

Table of Contents



Part 1: Structure of Clinical Teaching	3-6
Part 2: Classroom Management	7-8
Part 3: Communication	9
Part 4: Clinical Teaching Components	10-14
Part 5: Lesson Planning	15-19
Part 6: Success with Students	20-21
Part 7: Laws	22-23
Part 8: Characteristics of Clinical Teachers	24
Part 9: Ethical Guidelines	25-27
Part 10: Attendance	28-29
Part 11: Dismissal from EPP	30-31
Forms	32

Part One



Structure of Clinical Teaching

Clinical Teaching will run for 14 weeks. You **MUST** follow the calendar of the district where you are clinical teaching. Clinical teachers who miss for any reason will be required to extend clinical teaching after the official end of the WTAMU semester. If your district has a snow day, then you must make-up that day as well.

Responsibilities

The clinical teacher occupies a dual role in that he/she is both a college student and a teacher with all of the implications of each classification. As a student, you are subject to all regulations governing the relationship between you and WTAMU. As a teacher, you are working as a professional and must accept the responsibilities of the position. Clinical teachers are assigned to the campuses for the fourteen weeks to meet State Board for Educator Certification requirements.

Before You Begin Your Assignment

As a Student enrolled in WTAMU courses, you maintain responsibilities on campus. These include, but are not limited to:

1. Maintaining appropriate grade point averages in professional education and subject concentrations.
2. Checking with the office of Teacher Preparation to be sure all course work, applications, and documents are in order.
3. Paying tuition and fees on time to prevent being dropped from Clinical Teaching.
4. Attending all required meetings and seminars as scheduled.
5. Conferring with the cooperating teacher about assigned classes, dates and objectives.
6. Regularly accessing the class materials through WT class, as all documents necessary for the successful completion of the clinical teaching experience will be deposited there.

During Your Assignment

As a Clinical teacher, you have additional responsibilities to your cooperating teacher and his/her students, your principal and your field supervisor. These include, but are not limited to:

1. Being well prepared for teaching and other duties.
2. Preparing lesson plans on schedule and having them approved by the cooperating teacher.
3. Returning all resources and equipment that you use to the appropriate storage area.
4. Sharing assigned teacher duties.
5. Attending faculty meetings, assemblies, parents' night, advisory council meetings, and staff development.
6. Participating in sponsorship of youth organizations and other professional groups for which your cooperating teacher has responsibilities.
7. Conferring regularly with your cooperating teacher about your progress and areas of needed growth.
8. Calling the field supervisor if and when problems arise.
9. Being available at the appointed time for conferences with your cooperating teacher and/or your field supervisor, **AND**
10. Recognizing and accepting that the cooperating teacher has the ultimate responsibility for what you may or may not do in the classroom.

A Word of Warning

Please do not assume that a successful clinical teaching experience on your campus earns you a teaching position there. Indeed, your performance during the clinical teaching experience is better than the best of job interviews; however, do not be presumptuous and assume that you will automatically have a teaching job on the campus to which you are assigned.

Mandatory Meetings

During your clinical teaching semester, you will be required to attend various meetings. These meetings have been specifically developed to meet various needs and to address specific topics which will help you to be successful. The purpose of the seminar is to introduce you to various topics relevant to you as a teacher and to give you the opportunity to reflect with your peers on the trials and triumphs you will face. Dress for all the seminars should be business casual. Notice of required meetings will be given to you well in advance through email.

Expectations of Clinical Teachers, Appearance, Actions and Attitude.

During the first days in the classroom, you may feel somewhat unsure of how to act. The following information has been gathered from clinical teachers who have been where you are, veteran teachers, and principals you will be working with.

