

HBU

HOUSTON BAPTIST
UNIVERSITY

School of Education
Clinical Teaching Handbook
2015-2016
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Message from the Director

You are about to take a very important step in your journey to become a professional educator. This semester you will be entrusted with students' learning. Remember, when you stand before your students you represent God, Houston Baptist University, your family, and yourself. It is my prayer that God will strengthen you, that you will give God your best, and that your students and others around you will be blessed by your efforts. The faculty and staff of the School of Education stand ready to assist you on this journey. We want you to be successful as you seek to reach your goals. We are praying for God's continuous blessings upon you as you seek to serve Him.

Dr. Olivia Elmore

Director

Center for Preparation of Professional Educators



A Teacher's Prayer

*Each time, before I face my class,
I hesitate a while, And ask the Father,
"Help me, Lord, to understand each child.*

*Help me to see in every one
a precious soul, most dear;
And, may I lead that child through
paths of wonder—not of fear.*

*Dear Father, as they look to me
for Christian guidance true,
I look to Thee and humbly ask
that Thou will teach me, too."*

Amen

Introduction from the Dean

Education students enrolled at Houston Baptist University (HBU) progress through three distinct stages of field experience. The first phase occurs during the time that the future teacher takes the foundation courses of “Learning and Development” and “Foundations of American Educational Thought.” During this phase, the student visits classrooms and observes interactions between pupils and teachers as well as participates in designated teacher-aide, tutorial and instructional roles. The second stage of field experience occurs subsequent to the first phase and prior to the actual Clinical Teaching experience. Phase two is an integral part of certain educational methods courses. During this phase, each student spends time in school classrooms actively engaged in teacher-aide, tutorial and instructional roles under the supervision of classroom teachers and the university professor. The third stage of field experience is Clinical Teaching. Clinical Teaching lasts 15 weeks and takes place during or near the last semester of school work in which the student is completing degree and/or certification requirements. All field experience Mentor Teachers are master level teachers self-selected by HBU and meet specified criteria which demonstrate excellence in the classroom.

In order to enhance the experiential opportunities of its students, the University has entered into cooperative agreements with independent school districts and private schools. Under these agreements, Houston Baptist University students are permitted to complete required observations, share in field experiences and student teaches in the schools of the participating school systems.

The faculty of Houston Baptist University believes that Clinical Teaching should be the capstone experience of the entire Educator Preparation Program. In so far as it is possible, the University desires that Clinical Teaching be done during the final semester of work toward certification. The Clinical Teaching is placed under the direct supervision of a qualified Mentor Teacher, as well as, a certified University Supervisor.

Acting Dean of Education: Dr. Carol McGaughey

STANDARDS AND POLICIES

Approval for Clinical Teaching

Clinical Teaching is among the final requirements for a teaching certificate. It is part of the professional education requirements. It must be done during one of the last two semesters in the program. Admission to Clinical Teaching is not automatic upon completion of required courses. It is contingent upon approval by the Teacher Education Committee. The following requirements must be met:

Undergraduate Clinical Teaching:

1. Satisfaction of all requirements for admission to and retention in the Educator Preparation Program.
2. Successful completion of **ALL** course work for your teacher preparation track (Elementary, or Middle/High School/All Level) and all courses required for any additional certifications by the end of semester prior to entering into the student teaching semester. This does not include student teaching courses or EDUC 4400 Clinical Teacher Seminar.
3. If undergraduate, completion of at least 21 semester hours with a GPA of 2.5 or above in the teaching field.
4. If graduate, successful completion of the TExES content test in the teaching field or at least 21 semester hours in each teaching field with a GPA of 2.5 or above in each teaching field.
5. If undergraduate, a GPA of 2.5 or higher on all course work with no grade lower than a “C” and a “B” or better in EDUC 4301 or 4311.
6. If graduate, a GPA of 3.0 or higher on all professional education course work with no grade lower than a “C” and a “B” or better in EDUC 6302, 6312 or 6322.
7. A completed “Application for Student Teaching” form on file in the School of Education office by the second week in February of the prior school year for Fall student teaching and by the second week in September for Spring student teaching.
8. Fitness for teaching as judged by performance in the classroom and in course-related field experience.
9. If seeking Bilingual Education or Spanish certification, passing score on the appropriate Language Proficiency.

Graduate Clinical Teaching

1. Satisfaction of all requirements for admission to and retention in the Educator Preparation Program.
2. Successful completion of **ALL** course work for your teacher preparation track (Elementary, or Middle/High School/All Level) and all courses required for any additional certifications by the end of semester prior to entering into the Clinical Teaching semester. This does not include Clinical Teaching courses or EDUC 5000 Clinical Teaching Seminar.
3. Graduates seeking initial certifications must have successful completion of the TExES content test in the teaching field or at least 21 semester hours in each teaching field with a GPA of 2.75 or above in each teaching field.
4. A GPA of 3.0 or higher on all professional education course work with no grade lower than a “C” and a “B” or better in EDUC 6302, 6312 or 6322.
5. A completed “Application for Clinical Teaching” form on file in the School of Education office by the second week in February of the prior school year for Fall Clinical Teaching and by the second week in September for Spring Clinical Teaching.
6. Fitness for teaching as judged by performance in the classroom and in course-related field experience.
7. If seeking Bilingual Education or Spanish certification, passing score on the appropriate Language Proficiency.

THE CLINICAL TEACHING EXPERIENCE

Overview of Clinical Teaching Experience

Clinical Teaching is the capstone experience of the professional preparation of a teacher. It is here that practical experiences based upon sound educational theory are integrated into real teaching-learning activities from which a working philosophy of education is developed. In clinical teaching the Clinical Teacher can implement educational theory by observing its pragmatic value and by demonstrating an understanding of it. Through the application of theory, it is possible for the beginning teacher to determine the need for further study in education and content and to determine how effectively he/she functions when guiding an actual teaching-learning situation. Clinical Teaching is a period for exploration and continuous self-evaluation. Planning and re-planning to determine and extend individual abilities is a continuous process.

The Clinical Teaching experience consist of at least 15 weeks of a full-time commitment to his/her campus placement which exceeds the mandated state hours. The experience begins the first week of the public school or a private school teacher reports to campuses and concludes no later than before the scheduled commencement for that semester. During the semester, the Clinical Teaching will adhere to the instructional day of the campus site Monday through Friday.

If the Clinical Teaching is being certified in an all-levels certification or EC-6 Generalist, EC-6 Bilingual Generalist the Clinical Teacher will be assigned two placements in different grade levels. The two assignments will be split evenly consisting of 7 or 8 weeks at each assignment for a total full-time semester of Clinical Teaching.

Clinical Teachers will participate in all aspects of the professional role of teachers including, but not limited to, professional committees and meetings, monitoring duty (cafeteria, bus lines, etc.), parent and student conferencing, extra-curricular activities with prior approval of the University Supervisor and Mentor Teacher, and other assigned professional duties. During the experience, Clinical Teachers are required to teach a minimum of 10 full-time responsibility days per placement. They will plan and implement all lessons during this period of time. Most Clinical Teachers exceed the minimum full-time responsibility teaching days through the build-up to the full-time teaching days.

Clinical Teachers are assigned a Mentor Teacher and a University Supervisor who guide, support and evaluate them. Each placement is based on the Clinical Teacher's certification and requirements for that certification in the state of Texas and Houston Baptist University policy and curriculum.

Components

Observing

Much of the first few days of Clinical Teaching will be spent in observation of the classroom environment, instructional techniques, and interpersonal communication and relationships. As you observe, it will be helpful to take reflective notes for the purpose of asking questions of your Mentor Teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of "why" and "how" will provide you with a knowledge base for choosing your own methods for instruction and management. During this period of time, it is also helpful to make and fill in seating charts for learning the names of the students, a most important step for quickly building a relationship with the students.

Assisting

After a short period of time, you will be ready to become more actively involved with the students in order to become better acquainted and to alleviate your own anxieties. The Mentor Teacher may give specific suggestions for activities that will help you to become involved. For example:

- Monitor student work at the desks to give one-on-one assistance.
- Distribute papers or materials.
- Grade papers.
- Check attendance.
- Assist with end-of-the-day duties.
- Assist students with make-up work.

Please let the teacher know when you are ready to become more involved. Demonstrate enthusiasm and initiative. The Mentor Teacher may be reticent to "push" you. At the same time, be sensitive to fact that you are a guest in the teacher's classroom and do not attempt to "take over" the class too quickly.

Teaming

To initiate your teaching experience in the class, you may begin by sharing with the Mentor Teacher the responsibility of planning and teaching a selected lesson. This may be done in any number of ways. For example:

- The Clinical Teacher may present the lesson "warm-up" and motivation while the Mentor Teacher teaches the new skill.
- Divide the class into two groups with each of you taking a group for instruction.
- Divide the instructional time--one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- One person may present the lesson content while the other one supervises the cooperative group work.
- The Mentor Teacher models a lesson presentation, and if there is a repeat of that class, the Clinical Teaching presents the same lesson.

Teaming allows the Clinical Teacher to gain some initial experience in front of the class with support from the Mentor Teacher. It also allows the students to observe the cooperative relationship of the Clinical Teacher and Mentor Teacher. Cooperation should be made evident regarding the classroom management system as well as the instructional one.

Teaching

After having observed the Mentor Teacher model the preparation for and teaching of lesson plans in the subject area(s) within the classroom, the Clinical Teacher will be able to assume the responsibility for planning and teaching a single lesson in a single subject (or period). This lesson plan will be written and submitted to the Mentor Teacher two days prior to teaching it in order to gain constructive feedback for revisions and ultimate success. This process will accelerate throughout the first 5 to 6 weeks until the Clinical Teacher has had experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day.

Full Responsibility

A gradual buildup of teaching responsibility leads to the full responsibility experience. This means that for a minimum of two weeks, or ten consecutive days (one week or five consecutive days for each of two placements), the Clinical Teacher has full responsibility for planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will be assumed by the Clinical Teacher.

Sample Schedules

The following schedule may be used as a guideline. Clinical teaching schedule, due dates for evaluations, and assignments will be determined by the Clinical Teacher's University Supervisor and Mentor Teacher based upon the Clinical Teacher's campus assignment(s).

Two Placements Schedule

First Placement:

Weeks 1 and 2

- Within the first two weeks a conference must be held including the Clinical Teacher, Mentor Teacher, and University Supervisor to review the Clinical Teaching Handbook, create a calendar to fulfill requirements, discuss duties, teaching roles, etc.
- Grade papers, check roll, work with individuals and small groups
- Attend and participate in weekly clinical teaching seminar

Weeks 3 and 4

- Teach 2 to 4 times a week (perhaps after taught/modeled by Mentor Teacher)
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #1 during this time period

Weeks 5, 6, 7,

- Work toward teaching a full day of classes (teach at least 5 full days)
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #2 and #3 during this time period
- Hold mid-term evaluation meeting (Mentor Teacher, Clinical Teacher and University Supervisor) and discuss transition to second placement

Second Placement

Weeks 8, 9

- Within the first week of second placement hold a conference with the Clinical Teacher, Mentor Teacher, and University Supervisor to review Clinical Teaching Handbook and create a calendar to fulfill requirements, discuss duties, and teaching roles, etc.
- Attend and participate in weekly clinical teaching seminar
- Grade papers, check roll, work with individuals and small groups
- University Supervisor will conduct observation #4 during this time period

Weeks 10 and 11

- Work toward teaching at full days of classes
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #5 once during this time

Weeks 12 and 13

- Teach full load (at least 10 days)
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #6 during this time

Weeks 14 and 15

- Withdraw gradually from teaching duties, assessment, etc.
- May observe additional school faculty
- Attend and participate in weekly clinical teaching seminar
- Hold final evaluation meeting with Clinical Teacher, University Supervisor, and Mentor Teacher
- Present portfolio to University Supervisor and Mentor Teacher

Single Placements Schedule

Weeks 1 and 2

- Within the first two weeks a conference must be held including the Clinical Teacher, Mentor Teacher, and University Supervisor to review the Clinical Teaching Handbook, create calendar to fulfill requirements, discuss duties, teaching roles, etc.
- Grade papers, check roll, work with individuals and small groups
- University Supervisor will conduct observation #1 during this time period
- Attend and participate in weekly clinical teaching seminar

Weeks 3, 4, and 5

- Gradually increase teaching times during these weeks
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #2 during this time period

Weeks 6, 7, and 8

- Teach at least 3 classes per day (perhaps after taught/modeled by Mentor Teacher)
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #3 during this time period
- Hold mid-term evaluation meeting (Mentor Teacher, Clinical Teacher and University Supervisor) and discuss transition to second placement

Weeks 9, 10, and 11

- Teach at least a full day of classes several times during the week
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #4 during this time period

Weeks 12, 13, and 14

- Teach full load (at least 10 days)
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #5 during this time

Week 15

- Withdraw gradually from teaching duties, assessment, etc.
- May observe additional school faculty
- Attend and participate in weekly clinical teaching seminar
- University Supervisor will conduct observation #6 during this time
- Hold final evaluation meeting with Clinical Teacher, University Supervisor, and Mentor Teacher
- Present portfolio to University Supervisor and Mentor Teacher

Course Policies and Procedures

Placement of Clinical Teachers

The assignment of Clinical Teacher to a school, grade level, and Mentor Teachers is the responsibility of the Director of the Center for Preparation of Professional Educators.

Clinical Teaching assignments are made in accordance with policies agreed upon by officials of the school systems comprising the HBU Teacher Education Advisory Council and the School of Education and policies established by the State of Texas. Mentor Teachers are selected in a collaborative effort between HBU and partner districts. HBU selects Mentor Teachers based on

the qualifications presented to the districts. Districts and Mentor Teachers agree to place Clinical Teachers with in placements that meet the following criteria:

HBU requires that Mentor Teachers working with our students

- be fully certified in teaching area,
- have at least 3 years of classroom experience in Texas,
- Possess knowledge of the basic principles of supervision and mentoring,
- Agree to complete online mentor training and email verification of completing mentor training to the Director of the Center for Preparation of Professional Educators,
- Collaborate with the University Supervisor to maximize the clinical teaching experience,
- Agree for the Clinical Teachers seeking EC-6 certification to teach all subjects to meet the state requirement, not just a few content areas.

HBU requests that Districts do not place Clinical Teachers in GT, Pre-AP, AP, or IB classes for Clinical Teachers seeking certifications in 4-8 or 7-12.

Clinical Teachers and Mentor Teachers are notified of placement by email before the opening of the term in which Clinical Teacher is to be completed. Every effort is made to provide a mutually satisfactory match of Clinical Teacher to Mentor Teacher. On rare occasions, however, it may be necessary and advisable to change the assignment of the Clinical Teacher to another Mentor Teacher. Such changes are not to be taken lightly and must have the approval of the Director of the Center for Preparation of Professional Educators and the Dean of the School of Education.

Orientation

An orientation is conducted by the Center for Preparation of Professional Educators to help the Clinical Teacher's transition from university-based course work to Clinical Teaching in an EC-12 school environment. During the orientation Clinical Teachers meet with their University Supervisors. Clinical Teachers are notified of the time and date of the orientation and of their clinical teaching placement by email. Attendance at the orientation is mandatory.

Seminar

In order to enhance the Clinical Teaching experience, a series of seminars is conducted on a regular basis. A variety of topics are presented to provide the Clinical Teacher the opportunity to expand his/her knowledge and perspective of teaching and to review topics in preparation for the certification exam. Attendance at the seminars is required of all Clinical Teachers. Two or more unexcused absences from seminars will result in a one letter grade lowering of the Clinical Teacher's final assessment. All Clinical Teachers must register for Clinical Teaching Seminar (EDUC 4000, EDUC 4400, or EDUC 5000). No additional coursework is permitted during the Clinical Teaching experience.

Attendance

Attendance is of vital importance with the only acceptable excuse for absence being an emergency over which the Clinical Teacher has no control. In case of absence, the Clinical Teacher must notify the principal's office and teacher prior to the time school begins on the day of the absence. The University Supervisor and Director of the Center for Preparation of Professional Educators must also be notified. All days missed must be made-up. Clinical Teachers are also required to attend two job fairs. The dates and times of the required job fairs are on the Clinical Teaching Calendar and will also be emailed to the Clinical Teachers.

Clinical Teachers Serving as Substitute Teachers

With the approval of Senate Bill #1, each educator preparation program is permitted to determine its own best policy regarding Clinical Teachers serving as substitute teachers. Below is Houston Baptist University's policy:

1. Clinical Teachers may serve as substitute teachers only after they have completed their 10 days of full time teaching.
2. Clinical Teachers can serve as substitute teachers only of their own volition and with prior recommendation of their Mentor Teacher and University Supervisor.
3. Clinical Teachers can substitute only for their Mentor Teacher.
4. Clinical Teachers may substitute for only one day.
5. Clinical Teachers who do substitute will not be paid.
6. Clinical Teachers who substitute must abide by all district guidelines for substitute teachers.
7. A certified teacher must be present in the immediate vicinity of the classroom where the Clinical Teacher is substitute teaching and must be aware of the situation.

Corporal Punishment

According to the State of Texas regulations, Clinical Teachers may **NOT** administer any form of corporal punishment.

Holidays and Spring Break for Clinical Teaching/Calendar Alignment

Students enrolled in Clinical Teaching will observe the holidays, spring break, and professional development days of their assigned schools rather than the HBU Academic Calendar. Clinical Teachers' assignments are in accordance with the districts' calendars. Clinical Teachers begin their first day of Clinical Teaching as indicated on the HBU Clinical Teaching Calendar.

SUPERVISION AND EVALUATION

The evaluation of a Clinical Teacher involves more than just a grade. The evaluation is a continuous process beginning with the induction of the Clinical Teacher into the classroom. Evaluation is accomplished through the cooperative efforts of the University Supervisor, the Mentor Teacher, and the Clinical Teacher.

It is the responsibility of the University Supervisor and the Mentor Teacher to confer with the Clinical Teacher throughout his/her experience. Lesson evaluations, the mid-term evaluation, and the final evaluation should be completed and the results discussed with the Clinical Teacher. In turn, the Clinical Teacher should self-evaluate each lesson, the mid-term evaluation, and the final evaluation to reflect upon his/her preparation, teaching skills, and attitudes towards the instructional process.

Finally, at the end of the Clinical Teaching assignment, the Clinical Teacher, Mentor Teacher, and the University Supervisor will complete specific evaluations to provide programmatic feedback to the University. A sample of all forms are included in this handbook.

RESPONSIBILITIES FOR EVALUATION AND GRADING

Mentor Teacher:

1. Three Informal Evaluations over entire semester (if two placements - two during the first placement and one during the second placement): *Informal Lesson Evaluation Form*. Give a copy to the Clinical Teacher and submit the signed original to the University Supervisor.
2. Three Formal Evaluations over entire semester (if two placements - one during the first placement and two during the second placement): *Formal Clinical Teaching Evaluation Form*. Give a copy to the Clinical Teacher and submit the signed original to the University Supervisor.

3. One Midterm Evaluation per semester in consultation with University Supervisor: *Midterm Evaluation*. Give a copy to the Clinical Teacher and submit the signed original to the University Supervisor.
4. One Final Evaluation per semester in consultation with University Supervisor: *Final Evaluation*. Give a copy to the Clinical Teacher and submit the signed original to the University Supervisor.

University Supervisor:

1. Three Informal Evaluations over entire semester (if two placements - two during the first placement and one during the second placement): *Informal Lesson Evaluation*. Give a copy to the Clinical Teacher, Mentor Teacher, and Principal. Submit the signed original to the Director of the Center for Preparation of Professional Educators.
2. Three Formal Evaluations over entire semester (if two placements - one during the first placement and two during the second placement): *Formal Lesson Evaluation Form*. Give a copy to the Clinical Teacher, Mentor Teacher, and Principal. Submit the signed original to the Director of the Center for Preparation of Professional Educators.
3. One Midterm Evaluation per semester in consultation with Mentor Teacher: *Midterm Evaluation Form*. Give a copy to the Clinical Teacher, Mentor Teacher, and Principal. Submit the signed original to the Director of the Center for Preparation of Professional Educators.
4. One Final Evaluation per semester in consultation with Mentor Teacher: *Final Evaluation Form*. Give a copy to the Clinical Teacher, Mentor Teacher, and Principal. Submit the signed original to the Director of the Center for Preparation of Professional Educators.
5. Clinical Teaching Notebook and Portfolio grade – Due date established by professor of Clinical Teaching Seminar
6. Final course grade – Entered on Husky Net - Due date published by university; Turned into the Dean's Administrative Assistant
7. University Supervisor's Log – Turned in to Director of the Center for Preparation of Professional Educators by the end of the semester
8. Monthly Expense Report – Turned in by the 10th of each month to Dean's Administrative Assistant
9. Monthly Mileage Report – Turned in by the 10th of each month to Dean's Administrative Assistant

EVALUATION AND GRADING

Course Requirements Assignments and Activities Rubric

The Semester Grades are determined by the University Supervisor through the evaluation of the Clinical Teacher in five areas:

(Standards vary by Certification Area. See Course Syllabus for Course Specific Standards and time in classrooms)

| Assignments & Activities ¹ | Learning Objective(s) | Standards ² | Point Value |
|--|-----------------------|---|-------------|
| DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES <i>(Professional Demeanor & Ethics: The clinical teacher meets HBU and district expectations for attendance, professional appearance, decorum, procedural, ethical and statutory responsibilities.</i> | | | 25% |
| Attendance: <ul style="list-style-type: none"> ▪ Fifteen weeks of full-time work in a PK-6th grade classroom including a minimum of ten full days of full-time teaching* ▪ Attend and participate in weekly clinical teaching seminar ▪ Maintains Keeps a daily journal of activities ▪ Uses the form in the Clinical Teaching Handbook to document attendance daily ▪ Participates in the HBU Job Fair and the Houston Area Clinical Teacher Conference and Job Fair* | 1-7 | TAC §149.1001 (Standards 1-6) TX PPR: IV.IV (Domains & Competencies: 011-013; k/s: 4.1k-4.18k, 4.1s-4.19s) | 15% |
| <ul style="list-style-type: none"> ▪ Displays appropriate professional and ethical relationships with students, teachers, administrators, parents, and University Supervisor, etc. ▪ Documents the daily class schedule and contact information on the form provided in the Clinical Teaching Handbook and emails copies to the University Supervisor and Director of CPPE ▪ Collaborates with Mentor Teacher and University Supervisor to: <ul style="list-style-type: none"> ○ develop a tentative schedule for the clinical teaching experience and uses tentative schedule to create Clinical Teaching Calendar with a detailed schedule for successfully completing clinical teaching ○ select lesson topics and the unit to meet instructional requirements for lesson presentations by Clinical Teacher ○ plan timeline to become actively involved in classroom activities: | 1-7 | TAC §149.1001 (Standards 1-6) TX PPR: II.II, IV.IV (Domains & Competencies: 005-006, 011-013; k/s: 2.1k-2.23k, 2.1s-2.21s, 4.1k-4.18k, 4.1s-4.19s) | 10% |

| | | | |
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| <ul style="list-style-type: none"> ✓ Monitor student work to give one-on-one assistance ✓ Distribute papers or materials ✓ Grade papers ✓ Check attendance ✓ Assist with beginning and end-of-the-day duties. ✓ Assist students with make-up work. <ul style="list-style-type: none"> ▪ Completes and submits all assignments in a timely professional manner and responds promptly to communications from Mentor Teacher, University Supervisor, and/or Director of CPPE | | | |
| <p>DOMAIN 1: PLANNING - <i>Evidence is apparent in the lesson plan. Standards Alignment: The clinical teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and appropriate for diverse learners</i></p> | | | 25% |
| <p>Teach six lesson observed by both the Mentor Teacher and the University Supervisor</p> <ul style="list-style-type: none"> ▪ Three informal evaluations – feedback from evaluation to be used by Clinical Teacher to improve instruction and classroom management ▪ Three formal observations – feedback to be used to improve instruction, classroom management, and for grade. | 2 | <p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies: All; k/s: All)</p> <p>TX TA: All</p> | 15% |
| <p>A midterm evaluation and conference by the Mentor Teacher in collaboration with the university supervisor</p> <ul style="list-style-type: none"> ▪ Responses to Correction by showing consistent improvement in areas of concern. Examples: instructional strategies, actions taken, communication, attitude, relationships, planning, presentations, and/or evaluation of student work. ▪ Steady improvement must be evident | 1-7 | <p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All)</p> | 5% |
| <p>A final evaluation and conference by the Mentor Teacher in collaboration with the university supervisor</p> <ul style="list-style-type: none"> ▪ Responses to Correction by showing consistent improvement in areas of concern. Examples: instructional strategies, actions taken, communication, attitude, relationships, planning, presentations, and/or evaluation of student work. ