher. The clinical teacher has the responsibility to plan lessons that reach the lesson objectives. The planning is done in close cooperation with the mentor teacher. The mentor teacher must approve all lesson plans, tests, guest speakers, and grades prior to class time. The clinical teacher must have a lesson plan for each lesson he/she teaches.

Reminders for Clinical Teachers

- Making clinical teaching a top priority for the semester.
- Each clinical teacher is required to provide proof of professional liability insurance. This insurance is to protect the teacher candidate against liability suits (e.g. injured students, failure to educate, etc.). It is available for each
clinical teacher on the first seminar. A professional organization will provide a free membership which includes the liability insurance.

- Check in at the building office. Meet the principal. Inquire about parking and visitation policies.
- Meet the mentor teacher and other school personnel related to the assignment.
- Obtain information about the teacher’s assignments, daily schedule, course assignments, texts, and special responsibilities.
- Study the methods of classroom management that are in use. Analyze effective strategies.
- Become familiar with the teacher’s philosophy, policies, and methods of grading.
- Become familiar with all policies relating to the teaching of your assignment.
- Confer with the mentor teacher about assigned classes, dates, and objectives.
- Participate in the final evaluation process.
- Call the Director of the Office of Field Experience if any problem arises (409-880-8033).

**Clinical Teacher Effective Practices**

- Learn students’ names.
- Practice using equipment needed for the classes you will teach.
- Return all resources and equipment that you use to the appropriate storage area.
- Share assigned teacher duties.
- Be prompt and complete in all endeavors (arrival and departure times, lesson planning)
- Provide mentor teacher with written lesson plans for approval before any teaching situation (preferably two days prior to lesson)
- Notify the school office, your teacher, and the Director of Field Experiences if you are too ill to be at school.
- Make lesson plans and have them approved for every class taught as required by your mentor teacher.
- Prepare more material than you think you will need for the first lessons.
- Obtain permission from your mentor teacher before inviting any resource person to your class.
- Prepare in advance all necessary materials for teaching to alleviate misuse of time
- Incorporate a variety of teaching strategies that provide for individual differences, that motivate, and that create a positive classroom climate
- Develop with the mentor teacher a specific classroom management plan that compliments both the existing plan and your strengths as a new teacher
- Keep accurate records, grades, and reports while doing so in a timely manner.
- Exhibit initiative in the classroom – be a self-starter.
- Be flexible and adaptable in new or adverse situations.

**Clinical Teacher Professional Practices**

- Welcome and accept constructive suggestions with a positive attitude and
incorporate them in subsequent planning and teaching.

- Interact with the mentor teacher(s) as well as other faculty members.
- Attend faculty meetings, assemblies, parents’ nights, advisory council meetings, and teacher in-service meetings.
- Participate in sponsorship of youth organizations and other professional groups for which your mentor teacher has responsibility.
- Confer regularly with your mentor teacher.
- Make a point to meet the principal, vice-principals, and become familiar with the school climate and policies. Make occasional visits to the faculty lounge; interact with other teachers.
- Dress in an appropriate manner to gain respect from students, parents, and school personnel.
- Return all materials that you have borrowed for use in the clinical teaching experience.
- Practice professional behavior in dress, relations with students, loyalty to Lamar University, loyalty to your assigned school, and loyalty to the education profession.
- Practice ethical behavior in confidentiality and in your talk—avoid gossip at all costs.
- Avoid any inappropriate discussion of your personal life with students and/or teachers.
- Take your work seriously, but yourself lightly. Assume responsibilities and be dependable, but also exhibit an enjoyment and enthusiasm for your students, your subject matter, and everyone’s accomplishments.

*Attendance and Professional Policies*

The Clinical Teacher must complete 65 days on the assigned campus. Clinical teachers observe the local school’s policy governing teacher’s daily arrival and departure times. In some instances, a clinical teacher may be expected to stay beyond normal departure times if the mentor teacher has a professional assignment that extends beyond the normal school day. Clinical teachers must stay after school as late as necessary to complete lesson preparation and organization for the following day.

Clinical Teachers should attend faculty meetings to which they are invited, PTA meetings, conferences, in-service workshops, duty assignments, and other appropriate meetings. The Clinical Teacher is not allowed to serve as a substitute teacher during the student teaching experience.

**ALL ABSENCES MUST BE MADE UP!**

- **You are expected to keep an Attendance Log which is turned in as directed at the first seminar.** It should be kept in a folder that will be viewed by your supervisor each visit. Having your mentor sign the weekly attendance log will keep you from making a mistake in the number of days you clinical teach.
  - The completed attendance log should be scanned and emailed to perldl@lamar.edu the day that you complete the 65 days. It will be reviewed to assure 65 days have been completed.
Once you are informed that it is correct the clinical teacher will transfer the information to the Tk20 attendance log AND attach the original scanned copy to Tk20.

Absences should be limited to emergencies. There is no provision for absence during clinical teaching. In case of unexpected absence (personal illness, death in immediate family, or other extreme circumstances), leaving early, or arriving late the clinical teacher should adhere to the following:

- Under no circumstance should a clinical teacher be absent without notifying the cooperating teacher. If the absence is for more than one day, the clinical student teacher should call before EACH day.
- Notify the Director of Field Experiences; a response is sent only in the event that it is an unexcused absence.
- Approval for the release of a clinical teacher from attendance is the responsibility of the Director of the Office of Field Experiences. The mentor teacher cannot excuse your absence.
- Notify the school office if required.
- Send teaching plans and materials to the school or have on file at the school alternate lesson plans already prepared depending on the mentor teacher’s directives.
- If the Director of Field Experiences is not notified of your absence, it will automatically be documented as unexcused.

Absences policy - to determine how grades are effected refer to the Clinical Teacher Grade sheet. Absences can only be determined excused or unexcused by the Director of Field Experiences. Excessive absences (more than 3) may result in an extension or termination of the clinical teaching experience.

- If a Clinical Teacher has two unexcused absences, the Candidate Performance Review Committee (CPR) will determine if extending or repeating the clinical teaching semester is warranted. All absences MUST be made up.

All make-up days must be completed prior to the grading deadline.

You are expected to be on campus on time and ready to begin teaching when the bell rings. The Clinical Teacher must be prompt and in daily attendance. BE PREPARED!

You are not permitted to leave campus earlier than the required time of the district. In most cases, you may not leave at lunch time.

TARDIES/LEAVING EARLY – It is the responsibility of the candidate to IMMEDIATELY notify the Clinical Teacher, Director of Field Experiences, and school office of any tardy/leaving early exceeding 15 minutes.

- If the Clinical Teachers is late more than an hour, a half day must be made up.
- If the Clinical Teacher leaves early more than an hour, a half day must be made up.
- After three tardies have been deemed unexcused by the Director of Field Experiences, the student’s grade will drop one grade level.
- If a student has four unexcused tardies/leaving early, the Candidate Performance Review Committee (CPRC) will meet to determine if extending or repeating the clinical teaching semester, or termination from the program, is warranted.

Professional Seminars are MANDATORY. After one unexcused absence, the
student’s grade will drop one grade level. Additional unexcused seminar absences will be reviewed by the Candidate Performance Review Committee (CPRC) to determine if dismissal from the program will occur.

**Standards of Behavior**

Successful clinical teachers are professional in their relationships with students, administrators, supervisors, other teachers, and support staff. They abide by the Professional Code of Ethics and exhibit the following behaviors as they assume their responsibilities:

- Conduct that reflects maturity, good judgment, diplomacy, and high ethical standard.
- Appropriate relationships with students.
- Confidentiality regarding all information concerning individual students.
- Adherence to all local school policies while they are assigned to the school district.
- Appropriate professional appearance. Professional dress is based on good grooming and appropriateness for the teaching assignment. All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of teacher, for students, and for education.
- Communicate respectfully with all persons.
- Refrain from allowing personal problems to interfere with classroom teaching.
- Demonstrate a willingness to share your ideas with professional colleagues.
- Avoid involvement in school politics or gossip about teachers, administrators, students, or parents.
- Seek to communicate with parents in an effective manner.
- Use of cell phones in school classrooms and professional seminars is prohibited.

**It is important that you are familiar with the Texas Administrative Educators’ code of Ethics. Please read them prior to your first day on campus.**

**Illegal and Inappropriate Clinical Teacher Behaviors/Practices**

- Taking alcoholic beverages or firearms onto school campuses, either in personal belongings or in cars. Making direct contact with media about school activities.
- Making sexual advances to students, faculty, or staff, or asking a student for a date.
- Inviting guest speakers without permission from mentor teacher.
- Planning field trips before discussing with the mentor teacher.
- Making arrangements for parent conferences without approval of the mentor teacher.
- Criticizing the school district, faculty, or students in the community.
- Gossiping about students or teachers.
- Using incorrect grammar and telling inappropriate ethnic jokes.
- Following an inappropriate chain of command (i.e. complaining to the principal before talking with the teacher, use of school stationery for personal views, etc.)
- Using school resources for personal use (i.e. taking projector for home use, copying personal materials, etc.)
- Carrying critical stories about one person to another person.
Evaluation of the Clinical Teacher’s Performance

- Evaluation of the clinical teacher’s performance is an ongoing process. The process itself is both formative as discussions are held in regard to a single or a group of teaching activities, and summative, evaluating the overall teaching experience.
- Self-evaluation and reflection by the Clinical Teacher is encouraged and is viewed as an important part of the evaluation process. Reflections written and shared in conferences are one way self-evaluation may occur.
- Evaluation forms for the clinical teaching semester may be found at the LU COEHD Teacher Education website by clicking on the puzzle:

- For explanation of each rubric see the Clinical Teacher Evaluation Packet in this document.
- Be a continual seeker of knowledge and skills related to the profession by reading journals and participating in professional organizations when possible.
**Procedures for Removing a Student from Clinical Teaching**

The University reserves the right to remove a Clinical Teacher from clinical teaching in the event that the University and/or the mentor or school district feel it is necessary. In the event that a student must be dropped from clinical teaching, the following steps will be taken:

- Automatic removal can take place if the Clinical Teacher places any student at risk and/or commits any act that the University and/or the school district believe is detrimental to the welfare of *any* student.

- Prior to removal from the clinical teaching semester, the student will be counseled on weaknesses and given the opportunity to improve.

- If the Clinical Teacher has been counseled and has shown no improvement, the University reserves the right to meet with the mentor teacher, student, principal, and/or representatives from the University. The University representatives will include the Director of Field Experiences, Phase III Committee, and any others the Director of Field Experiences deems necessary. In the event that all agree, there will be a written, signed agreement with signatures from the Director of Field Experiences and Phase III Committee indicating the need for the student removal from the classroom.

It is not our intention to remove a student from the clinical teaching semester. This would be done as a last resort and in thorough agreement with the parties mentioned above. It is our hope that all clinical teachers will complete their semester with a positive experience. If any of the above should occur, the student will be dropped from the clinical teaching semester.
The Professional Seminar

There are many facets of clinical teaching providing knowledge and direction for students. There are specific topics for which you need to be prepared. Previous clinical teachers have assisted us in identifying some of the important issues we need to address during the student teaching semester. In an effort to better prepare our students for their “professional semester,” students will be required to participate in the seminars.

The seminars will include topics such as:

- Professionalism and Ethics in the Workplace
- Legal Concerns in the Educational Setting
- Professional Development Appraisal System
- Parents and Parent Conferencing
- Classroom Management
- Getting Organized
- First Days of School
- Job Interviews

The scheduled seminars will be included on the clinical teaching calendar and will also allow time to share with each other and with the Director of Field Experiences. The seminars will be held on different days and times. Please refer to the calendar for dates and times. The seminars are mandatory meetings and your absence from any of the seminars will be reflected in the grading process.
On Your Way to Texas Certification

As you move through the process of becoming certified in Texas, follow these steps. This checklist is designed to serve as an aid in helping you meet all the requirements. Some people have unique situations that may require additional or different steps in the process. Teacher Education professors are available to work with you as the certification process is implemented. Policies governing the Teacher Education Program at Lamar University are available on the web site: http://dept.lamar.edu/education.

☐ Be sure you have completed all requirements for admission.
  o (see http://dept.lamar.edu/education.)
☐ Begin taking the required courses for certification beginning with PEDG 2310. Continue with other requirements as shown on your degree plan. All course standards must be met.
☐ Complete Request for Clinical Teaching Placement in Tk20 during the first month of the semester prior to the planned clinical teaching semester. If clinical teaching is put off, please inform the Office of Field Experience and you must complete a second Request for Clinical Teaching Placement in Tk20 during the first month of the semester prior to the planned clinical teaching semester.
☐ Clinical teachers must provide proof of professional liability insurance. This insurance is to protect the teacher candidate against liability suits (e.g. injured student, failure to educate, etc.). It is available by joining a professional organization at the first seminar.
☐ Observation with your clinical teaching mentor should be done the semester prior to clinical teaching.
☐ Attend the Clinical Teacher Seminars throughout the semester as indicated on your Clinical Teacher calendar.
☐ Report to your school for clinical teaching on all dates assigned on your Clinical Teacher calendar. The only exceptions will be that you follow the district calendar related to holidays, not the Lamar University calendar.
☐ Make your final degree plan in Room 202 of the Education Building one semester prior to graduation.
☐ Contact the Director of the Clinical Teaching Program if you feel you are having a problem as you are teaching. If he/she does not resolve the problem, call the Dean of Education at (409) 880-8661.
☐ YOU MUST NOTIFY THE OFFICE OF FIELD EXPERIENCE IF YOU CHANGE YOUR NAME, ADDRESS, PHONE NUMBER, or ANY OTHER INFORMATION.
☐ All TExES information and registration is available in Office 201 F of the Education Building.
☐ Apply for your teacher’s certificate. Instructions for completing certification application will be given at the Final Seminar:
  o You will complete a Lamar application for teacher certification located on Tk20
  o You must complete an online application with the state of Texas (www.sbrc.state.tx.us) and pay the state fee.
  o You must complete and pay for fingerprinting (www.tea.state.tx.us).
CLINICAL TEACHING SEMESTER RESOURCES

- Things To Do List
- Suggestions for Observations
- First Week Assignment
- Context Report
- Weekly Attendance Log Form
- Lesson Plan Format
- Clinical Teacher Grade Sheet
- Lamar University Principal Notification form
- Reflections Protocol
**CLINICAL TEACHING TO DO LIST** (revised 8/2017)

**Weekly** (see your calendar for due dates)

- Bimonthly reflections of the time spent in the classroom (what, so what, now what) This will be created in Tk20, it is suggested that you type it in a word document first then attach it to Tk20. You’ll create a new document for each reflection.
  - **Student instructions:**
    1. Create a word document and attach it to Tk20 artifacts. **Save it as first.lastname_reflection#_date.**
    2. Students will go to the **Artifacts** tab and select the artifact form which has been previously created.
    3. Once the artifact form is open, they will click on the **Feedback** tab in the artifact form and select **“Request Feedback.”**
    4. The student will enter a **Title,** **Message** (optional), **Send request to:** (instructor name), **Evaluation Tool** (Feedback form) and then **Submit** and **Update** before exiting the artifact form.
    5. To see the feedback, you can click on the feedback tab and click on the supervisor name to see the feedback.
- Bimonthly Grader Lesson plans (attach to your tk20 field binder)
- Principal Verification Form - Complete the principal verification form after supervisor observation and plan to deliver and meet with the principal (if principal is not available his designee should sign for the rubric printed from tk20)

**1X Semester** (see your calendar for due dates)

- You will document interactive feedback by signing an **INTERACTIVE FEEDBACK DOCUMENTATION FORM** after each supervisor observation. At the end of the semester, after the final supervisor observation, you will attach the form to tk20 field binder)

**PORTFOLIO BINDER** (due dates will be in the calendar)

- Professional documents
  - Resume (attach as a file)
  - Classroom Management Plan (copied and pasted)
  - Philosophy of Teaching (copied and pasted)
- Work samples – (optional items that YOU FEEL are a reflection of you as a teacher that you would share with a prospective employer.
  - Lesson plans
  - Picture
  - Power points you created

**COURSE BINDER** (see your calendar for due dates)
• Diversity report
• Context report
• End of Course Field Experience Reflection (final reflection)

FIELD BINDER

• 5 MENTOR OBSERVED lesson plans. These are teaching lesson that are evaluated by your mentor using a teaching lesson rubric (when you attach the lesson plan please label it – first.last name_MLP4_content taught) copy and past the lesson plan into tk20 after adding the reflection of your teaching and student analysis. (split assignments will have 6 mentor observed lesson plans, three in each assignment)
  o Mentor Observed – Lesson Plan #1 and Student Learning Analysis and Teaching Reflection (all one document)
  o Mentor Observed – Lesson Plan #2 and Student Learning Analysis and Teaching Reflection (all one document)
  o Mentor Observed – Lesson Plan #3 and Student Learning Analysis and Teaching Reflection (all one document)
  o Mentor Observed – Lesson Plan #4 and Student Learning Analysis and Teaching Reflection (all one document)
  o Mentor Observed – Lesson Plan #5 and Student Learning Analysis and Teaching Reflection (all one document)

• 3 SUPERVISORS OBSERVED lesson plans - These are teaching lessons that are evaluated by your supervisor using a teaching lesson rubric. When these lesson plans are attached to tk20 please label it: first.last name_SLP3_content taught. Copy and past the lesson plan into tk20 after adding the reflection and student learning analysis.
  o LU Supervisor observed – Lesson Plan #1 and Student Learning Analysis and Teaching Reflection (all one document).
  o LU Supervisor observed – Lesson Plan #2 and Student Learning Analysis and Teaching Reflection (all one document).
  o LU Supervisor observed – Lesson Plan #3 and Student Learning Analysis and Teaching Reflection (all one document).

SUPERVISOR OBSERVATIONS, Interactive Feedback Conferences, and Pre-Conferences
Supervisor observed lessons require a preconference. To meet this requirement, follow the plan:

First Observation

• The first pre-conference will be to orientate your supervisor to the classroom. The Context Report will allow your supervisor to
• Plan, create, and teach a lesson plan.
• After teaching the supervisor and clinical teacher will participate in an interactive feedback post conference. Referring to the context of the classroom.
• The clinical teacher will reflect on this lesson in writing at the bottom of the lesson plan using the interactive feedback conference. and self reflection.
• As a pre-conference will identify 2-3 goals will be set to improve instruction for student success for the next supervisor observed lesson. What will you do to achieve these goals?

Second Observation
• Plan, create, and teach a lesson plan. Refer to and keep in mind the goals set to improve student learning.
• After teaching the supervisor and clinical teacher will participate in an interactive feedback post conference. Referring to the context of the classroom.
• The clinical teacher will reflect on this lesson in writing at the bottom of the lesson plan using the interactive feedback conference and self reflection.
• As a pre-conference will identify 2-3 goals will be set to improve instruction for student success for the next supervisor observed lesson. What will you do to achieve these goals?

Third Observation

• Plan, create, and teach a lesson plan. Refer to and keep in mind the goals set to improve student learning.
• After teaching the supervisor and clinical teacher will participate in an interactive feedback post conference. Referring to the context of the classroom.
• The clinical teacher will reflect on this lesson in writing at the bottom of the lesson plan using the interactive feedback conference and self reflection.

• 5 GRADER lesson plans - lesson due due every other Monday that have been planned and taught (see the CT calendar for due dates). Each grader lesson must be taught in the previous two week so a student learning analysis and teaching reflection can be added to the lesson plan document.

Copy and past the lesson plan in the Tk20 field binder form.

Attach as a document so annotated feedback is available.
When attaching the grader lesson plan to tk20 label: first.last name_GLP5_content taught).
  o Grader lesson #1 - Attach to tk20 by the due date. Feedback will be given from your assigned grader on tk20. The grader will give feedback annotated through tk20.
  o Grader lesson #2 - Attach to tk20 by the due date. Feedback will be given from your assigned grader on tk20. The grader will give feedback annotated through tk20.
  o Grader lesson #3 - Attach to tk20 by the due date. Feedback will be given from your assigned grader on tk20. The grader will give feedback using the first ‘grader lesson rubric”.
  o Grader lesson #4 - Attach to tk20 by the due date. Feedback will be given from your assigned grader on tk20. The grader will give feedback annotated through tk20.
  o Grader lesson #5 - Attach to tk20 by the due date. Feedback will be given from your assigned grader on tk20. The grader will give feedback using the second “grader lesson rubric”.


SUGGESTIONS for OBSERVATIONS

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

A. Classroom routine – details are important
   a. Starting procedures
      i. What does the teacher do as students arrive in the classroom/gym?
      ii. Does she/he have any instructions or activities on the board/task sheets?
      iii. How is class roll, etc., conducted?
      iv. How does she/she move into the lesson?
   b. How are materials distributed
      i. Are materials kept in a centrally located spot or do the students keep their own materials?
      ii. Are students allowed to assist in the distribution of materials?
   c. Dismissal procedures
      i. How does the teacher transition from the lesson closure to the end of class (or for the next lesson)?
      ii. How are students dismissed from class?

B. Record Keeping
   a. Attendance
      i. What codes are used in record keeping?
      ii. Are students allowed to assist in collecting attendance information?
   b. Grading
      i. How are grades kept before being entered into the portal?
      ii. How are grades kept if there is not portal?
      iii. How are participation grades used?

C. Classroom management
   a. Discipline plan
      i. What are the rules?
      ii. Why were they chosen?
      iii. How are they enforced?
      iv. How is misbehavior prevented?
   b. Tardy policy
      i. How is the policy enforced?
      ii. What does the teacher/school feel are acceptable excuses for tardiness?
   c. Seating arrangement
      i. How does the teacher determine seating
      ii. Is there any flexibility
   d. Grouping
      i. Are students grouped by activity? Ability grouped?
      ii. Are groups permanent or temporary?
      iii. How does the teacher determine grouping?

D. Teaching procedures (organization and classroom management work hand-in-hand
   a. Lesson cycle (look for a sequence of events that allows the students to master a given concept)?
i. Introduction and teaching
   1. How is the purpose/objective of the lesson set?
   2. How does the teacher motivate students interest and establish relevance?
   3. What types of questioning/activities are done with students to determine student understand?
   4. How is student performance assessed so that adjustments can be made to teaching?
   5. How are other students monitored while teaching and during activities?
   6. How does the teacher give corrective feedback and encouragement?
   7. How are students kept on-task?

ii. Closing
   1. How does the teacher attain lesson closure?
   2. Is it student-centered and relate to future learning?

iii. Evaluation
   1. How does the teacher evaluate whether the lesson’s goal(s) were achieved?
   2. What does she/he do if some students have not mastered the concept?

b. Homework/make-up work/late work/tutorials
   i. Does the teacher assign homework?
   ii. How does the teacher grade homework?
   iii. Does she/he accept late work? What is the late work policy?
   iv. How does the teacher handle work for students who have been absent?
   v. What is the teacher’s policy for helping students before, during or after school?

c. Transition techniques/Fillers (keep a list of these for future reference)
   i. What special devices or techniques does the teacher use to connect the content and transition into the next learning activity?
   ii. If the teacher has an extra five minutes at the end of the class, how does he/she keep students involved, motivated and on-task?

E. Student – teacher interaction
   a. How are students recognized during discussion?
   b. How do students gain the teachers’ attention in other situation? (i.e. raising hand, signals)
   c. Is questioning allowed during teacher presentation or after formal instruction is completed?
   d. How does the teacher bring all students into the learning environment and keep them on-task?

F. Parent interaction
   a. How does the teacher deal with problems or communicate praise to parents?

**First Week Assignment**

- By the end of the first week, email to the university supervisor a completed Teaching Schedule that illustrates the mentor/cooperating teacher’s daily class schedule.
• Keep a table which identifies your observation/teaching schedule each week.
• Carefully read all policy booklets and know what resources are available in the classroom/gym.
• Learn the names of the students.
• Focus the majority of your time on learning classroom routines and on observing the students a cooperating teacher. Use the Suggestions for observation in the Field Handbook.
• Discuss with the cooperating teacher the Clinical Teacher schedule remembering that every clinical teacher is different and it is up to you and your mentor as to when you begin teaching.
• Discuss with the cooperating teacher your lesson planning and the format that is required.
• You will join a teacher organization at the first seminar.
• At the end of the second week you will begin submitting Reflective Email Assignments to the Tk20.
• Complete the Context Report and attach to Tk20

**CONTEXT REPORT**

*Adapted from Work Sample*

Create a header for your report so that the required information is attached to each page. Use the TEA website to help identify demographics of your school/classroom. You can access the TAPR (Texas Academic Performance Report) report following the directions: Access Texas Education Agency (TEA) [http://tea.texas.gov/perfreport/tapr/index.html](http://tea.texas.gov/perfreport/tapr/index.html). This is a narrative report, do not copy the TAPR and attach it to Tk20. Use this report to complete the Diversity Report which is a fill in the blank form on T20.

• You can search by campus and district to find the following information

**Demographic data for District and Campus Factors**

• Descriptive information about the school community, such as enrollment, attendance, grade level, ethnicity, gender, and native language. This is the data that we have little control over but we must observe trends and glean information for purposes of prediction and planning.
• District information - Identify the name of the district, unique features of community, (urban, rural, suburban), number of students in school district, number of students in the district that are economically disadvantaged, and ethnic structure of the district.
• School campus information - Identify the name of your school, grades served, student enrollment, number of student that are economically disadvantaged, and ethnic structure of the campus.
• Perceptions – we act in congruence with what we believe, perceive, or think about different topics. What are your perceptions? What perceptions do you hear about the school from teachers, community, students?

**Classroom Factors**

• Classroom demographics - Identify subgroups in your class. Subgroups might include number of boys/girls, age range, ethnicity, socio-economic profile, reading and math achievement (% above-average or advance, % average or intermediate, % below average).
• Classroom organization – discusses information such as homogeneous/heterogeneous/self-contained/team teaching/departmentalized/block/ other.
• Resources available in your classroom/school. (television, classroom library, number of computers in classroom)

**Student Factors**
• Diversity - Discuss individual differences which might include - students attending pull-out or supplementary programs, (number in Title II, gifted, reading intervention groups; students with IEP (Individual Education Plan - number – blind or visually impaired, deaf or hearing impaired, developmentally delayed, emotionally or behaviorally disordered, learning disabled, physically disabled, other), student with English as a second language (include numbers for English, bilingual, other languages).

• Primary grouping for instructional purposes, independent and group work,

• Parental involvement – discuss how the parents are encouraged to be involved, parent classroom volunteers, classroom newsletter, classroom website, school website.

**Instructional Implications**

Use the information you have collected and address how the demographics and characteristics of the school, classroom, and students influence your instructional planning, teaching, and assessment
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Indicate for each period of the school day your responsibilities. Identify the tests you are teaching, observing, working in small groups, tutoring, etc. Please have this in your folder for your supervisor to view at each visit.

Mentor signature: _______________________________________

Campus/District: _________________________________________

Lamar University
Clinical Teacher Weekly Schedule
Lesson Plan Format

Create a header will ensure that this information is on each page of your lesson plan, it should include:

Your name
Certification
Mentor/Grade
Campus/District
(Grader lesson, mentor observed, supervisor observed)

- General Information
  - Lesson Subject (should match what is put on the Tk20 rubric)
  - Title of the Lesson
  - Date of lesson (should match the date on the tk20 rubric)
  - If the rubric changes to a different lesson then you must provide a lesson plan to match the rubric date, subject and title.

TEKS – written out completely

Objective – derived from the TEKS stated in measureable terms

  - Learning objectives should state what students should know and be able to do in observable and measurable terms. The learning objectives should be significant, challenging, varied, and appropriate. Think about Bloom’s Taxonomy as you write your lesson objectives. Think about Bloom’s Taxonomy as you write your lesson objectives.

Assumptions

  - What assumptions are you making about the skills and knowledge your students need prior to the lesson? Discuss why this lesson is appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.

Materials and resources

Assessment - What opportunities do students have to show what they know and how well they know it? Writing, speaking, drawing, moving? Assessment plan should include:

  - Pre-assessment - how will you pre-assess your students’ knowledge of the objective or necessary knowledge to be successful in the lesson?
  - Formative assessment - how will you assess if your students are ‘getting it’ as you are teaching and practicing throughout the lesson?
  - Post-assessment – how will your students demonstrate mastery of this lesson?

Instructional Activities - must match the objective stated above

  - Anticipatory set - focus, invitation to learning, identify the problem
  - Instructional input/modeling
  - Guided practice and checking for understanding – teacher or learner centered
  - Independent practice – large group, small group or individual

If Time Remains - must match the objective stated above
What will your student do if they finish the assignment before you are ready to move on or if you have a few minutes remaining in the class period?

**Differentiation** - must match the objective stated above

- **Enrichment** - For those students in your class that acquire the skill quickly how will you extend or enrich the lesson?
- **Modifications/Accommodations** - For those students who struggle with the skill, those that are under special education services or 504 services, how will you modify or accommodate the lesson?

**Closure** - must match the objective stated above

- Closure of the lesson is more powerful when students are participants.

**Lesson Analysis** – (to be added once the lesson has been taught)

- **Analysis of Student Learning** – include the data from your assessments. Begin discussing what you learned in the pre-assessment, formative assessment, and post assessment. SPECIFIC DATA IS REQUIRED. How many students mastered the objective you set out to teach? If students did not master the skills why do you think so? What can you do differently to assist them?

- **Teaching Reflection** –
  - To what extent were the students actively engaged in the learning process/ How do you know?
  - Did the lesson require all students to engage in activities and learn?
  - What feedback did you receive from students indicating they achieved the goals and objectives of this lesson?
  - Did you adjust your goals or strategies as you taught the lesson? Why? How?
  - If you had the opportunity to teach this lesson again to this same group, what would you do differently?
  - If there were one thing from this lesson that you would share with a colleague, what would it be?
  - Why and how did you choose the strategy(ies) in this lesson?
  - Did this strategy(ies) work and how do you know?
  - Why did this strategy(ies) work?
  - If you didn’t choose the strategy(ies) who did and why were they chosen?
  - Would you change the strategy(ies)?
  - What did you learn about planning, teaching and assessment?
  - What growth as a teacher are you seeing, what do you need to continue to work on for improvement?
# CLINICAL TEACHING GRADE SHEET
(revised Fall 2017)

<table>
<thead>
<tr>
<th>Teaching Lessons Rubrics</th>
<th>3 pts</th>
<th>2 pts</th>
<th>1 pts</th>
<th>0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3pts: 3 of the 5 mentor teaching lesson observation rubrics have scores with a total of at least 18 proficient and no below development.</td>
<td></td>
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</tr>
<tr>
<td>2pts: 3 of the 5 mentor teaching lesson observation rubrics are all scored developing or above.</td>
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<tr>
<td>1pt: 3 of the 5 mentor teaching lesson observation rubrics have no more than a total of 9 below development.</td>
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<tr>
<td>I: 3 of the 5 mentor teaching lesson observation rubrics have 12 or more needs improvement.</td>
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</tbody>
</table>

*Supervisor observed clinical teacher demonstrate and document growth through the semester through Observations of Teaching Lessons, Interactive Feedback Conferences, and Ongoing Reflections*

<table>
<thead>
<tr>
<th>Grader Lessons (includes context report, lesson analysis, and self-reflection for each lesson)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3pts: Accomplished or Proficient in ALL AREAS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2pts: No more than 4 boxes marked “developing”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pt: No more than 5 boxes marked “developing”</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I: More than 5 boxes marked ‘developing; or all five taught lessons not submitted.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Integration</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3pts: Completed all 5 areas with a minimum total score of 21</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2pts: Completed all 5 areas with a minimum total score of 18</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1pt: Completed all 5 areas with a minimum total score of 15</td>
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</tr>
<tr>
<td>I: Had a minimum score less than 15</td>
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</table>

<table>
<thead>
<tr>
<th>End of Course Reflective Paper</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>3pts: Had a minimum score of 36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2pts: Had a minimum score of 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pt: Had a minimum score of 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I: Had a minimum score less than 15 or did not submit paper</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism – assignments that are required to be emailed or attached for supervisor</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3pts: All assignments attached to Tk20, or emailed with no more than 2 late.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2pts: No more than 3 assignments were turned in, attached to Tk20, or emailed late.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pt: No more than 4 assignments were turned in, attached to Tk20, or emailed late.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I: More than 4 assignments were turned in, uploaded, or emailed late.</td>
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</tbody>
</table>

**TOTAL POINTS EARNED**

<table>
<thead>
<tr>
<th>Attendance in Clinical Teaching Placement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete the clinical teaching semester successfully the clinical teacher must complete 65 days on the assigned campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance at Professional Seminars</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at all professional Seminars is required to complete the clinical teaching semester successfully.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete clinical teaching semester successfully the clinical teacher must receive nothing below acceptable from the mentor and supervisor final disposition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TK20 Upload</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Tk20 attachments in the field binder, course binder, and portfolio binder must be complete by the date on the calendar. If any assignments on tk20 attachments are after the assigned due date the clinical teacher’s grade will drop one letter grade.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS EARNED**

**SCALE:**
A = 15-13 points
B = 12-11 points
C = 10-9 points
I-less than 9 points

A score of ‘I’ in any category is subject to review by the phase committee to determine the successful completion of student teaching semester.

To complete student teaching successfully ALL assignments must be attached to Tk20 as assigned.
LU PRINCIPAL NOTIFICATION FORM

Lamar Teacher Candidate Name:

Mentor Name:

Principal Name:

Campus and District:

In accordance with TAC 228.2 Field-based experiences and the Texas Education Code 228.35I verify that the above referenced candidate has provided me with observation/field experience feedback from the university field supervisor pertaining to practices observed in the field. This experience includes working with diverse types of student representative of my campus demographics.

<table>
<thead>
<tr>
<th>Observation: 1, 2, 3</th>
<th>Date of Observation</th>
<th>Time observation begin</th>
<th>Time observation ended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Feedback Conference</td>
<td>Time feedback conference begin</td>
<td>Time feedback conference ended.</td>
<td></td>
</tr>
</tbody>
</table>

Clinical Teacher Signature __________________________________________________________

By signing you acknowledge that you have received a copy of the feedback that the LU supervisor provided to the clinical teacher for the above formal observation.

Principal Signature_______________________________________________

Date received __________________________________________


Create a header will ensure that this information is on each page of your REFLECTIONS, it should include:

First.lastname_reflection #__ Date
Certification
Mentor/Grade
Campus/District

REFLECTIONS
Weekly Reflections: (see calendar for the due dates)

Reflections are attached to your ARTIFACTS in tk20 and you will send a ‘request for feedback’ to your supervisor by 11:55pm of the due date.

When you create the document please make sure that you have included the heading as seen above.

A new document will be created for each reflection. Please save reflections as first.lastname_Reflection#.date.

- **Student instructions:**
  6. Create a word document and attach it to Tk20 artifacts. Save it as first.lastname_Reflection#.date.
  7. Students will go to the Artifacts tab and select the artifact form which has been previously created.
  8. Once the artifact form is open, they will click on the Feedback tab in the artifact form and select “Request Feedback”.
  9. The student will enter a Title, Message (optional), Send request to: (instructor name), Evaluation Tool (Feedback form) and then Submit and Update before exiting the artifact form.
  10. To see the feedback, you can click on the feedback tab and click on the supervisor name to see the feedback.

The questions are only to guide your thinking if you are at a loss, not to be answered in a question answer format. The reflections should be written in narrative format not as answers to short answer questions. It is acceptable to include a topic that is on your mind or something you feel the need to discuss rather than the identified items. Reflections should not be shorter than 300 words.

- **First.lastname_Reflection 1_date** (attach to artifacts in Tk20 and request feedback)
  - Briefly summarize your activities in the classroom.
  - How does your mentor plan lessons? Is this successful? What would you change?
  - How does your mentor get students interested in a lesson/unit? Is this successful? What would you change?
  - How does your mentor encourage student participation? Would you consider students to be actively involved or passively involved in the lesson?
  - How does your mentor meet the needs of special needs students? Is this successful? What would you change?
• **First.lastname _Reflection 2 date** (attach to artifacts in Tk20 and request feedback)
  o Briefly summarize your activities in the classroom.
  o Research has proven that teachers tend to teach the way they were taught or the way their mentor teacher taught. What implications does this have for you?
  o Identify 2 goals for the next two weeks.

• **First.lastname _Reflection 3 date** (attach to artifacts in Tk20 and request feedback)
  o Briefly summarize your activities in the classroom.
  o How do I demonstrate enthusiasm for teaching, learning, and my content?
  o How do my actions as an educator demonstrate that I have confidence in my professional experience and skills?
  o What forms of evidence do I use to know whether learning is occurring, and how do I respond to the findings to make adjustments to improve my practice?
  o What are some of the ways I invite and seek out new ideas and feedback from peers about my teaching practice?
  o Identify 2 goals for the next two weeks.

• **First.lastname _Reflection 4 date** (attach to artifacts in Tk20 and request feedback)
  o Briefly summarize your activities in the classroom.
  o How do I demonstrate enthusiasm for teaching, learning, and my content?
  o How do my actions as an educator demonstrate that I have confidence in my professional experience and skills?
  o What forms of evidence do I use to know whether learning is occurring, and how do I respond to the findings to make adjustments to improve my practice?
  o What are some of the ways I invite and seek out new ideas and feedback from peers about my teaching practice?
  o Identify 2 goals for the next two weeks.

• **First.lastname _Reflection 5 date** (attach to artifacts in Tk20 and request feedback)
  o Briefly summarize your activities in the classroom.
  o What have you learned about teaching that you wished you had known before student teaching?

• **First.lastname _Reflection 6 date** (attach to artifacts in Tk20 and request feedback)
  o Identify 2 goals for the next two weeks.

• **FINAL REFLECTION:** This is the only reflection that will be attached to Tk20 COURSE BINDER; see calendar for the due date) Your final reflection should be no shorter than 600 words.

The questions are guides or thought provoking topics to guide you in creating a reflection about your student teaching semester, your previous course work and how it relates to you becoming a reflective teacher. This paper should not be in bullet form or paragraphs answering each question. **It should be written in essay form.**

Please note, you can certainly mention your mentor teacher, you can identify weaknesses and strengths, pass on if this mentor should be used again – but this reflection is not about your mentor – this is about you and your teaching skills – what you learned about teaching, planning, and management of a class and how that relates to your course work and what you learned about yourself as a teacher.

• Last name.first_Reflection final_date
- Don’t forget to include the header information as part of the reflection when you copy and paste to your Tk20.
- Explain your overall all experiences as a student teacher taking over the classroom teacher responsibilities.
- What did you learn about teaching your content area?
- Share what you learned about yourself as a teacher.
- Strengths/weaknesses
- What professional development for yourself that you would assign if you were the principal.
- Share how your previous course work related to your experiences in the classroom.
- What are your goals as a teacher?
- Look at the Evaluation of Field Experience rubric.
An Evaluation Packet will be delivered to the mentor teacher through the Tk20 system. Mentor teachers will be notified through email with a link into Tk20. This will happen after the 12th day of class when the banner download is completed for Tk20 purposes.
Mentor Teacher Grading Procedures

Clinical Teacher Assessments
All formal evaluation for clinical teachers are competed on the Tk20 system. Mentors will be provided access to the evaluation through a link sent by email after the twelfth day of class. Mentors should SAVE the complete the evaluations on Tk20 and NOT SUBMIT. Clicking ‘submit’ will lock the Clinical Teacher out of the binder. Mentors will be notified when the SUBMIT button can be clicked. Each evaluation is linked to a hard copy on the Lamar Teacher Education website. The clinical teachers’ assessments are under the Phase III column.

Hard copies of the evaluation forms can be found here http://education.lamar.edu/teacher-education/current-students/assessment-forms.html Clinical teacher rubrics are under section labeled PHASE III.

ATTENDANCE LOG
Clinical teachers should complete a daily attendance log that is kept in the classroom. It is advised that it be completed at least weekly so that there are no discrepancies at the end of the semester. The clinical teacher will deliver, to the Office of Field Experience, the daily attendance log as directed at the first seminar, signed by the mentor teacher. The mentor teacher will complete an acknowledgement statement agreeing to the correctness of the attendance log as part of the Tk20 Grading Packet.

T-TESS TEACHING LESSON OBSERVATION RUBRICS
Four formal completed Teaching Lesson Observation Rubrics completed by the mentor are required for the clinical teaching final grading packet. The first 4 teaching lesson observation rubric should be completed specific to the lesson observed. A 5th/Exit teaching Lesson Observation Rubric is completed keeping in mind the growth throughout the semester as the final observation is completed.

Split assignments will complete three Teaching Lesson Observation Rubrics in each placement. The first 2 teaching lesson observation rubric in each assignment should be completed specific to the lesson observed. A 3rd/Exit teaching Lesson Observation Rubric is completed keeping in mind the growth throughout the semester as the final observation is completed.

A copy of the rubric can be found at the LU assessment link.
Copies should be made of the blank Teaching Lesson Observation Rubric for use in observing and giving regular feedback to the clinical teacher. Offering specific criticism and feedback of the teacher candidate’s work will enable them to know which techniques are satisfactory and which ones are not. Conducting post-teaching conferences will help students to analyze and
evaluate the results of teaching and to make further plans.

The assigned University Supervisor will schedule with the Clinical Teacher at least three formal lessons to observe. A formal lesson plan is required for each of the three lessons. The University Supervisor will conduct a pre conference and a post interactive feedback conference to guide the teacher candidate to analyze and evaluate their teaching, discussing the clinical teacher’s instructional strategies, classroom management techniques, strengths and weaknesses. Written feedback to the clinical teacher is provided in the interactive feedback form and to the mentor and clinical teacher on the Teaching Lesson Rubric located on Tk20.

Clinical teachers and their mentors will receive an email notification that the supervisor has completed the teaching lesson observation rubric on Tk20. It is the responsibility of the clinical teacher and mentor (as required by TEA) to review this teaching lesson observation rubric and acknowledge it has been reviewed.

TECHNOLOGY RUBRIC

This rubric is a one-time completion rubric across the semester. Clinical teachers are required to implement technology into their teaching and planning. Knowing that all districts and campuses have different the technology rubric is left largely blank. The rubric requires three forms of technology to be implemented in their teaching and two forms of technology to support the teacher’s work. One form of technology should be the gradebook. If it is against district policy for clinical teachers to input grades on the computer gradebook the Clinical Teacher is required to create a gradebook in a spreadsheet.

DISPOSITIONS

For all single placements mentors should complete a dispositions form on Tk20 for Clinical Teacher information in the middle of the clinical teaching time on campus. A date will be noted on the Clinical Teacher calendar. This will allow clinical teachers to make any corrections needed before the final grading packet. At the end of the semester the Final Disposition Rubric will be completed on Tk20.

For all split assignments the Disposition will be completed at the end of the first assignment by the first mentor and then a Final disposition rubric will be completed at the end of the second placement by the second mentor.

GRADED LESSON PLANS

Clinical teachers are required to plan, teach, and reflect many lessons throughout the semester. It is through the cycle of planning, teaching, and reflecting on student learning and teaching strategies that the skills of a teacher is improved. For the purposes of documentation 5 formal lesson plans throughout the semester will be attached to Tk20. Dates are assigned and can be found on the calendar for clinical teachers to turn in a completed lesson plan and analysis of their student learning and reflection of their planning
and teaching.

*Clinical teachers* will attach the grader lesson plan #1, #2, and #4 to Tk20 artifacts and request feedback from the clinical teacher’s supervisor. It is the responsibility of the clinical teacher to read the feedback and keep comments, suggestions, and corrections in mind planning following lessons. The university grader (supervisor) will complete a Graded Lesson Plan Rubric on graded lesson #3 as formative feedback and #5 as final feedback.

If there are significant errors or problems with these lesson plans, the clinical teacher may be required to create, teach, and reflect, and submit another lesson plan to grader.

**PROFESSIONAL COMMENTS**

If the mentor or supervisor have an area of concern, these can be placed on the Area of concerns section on Tk20. If you do not have an area of concern you can type N/A.
Clinical Teacher Mentor Teacher Application
If You Are Interested in Becoming a Mentor/Cooperating Teacher
For Clinical Teachers
Lamar University Teacher Education Department

Clinical teaching is the culminating experience in the teacher education program at Lamar University. It requires our teacher candidates to demonstrate the knowledge, skills, and attitudes about teaching and learning that have accrued through the undergraduate experience.

The mentor/cooperating teacher models the role of a professional educator and is influential in the development of pre-service teachers. Teacher candidates quickly absorb attitudes and philosophy from mentors; therefore, the work of the mentor is critical to the teaching profession. It is both the aim and expectation of Lamar University’s Teacher Preparation Program that all participants become reflective professional educators who facilitate successful student learning. The research shows that mentor teachers have a substantial impact on teacher candidates. The quality of the relationship developed between the experienced teacher and the teacher candidate is critical to an effective and meaningful mentoring experience. Mentors are chosen because they are seen as an exemplary person doing a great job in the classroom.

As of December 2016, Texas Administrative code (TAC)* provided specific requirements Educator Preparation Programs must collect and document regarding qualifications for clinical teacher mentors. In addition, mentors must now attend mentor training within the first three weeks of the candidate beginning their clinical teaching placement. The following are the current qualifications for mentor teachers:

1. Willing to complete the application process which includes
   a. a TAC required training session provided face to face or online by Lamar University. Once the mentors are identified training information will be sent by email, and
   b. Provide the Office of Field Experience with a resume.
   c. Principal assurance of mentor qualifications.

2. The mentor holds a valid Texas teaching certification in the certification area being pursued by the clinical teacher, and

3. has at least three years’ experience as a classroom teacher, and

4. is an accomplished educator as shown by student learning through evaluation, campus/district accountability, or letters of recommendations, and (please see the last page of this application for our principal recommendation)

5. will guide, assist, and support the candidate during the clinical teaching semester, and

6. will consistently report the clinical teacher’s progress to the assigned LU field supervisor,

Applications can be submitted at any time during the year. New schools and teams are encouraged. For additional information, please contact Gayle Butaud at 409-889-8033 or email gayle.butaud@lamar.edu. Please mail completed application packet to:
Gayle L. Butaud  Gayle.butaud@lamar.edu

Office of Field Experience, Director  P.O. Box 10034 Beaumont, Tx 77710

Terms of Agreement

- Complete the application information.
- Attend the mentor training session (on line or face to face) and provide the appropriate documentation of attendance.
- Provide guidance, assistance and support to the teacher candidate during the clinical teaching semester.
- Complete all clinical teacher evaluation on the Tk20 data gathering system.
- Consistently report the progress of the clinical teacher to the assigned Lu field supervisor.

In appreciation for your performance of these specific duties, full semester assigned clinical teacher mentors will be paid a stipend of two hundred dollars ($200.00), one hundred dollars ($100.00) for a split assignment. To qualify for this stipend, the clinical teacher must be assigned and attend your classroom for at least ½ of the required semester. The amount of the stipend will be adjusted for clinical teacher not completing the full assignment.

Placement Process of Clinical Teachers for Each Semester:

- Each semester a Clinical Teacher Placement Committee will meet to determine appropriate placement for clinical teacher for the following semester. The Office of Field Experience will contact campus principals or district human resources as appropriate to request placements for the following semester. Letters of assurance are required from principals before teachers can be considered as mentors for clinical teachers.

- Teacher candidates and their mentor teachers will be notified by email. Fall placement will be notified middle to late spring of placements and spring placements will be notified middle to late fall of placements. Assigned teacher candidates are required to complete 15 hours observation with their mentor the semester prior to the clinical teaching semester.

- The number of mentor teachers chosen each semester will be based on the number of teacher candidates who need to be placed in a clinical teaching assignment. There is a wide variation from semester to semester in the numbers and in the particular levels and/or content areas.

- Teacher candidates are allowed to request a district, and do our best to honor the district choice if at all possible. It is not appropriate for a teacher candidate to request a teacher or seek a placement for themselves.

- A clinical teacher is NOT assigned to a school where there are close social or family ties (i.e. family member teaching in, working in, or attending the school; or close friends in a position in the school that might cause undue influence of the clinical teaching experience). Other conditions may prevent clinical teachers to be placed in specific districts or on specific campuses.
• The Clinical Teacher Placement Committee will look closely at all mentor teachers and will attempt to place the students in the best possible assignments taking into consideration the following:
  o the students and their needs
  o the requested district
  o the ability to form a team on a campus

• Principals and administrators will be notified of tentative placements before placements are given to students.

• The committee will work hard to rotate placements so that as many schools as possible may participate. The Director of the Office of Field Experience will continue to communicate with area districts and involve as many mentor teachers as possible.

• If you are interested in becoming a clinical teacher mentor click HERE for the application and principal assurance letter.
Assurances of Qualification for Clinical Teacher Mentor Teachers

Please print:

I, _____________________________ (Name of recommending supervisor) will recommend _____________________________ (Name of Mentor Teacher) to serve as a mentor teacher for clinical teaching and meets the following TAC requirements on the date this letter was signed.

Please check all that apply

☐ The mentor teacher holds a valid Texas teacher certificate in ____________________________.

☐ The mentor teacher has at least three years of experience as a classroom teacher.

☐ The mentor teacher is an accomplished educator as shown by student learning through evaluation, campus/district accountability.

☐ The mentor teacher is willing and able to guide, assist, and support the teacher candidate during the semester of clinical teaching.

☐ The mentor teacher will report the teacher candidates’ progress to the candidate’s assigned supervisor or the Office of Field Experience.

I certify that the above information is correct to the best of my knowledge and that I have authority to certify the above information.

Name _____________________________ Date Signed _______________

Job Title _____________________________ Email _____________________________

School Address _____________________________ School Phone Number _____________________________