1. **Appearance-** First Impressions are extremely important in public schools. Dress like a professional at all times. Observe what the faculty members wear and then dress accordingly. Good grooming is part of the professional image you create. If you don't look like a teacher, the students won't treat you like one. This aspect becomes more important in the upper grade levels. Your classroom management will suffer if you not only act like "one of the gang", but if you dress like one of them.
2. **Actions-** Be pleasant, cooperative, and polite toward everyone with whom you come into contact- students, parents, cooperating teachers, other teachers, administrators, and support personnel. In your anxiety about this experience, don't forget to SMILE! Keep calm and do not allow yourself to have angry outburst in school, even if things are not going well. Be a proactive teacher. Plan ahead and plan for interruptions, and have a plan for managing emotional distress.
3. **Attitude-** Be sure your personal life does not interfere with your responsibilities in the classroom. Leave your worries and concerns at home. Recognize at the outset that this experience will dominate your time, and communicate that to your family, spouse, children, etc. Be flexible and adaptable in new and adverse situations. Be enthusiastic and eager. Radiate a positive attitude. Show your cooperating teacher that you are energetic and willing, rather than lethargic and reluctant. Volunteer to help with tasks such as grading papers, giving individual assistance to students, and making instructional teaching materials as the opportunity arises. Keep your sense of humor. Demonstrate a willingness to share your ideas with professional colleagues, but do not take on a superior attitude with the experienced faculty members. Don't be surprised if certain faculty members on campus perceive you as a threat because you are young and well-equipped with the latest and greatest information. Participate willingly in routine teacher duties such as bus, playground, or cafeteria duty. Attend school related meetings such as PTA, staff development sessions, and special events. 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 accomplishment.

4. **Professionalism and Preparation-** Respect confidentiality and ethics. Avoid any involvement in school politics or gossip about teachers, administrators, students, or parents. Treat all persons with dignity. Be proud you are a teacher. Speak with pride. In these days of criticism of education, if you cannot stand up for your chosen profession, how can you be an effective member of it? Admit when you've made a mistake- to the students, to your cooperating teacher, and to the principal. Never criticize your cooperating teacher to another teacher or criticize other teachers in the school to each other. This is an unprofessional behavior. Accept constructive criticism and suggestions for improvement with a positive attitude. Listen to what your cooperating teacher has to say regarding your teaching and incorporate the suggestions to the best of your ability. If you are asked to use certain activities or techniques that you would never use in your own classroom, humor your cooperating teacher and use them during your clinical teaching experience anyway. Keep in mind that in a short amount of time, you will be the queen/king of your own castle. Keep accurate records and submit grades/reports in a timely manner. Be resourceful, creative, and well prepared for all of the lessons you teach.
5. **Find Your Happy Place-** Stress and pressure is one of the most common characteristics of the teaching profession and the degree to which stress is managed or not managed by you as the teacher will be a critical factor in not only how successful your clinical teaching experience is, but also in how long you will persist in the profession. It is easy to become so immersed in your school life that you neglect your relationships, your hobbies, and the practices that help you to maintain mental health. Be sure that you work at maintaining balance between your new profession and your life outside the school.

Part Two



Classroom Management

As a clinical teacher, you are entering a pre-existing management structure. Make it a point to talk to your cooperating teacher about what type of management is in place in the classroom where you will be a clinical teacher. Ask what your role will be, then follow it. ***Do not*** attempt to introduce a new structure during the brief time you have with the class. Your job is to support and reiterate the rules/procedures of the teacher.

Managing the Emotional Environment

Be motivated, enthusiastic, interested, and well informed about what you are teaching. This is critical. If you sound bored with the materials or content, the students will be as well. Use humor, creativity, and concern. Never embarrass or humiliate a student. If you need to discuss behavior, arrange to do it privately. Expect the best from your class and you will get it. Attitude is extremely important in the discipline process. Successful managers have these traits:

1. With-it-ness: awareness of what is going on and the ability to communicate it.
2. Overlapping (multitask): the ability to do more than one thing at a time.
3. Smooth transitions: no wasted time.
4. Momentum: correct pacing in the lesson.
5. Group alertness: the ability to keep the students attention.
6. Accountability: know what each student is learning or not learning.

Managing the Cognitive Environment

Give clear, explicit instructions of expectations before moving students to activities. Check for understanding to make sure everyone knows what is expected. Start seatwork as a group or under close supervision and provide a model. Keep students actively engaged in all parts of the lesson. It gives them less opportunity or reason to be off task. Choose nonverbal over verbal communication when redirecting individuals off task behavior. Monitor your class constantly and redirect inappropriate behaviors promptly.

Tips include:

1. Watch the whole class for inappropriate behavior, inappropriate material on desks, failure to follow directions, signs of confusion, and conflict between students.
2. **SCAN THE ROOM:** do it often and especially during the presentation of lessons.
3. Move around the room as much as possible. Proximity to student prevents a number of classroom disruptions.

Look for opportunities to praise students for appropriate behavior. Remind students of correct procedures or have students tell you what is expected. Prevent discipline problems by planning for them or possibly anticipate the problem before it happens.

Develop effective communication with parents. ***Do not*** wait for a crisis situation to develop. Call parents often with praise and be sure to identify yourself as a clinical teacher.

Note: Approval and guidance from your cooperating teacher is required before any written or verbal communication is initiated with parents. When you are the teacher in your own classroom, the best favor you can do for yourself is to establish rapport with parents ***BEFORE*** the first sign of trouble. If there has been a disciplinary action during the day, be sure you establish contact with the parent before the student goes home. It helps to stay ahead of the student who may be tempted to change the story once he or she gets home.

Managing the Physical Environment

Be orderly by having a good room arrangement, a traffic area free of congestion, a professional space, and an attractive environment. Keep the students visible to the teacher and instructional presentation visible to the students. Organize materials so they are readily accessible. Dismiss students after all materials have been returned to the proper place and their trash has been disposed of properly. Arrange the classroom for physical comfort and to maintain lesson participation. Avoid clutter and be mindful of students for whom “busy” classrooms are a serious distraction. Also keep in mind that what looks attractive may also be a hindrance for students with mobility issues. Find the compromise between fun and functional.

Part Three



Communication Skills

During your clinical teaching, you are expected to demonstrate proficient communication skills, which include both verbal and nonverbal communication.

Listening

Since so much communication is attempted via the verbal and auditory routes, you must be skilled in listening and demonstrate this skill continually.

Speaking

A voice that is properly used is a vital instrument in the classroom. Vocal dynamics, level and pitch are vehicles for control by conveying all types of emotions. Projection, enunciation, and volume convey instructions clearly if words are properly chosen. A rich vocabulary add differentiated shades of meaning as well as a variety to presentations. Proper grammar and a positive, caring tone is vital in your position as a role model.

Writing

As in the case of speech, clearly written assignments, exercises, comments, and evaluations facilitate communication in the class and thereby reduces stress. Correct spelling is important. All prepared written work should be free of spelling errors and whiteboard work should be screened for troublesome words. Bulletin boards with misspellings are completely unprofessional. Notes to parents are important and should be carefully edited before being sent home. Correct grammar and command of sentence structure are essential for effective communication. If spelling and grammar are not your forte, have a peer edit your work.

Reading

Oral reading is a requirement and expressive reading can immeasurably be added to the learning experience. Efficient, rapid, and silent reading will save you time on homework and give added skill in scanning new sources of ideas for the classroom and for personal development.

Part Four



Clinical Teaching Components

Observing

Much of the first few weeks of clinical teaching will be spent in observation of the classroom environment, instructional techniques, interpersonal communication and relationships. As you observe, it will be helpful to take reflective notes for the purpose of asking questions for your cooperating teacher regarding reasons for her/his interactions and instructional methods. Frequently asking questions of, “Why and How”, will provide you with a knowledge base for choosing your own methods for instructions and management. During this time, it is also helpful to make and fill in seating charts to quickly learn the names of students.

Assisting

After a short period of observation time, you will be ready to become more involved with the students. The cooperating teacher may give specific suggestions for activities that will help you to become involved.

For example:

1. Monitoring students at their desks to give one-on-one assistance.
2. Distributing papers and materials
3. Grading papers
4. Checking attendance
5. Assisting students with makeup work, homework, or tutorials
6. Please let the cooperating teacher know when you are ready to become more involved.

Demonstrate enthusiasm and initiative. The cooperating teacher may be reticent to “push” you. At the same time, be sensitive to your cooperating teacher and do not attempt to “take over” the class too quickly.

Full Responsibility

A gradual building of teaching responsibility leads to a full responsibility experience. This means that for ***AT LEAST*** twenty consecutive days you will have a full responsibility for planning and teaching the whole school day as if you were the regular teacher. All other responsibilities that the teacher has during this time will also be assumed by you. You should be gradually introduced into the teaching position until full responsibility is gained. At the end of the assignment, you will be gradually eased out. A calendar is in your cooperating teacher's packet that gives a ***SUGGESTED*** timeline for involvement. Your cooperating teacher can adjust the calendar as necessary, but you should have a maximum amount of time to plan to teach independently.

Observation

Prior to your first day, go over the **Observation Checklist** below. These are the things you need to be cognizant of during your initial visit. Check in at the building office and meet the principal and secretary. Inquire about parking and other visitation policies. Obtain information about the teacher's assignment, daily schedule, course assignments, textbooks, curriculum, and other responsibilities. Obtain school calendars if you do not have one. Find out about topics, units, or themes to be covered during the time you are in the classroom.

Observation Checklist

This checklist will help you acclimate to your assignment. You ***do not*** turn in this checklist to anyone. This will help you be more comfortable more quickly.

1. School layout.
2. Type of community surrounding the school.
3. Ethnic, linguistic composition of the students.
4. Average class size/total school population.
5. Available facilities-technology resources, maps, media center, computer lab, copy room.
6. Procedure for reserving and checking out instructional resources.
7. Available support staff such as nurse, librarian, assistant principal, curriculum support and counselor.

Procedures and Policies

1. What time do classes start?
2. What are the school hours?
3. Obtain a calendar of the school activities for the time you are there.
4. What are the extracurricular activities and meetings that you will attend?
5. What are the extra duties that will be required of you?

Classroom

1. What does the cooperating teacher expect of you and what content/skills will you teach?
2. What lesson plan format is acceptable? Are classes grouped/tracked according to ability?
3. What abilities will your students have?
4. What grading system is used in the school?
5. How are discipline problems handled?
6. Starting Procedures:
 - a. What does the teacher do as students enter the classroom?
 - b. Does the teacher have any instructions or activities on the board?
 - c. What procedures are in place for taking lunch count and class attendance?
 - d. How does the teacher move into the first lesson of the day?
7. Distribution of materials
 - a. How does the teacher distribute the materials?
 - b. How are assignments/materials handed back?
 - c. Are materials ready for use?
8. Restroom Procedures
 - a. May students move freely to the restroom?
 - b. Are passes available to use under certain guidelines?
 - c. Must the teacher give permission before a student may be excused?
9. Lunch Procedures
 - a. How are lunch tickets distributed? Do students have meal numbers?
 - b. How are students taken to the cafeteria and picked up?
 - c. Are students able to leave the campus for lunch? Is it a closed campus for lunch?

10. Referrals

- a. How are disciplinary actions and follow-up procedures handled?
- b. How are other referrals (example: speech, counselor, office) handled?

11. Classroom Management (influenced by district, school-wide, and individual teacher policies)

- a. Discipline plan. What are the rules? Why and how were they chosen? How are the rules enforced? (Praise or Consequences?)
- b. Tardy policy. How is the policy enforced? What does the teacher/school feel are acceptable excuses for tardiness?
- c. Seating arrangement. How does the teacher determine seating? Is there any flexibility or do the students stay in assigned seating or groups?
- d. Other “housekeeping tasks”. How are students guided in the upkeep of the room and materials? How are the students selected and held accountable for their assigned duties?
- e. Attendance. How is attendance turned into the office? Are there any special codes used by the teacher? Is there a computer program used for attendance?
- f. Grading. Does the teacher use different types of evaluation symbols? How is the gradebook set up? How does he/she deal with participation grades? Are electronic grade books kept and/or does the teacher keep a paper gradebook?

12. Teaching the lesson

- a. How is the purpose of the lesson established and communicated?
- b. How does the teacher motivate the students’ interest?
- c. How does the teacher involve the students at the beginning of the lesson?
- d. When does the teacher do modeling? How many examples does the teacher give before asking students to give an example of their own?
- e. What type of questions and activities are done with the students to determine understanding and mastery?
- f. How are students moved from explanation into activities?
- g. How does the teacher monitor students during the activities?
- h. How are students kept on task?

- i. Evaluation. How does the teacher evaluate whether the lesson's goal(s) were achieved?
- j. What does the teacher do if some students have not mastered concepts?
- k. Does the teacher use a rubric for any of the grading?
- l. Does the teacher accept late work for students who have been absent?
- m. How does he/she handle work for students who have been absent?
- n. What is the teacher's policy for helping students before, during or after school?
- o. What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
- p. If the teacher has five extra minutes, how does he/she keep students involved, motivated and on task?
- q. Students and teacher interaction. How are students recognized during classroom discussions? How do students gain the teacher's attention in other situations?
- r. Is questioning allowed during the teacher's presentations? How does the teacher bring all students into the learning environment and keep them on task?

Part Five



Lesson Planning

Planning is an essential part of teaching. Lesson plans initially will be written and submitted to the cooperating teacher prior to teaching. This gives the cooperating teacher an opportunity to provide your constructive feedback, helps you with revisions, and ensures your ultimate success.

Lesson Planning:

1. Assists the clinical teacher in organizing with his/her thinking processes while designing an effective lesson.
2. Provides a tool for communicating plans to the cooperating teacher and field supervisor.
3. Gives the clinical teacher confidence in teaching a lesson in a sequential manner,
AND
4. Demonstrates an understanding of the concepts to be taught by the clinical teacher and learned by the students in the classroom.

This process will accelerate throughout the experience until the clinical teacher has had experience in creating and teaching multiple lesson plans in all subjects and periods of the school day.

Clinical teachers are expected to set goals, substantiate goals with data, and to reflect upon the degree to which goals were met through the instructional process each week. This reflection should include ideas for changes in the future regarding instruction and classroom management, data to substantiate goal attainment, and reasons the lesson was/was not successful.

Plans for Successful Lessons

1. Plan each plan carefully for each day of the week. Research the subject matter and adequately prepare to teach the subject each day. Be sure you have plenty of material (not meaningless worksheets) to take advantage of extra time. Include your objective in behavioral terms with procedures and assessment.
2. Prepare in advance all teaching materials/technology to alleviate misuse of time and misbehavior of students.
3. Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
4. Structure the lesson to take advantage of the most efficient methods for carrying out classroom procedures and lessons transactions.
5. Allow for flexibility in teaching by planning for interruptions or time constraints.
6. Sequences instructional events to enhance student understanding.
7. Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills. Actively involve all students in the lesson.
8. Present directions in a clear, sequential manner.
9. Choose a variety of assessment tools and teach students to use self-evaluations.
10. Recognize that where you stand when you teach, may block a student's view of the board or visuals.

The Lesson Plan

The purpose of the lesson should be specific and limited.

Consider the following:

1. **Learner Outcome/Objectives:** What is the purpose of the lesson? What should my students learn? What is the focus of the lesson? What steps will lead to the attainment of the goals?
2. **Procedures:** How do I plan to present the lesson? Will I lecture? From groups? Question and Answer? What monitoring and adjustments techniques will I use?
3. **Assessment:** How do I ensure that learning has occurred? What evaluation measure will I use? What assignment, if any, should be planned to reinforce learning?

Self-Reflection on Instruction

Observations and feedback from your field supervisor and cooperating teacher will provide you with important insight into your development and refinement as a teacher. However, it is very important that you learn that skills of reflecting on your own performance. Periodic self-reflective evaluations will help you recognize the qualities that effective teachers possess. Frequent evaluation will help you define your strengths and weakness and assist you in developing the skills, techniques, and strategies for continual improvement. Learn to reflect even as you are teaching and use self-reflection when creating new lesson plans. As you develop self-reflective evaluation skills, ask yourself the following questions:

1. What did I do effectively?
2. What are my best qualities as a teacher?
3. What did I do that was not effective?
4. Where do I need to improve as a teacher?
5. How can I improve the lesson content, activity, materials, etc?
6. What are some other ways to present the lesson that would be just as effective or more effective?
7. What problem(s) arose that I did not expect?
8. How did I handle them?
9. What are some alternative actions I could have used?
10. How effective was my classroom management plan?

11. What changes could I make to more effectively meet students' needs and enhance success in learning?
12. How do I respond to students?
13. Is my appearance and demeanor consistently professional?

Evaluation

Clinical teacher evaluations are a cooperative task shared by the clinical teacher, the field supervisor, and the cooperating teacher. You should use checklists and the weekly progress reports for self-evaluation. Much of the evaluation by the cooperating teacher is informal and you will gain direction through brief, daily conferences and interactions.

During your assignment:

1. You should meet weekly with your Cooperating Teacher to set goals and reflect on evidence of instructional effectiveness for the week. While these are not formal evaluations, these meetings are critical to your growth towards becoming a teacher of excellence.
2. Your cooperating teacher will complete a formative on February 8th and March 8th and a summative evaluation by May 3rd. The summative evaluation will, in part, determine you passing or failing of clinical teaching.
3. The field supervisor evaluates each 45 minute lesson (a minimum of three) that he/she observes. A conference will follow the observation. In the conference, the field supervisor will reinforce effective teaching and serve as a resource for addressing problems or deficiencies that were observed in the lesson or that you feel may exist.

After Completing Your Assignment

At the end of the experience, the cooperating teacher will collaborate with the field supervisor in determining your final grade. If the cooperating teacher and the field supervisor cannot come to a consensus, then the Director of the Teacher Preparation and Director of Field Placement and Experiences will become involved. A grade of Pass/Fail (transcribed as S/F) is recorded in the Registrar's Office by the Director of Teacher Preparation..

Remember that because each professional is viewing your teaching from a different perspective, evaluation comments and ratings may legitimately vary. It is your responsibility to talk with your cooperating teacher and/or field supervisor if you have any concerns about your performance or evaluations.

Part Six



Success With Students

1. Be sensitive to all students. Involve all of them. Call them by name. Look them in the eyes.
2. Be friendly but firm with all students in and out of the classroom. Use the discipline plan that has been established by the cooperating teacher, but be thinking about how you will structure discipline once you have a classroom of your own.
3. Do not try to be the students' "buddy". You understand where the line is between teacher and friend; your students will not.
4. Have high expectations for yourself and your students. You are there to learn and to ensure that they also learn.
5. Be aware of students' comfort. Adjust with environmental factors you can to make the room physically comfortable and accessible.
6. Don't give more than TWO instructions at a time. Repeat them or have students repeat them before they begin the task to double-check comprehension.
7. Follow through. Classroom management will be impossible if you never carry-through on your plan.
8. Attend afterschool functions. Show your support of the students. Make professional connections.

Words to the Wise

1. Clinical teaching is considered a full academic load.
2. Employment during clinical teaching is NOT ADVISIBLE due to the tremendous time commitment expected for preparation. If financial needs require that some employment be assumed, this should be limited to 10-12 hours per week, preferably on weekends. Weekday afternoons should be free for seminars, faculty meetings, and curriculum planning. Any issues concerning employment during clinical teaching should be discussed in advance with your field supervisor.
3. Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of your clinical teaching assignment. If you know that you will want to keep some of the instructional materials for your own use, check with the school's policy and then decide whether you will want to purchase the necessary supplies yourself.
4. Administering medicine to your students IS NOT PERMITTED at any time. Even if your cooperating teacher gives you the "go ahead" you must decline and cite University policy as your reason for doing so.
5. Administering corporal punishment (even in the mildest form) IS NOT PERMITTED at any time. Be very careful of the ways in which you touch students, especially if you are frustrated or upset.
6. Do not drive your own car to take students on field trip or to deliver them anywhere away from the campus. You can be legally liable for any accidents or injuries.
7. Strenuous dieting during clinical teaching is not encouraged. It is critical that you take care of yourself during clinical teaching so that you may meet the rigorous demands that the semester imposes.
8. Should you be asked to substitute, please contact your field supervisor. School district, university, and state policy must be strictly followed in this area.
9. Writing lesson plans during class time is not permitted. You should be using that time to observe your cooperating teacher or to monitor students as they work.

Part Seven



Important Laws for Student Teachers

Texas Education Code (TEC), Section 21.904: Requiring or Coercing Teachers

“(a) No school district, board of education, superintendent, assistant superintendent, principal or other administrator...shall directly or indirectly require or coerce any teacher to join any group, club, committee, or association...”

“(d) No school district, board of education (etc.) shall directly or indirectly coerce any teacher to refrain from participating in political affairs in his/her community, state or nation.”

TEC 21.912

(b) “No professional employee of any school district within this state shall be personally liable for any act incident to or within the scope of duties of his/her position of employment, and which an act involves the exercise of judgement or discretion on part of the employee, except in circumstances where professional employees use excessive force in the discipline of students or negligence resulting in bodily injury to students.” [This paragraph is generally interpreted to mean that professionals (teachers) enjoy this protection unless bodily injury occurs while the professional uses excessive force to discipline students. (Paragraph (c) also states that professional employees do not enjoy this protection while operating or maintaining a motor vehicle.)]

TEC 21.201: Suspension of Students-Removal to Alternative Education Programs

“(k) A teacher may send a student to the principal’s office in order to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with local policy.”

“(1) A teacher may remove a student from a class who has been documented by the teacher who has reportedly interfered with the teacher’s ability to communicate effectively with the other students in the class.”

TEC 21.3011: Expulsion of Students

“(a) A teacher may remove from class and recommend for expulsion of a student who engages in conduct for which the student may be expelled...”

TEC 21.251: A Teacher’s Records and Reports

“(a) Each teacher in the public free schools of this state shall keep a daily register showing the names, ages, courses of study and attendance records of all pupils which the teacher is instructing.”

“(d) Each teacher shall, at the end of the school term, make such reports as may be prescribed by the State Board of Education.”

TEC 21.302: Reports of Drug Offenses, Liability

“A teacher, school administrator, or school employee is not liable in civil damages for reporting to a school administrator or government authority, in the exercise of professional judgement within the scope of the teacher’s administrator’s, or employee’s duty, a student whom the teacher suspects of using, passing, selling on school property:

1. Marijuana or controlled substance...
2. A dangerous drug...
3. An abusable glue or aerosol paint...
4. An alcoholic beverage...”

TEC 34.01et seq: Report of Child Abuse

“A certified educator must report suspected child abuse to the appropriate law enforcement agency within 48 hours of the time the educator first suspects child abuse. Failure to report is a Class B misdemeanor.”

Part Eight



Characteristics of Successful and Unsuccessful Student Teachers

Intrapersonal Skills

Successful

- Accepts responsibility for one's actions
- Reflects objectively on actions and consequences
- Exhibits organization in planning and presentation of lessons
- Does not bring personal problems into the classroom; refuses to allow personal difficulties to infringe on attitudes and actions
- Is on time or early to school each day; remains with teacher past the school day (hours); seldom or is never absent; notifies someone at the campus of emergency or extenuating circumstances.

Unsuccessful

- Unwilling to accept responsibility for oneself and one's action
- Unable to reflect objectively on actions and consequences
- Exhibits disorganization in planning and presentation of lessons; plans at the last minute
- Fails to leave personal problems outside the classroom; allows personal difficulties to interfere with professional attitudes and actions
- Fails to arrive at school as expected; asks to leave early; is absent frequently; does not notify someone if late for arrival or pending absences.

Part Nine



Ethical Guidelines for Educators

The Texas Administrative code establishes the following professional standards for Texas educators:

- The Texas educator shall comply with standards and practices and ethical conduct towards students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student towards realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public school {Texas Administrative Code, Title 19, Chapter 247, rule 247.2)
- In furtherance of these objects, the Texas Administrative Code establishes a Code of Ethics and Standard Practice for Texas Educators that delineates standards for professional conduct, practice and performance. These standards include the following:
 - Standard 1.1- The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
 - Standard 1.2- The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - Standard 1.3- The educator shall not submit fraudulent request for reimbursement, expenses, or pay.

Standard 1.4- The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5- The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. [This standard does not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or others or organization in recognition or appreciation of service].

Standard 1.6- The educator shall not falsify records, or direct or coerce other to do so.

Standard 1.7- The educator shall comply with state regulations, written local school boards polices, and other applicable state and federal laws.

Standard 1.8- The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualification.

- Additionally, the Texas Administrative Code establishes enforceable standards governing the conduct of Texas educator professional colleagues. These standard include the following:

Standard 2.1- The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purpose or is required by the law.

Standard 2.2- The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3- The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4- the educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5- The educator shall not discriminate against or coerce a colleagues on the basis of race, color, religion, national origin, age, sex, disability, or family status.

Standard 2.6- The educator shall not use coercive means or promise of special treatment in order to influence professional decision or colleagues.

Standard 2.7- The educator shall not retaliate against any individual who has filed a complaint with the State Board of Educator Certification.

- Additionally, The Texas Administrative Code establishes enforceable standards governing the conduct of a Texas educator toward students. These standards include the following:

Standard 3.1- The educator shall not reveal confidential information concerning students unless disclosure serves lawful profession purpose or is required by law.

Standard 3.2- The educator shall not knowingly treat a student in a manner that adversely affects the students learning, physical health, mental health or safety.

Standard 3.3- The educator shall not deliberately or knowingly misrepresent facts regarding a student.

Standard 3.4- The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

Standard 3.5- The educator shall not engage in physical mistreatment of student.

Standard 3.6- The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

Standard 3.7- The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

- The State Board for Educator Certification is empowered by the Legislature to enforce the *Code of Ethics and Standard Practices* for Texas Educators. This power includes conducting investigations concerning improper conduct by an educator and taking disciplinary action where warranted. Sanctions for violations of the Code of Ethics including placing restrictions on a teaching certificate, suspending or revoking a certificate, or imposing additional conditions or restrictions the Board deems necessary.

Part Ten



Attendance

1. Lateness is inexcusable.
2. Leaving the school campus during the school day is not permitted without prior approval.
3. If an emergency situation arises and you must be absent, notify your cooperating teacher.
(You should have your cooperating teacher's mobile number/home number).
 - a) Keep calling until you make contact with your cooperating teacher!
 - b) Telephone the secretary of the school before school begins with the following information: your name, your cooperating teacher's name, reason for absence, and the date you expect to return to your clinical teaching. Other information or arrangements may be made by the cooperating teacher.
 - c) Notify your field supervisor of any absences so that he/she will not make any unnecessary trips to the school.
4. Excessive absences may result in:
 - a) An "Incomplete" being assigned for your clinical teaching experience.
 - b) Being ineligible for graduation or certification until the assignment is completed satisfactorily.
 - c) Being terminated from your clinical teaching experience.
5. A "day-off" because you have not missed any days is unacceptable as well as unprofessional and could result in an immediate termination of your clinical teaching.
6. You should provide lesson plans for the cooperating teacher if you are responsible for the class that day of absence.

Attendance Reports:

1. Candidates will track attendance and time in/out each day of Clinical Teaching on the Absence/Attendance Form.
2. Candidates will list any dates on this form that they miss or leave early/arrive late to the school.
3. Candidates will turn in the Absence/Attendance form 3 times during the semester of Clinical Teaching. The candidate will submit this to their Cooperating Teacher so that the Cooperating Teacher may turn it in along with their formative and summative assessments (see timeline).
4. Accountability for Make-up Time Form will be utilized if a candidate misses dates during Clinical Teaching and is required by the Office of Teacher Preparation to make up those dates.

Staff Development

1. During your clinical teaching, you are expected to be at your assigned school on staff development days to participate in any professional development programs when appropriate.

Part Eleven



Dismissal from the Educator Preparation Program

Various responsibilities are inherent in the task of preparing future educators. The West Texas A&M University Educator Preparation Program assumes an obligation to public school students to release unsuitable teacher education candidates from the program and indirectly protect public school students from unsuitable teacher candidates. In addition, the credibility and effectiveness of the Educator Preparation Program in working with public schools depends on the program's efforts to send out to the public school teacher candidates who are suited in working with public school students.

The West Texas A&M University Educator Preparation Program reserves the right to dismiss from the education preparation program at any time any student whose personal conduct is detrimental to:

1. The welfare of students in the public schools
2. The educator preparation programs effective working relationship with the public schools
3. The student's future success in the program
4. The student's fitness to teach
5. The educator preparation program's role in training future educators
6. The profession of teaching

Behavior that may constitute grounds for dismissal for the educator preparation program includes, but is not limited to, conduct that may result in felony conviction.

A student facing dismissal from the educator preparation program for personal conduct shall be notified in writing. Such notice shall include a statement of:

1. The proposed action
2. The grounds for the proposed action
3. The evidence sustaining the alleged personal conduct in questions
4. The opportunity to appeal the proposed action to the appeals committee.

The student must request, in writing, a hearing within fifteen (15) days of receipt of written notice of the proposed action. At the hearing, conducted by the Appeals Committee, the student will be afforded due process rights. The Appeals Committee will make prompt determination within a reasonable period of time.

Suspension from the Teacher Education Program

Whenever the Head of the Department of Education has reason to believe that grounds exists for the dismissal of a student from the educator preparation program based upon personal conduct and is of the opinion that the immediate suspension of the student is necessary in the best interests of the teacher education program, the public schools or public school students, The Head of the Department of Education may suspend the student immediately from the educator preparation program, including field experiences in the public schools. The process for dismissal of a student from the educator preparation program will be initiated as soon as possible following the suspension of the student. To the extent possible, students reinstated after suspension will be restored to their previous position and status without action detrimental to their studies, progress and evaluation of their work.

Incomplete Evaluation Recorded for Student Teaching

Whenever it is determined that an incomplete grade is appropriate, the student teacher may be asked to extend the current assignment or be reassigned in another classroom. No longer than one year following the date the incomplete was recorded, a grade of pass or fail will be recorded.

Forms



All forms are available at

<https://www.wtamu.edu/academics/student-teaching.aspx>

When submitting Forms to certification office via email, please scan or submit the pdf file. Photos taken by phone and then sent will not be accepted.

- Clinical Teaching Timeline page
- Clinical Teaching Information Sheet
- Clinical Teaching Formative Evaluation 1
- Clinical Teaching Formative Evaluation 2
- Clinical Teaching Summative Evaluation
- Clinical Teaching Absences/Attendance
- Accountability Make-up Forms
- Apply for your Texas standard certificate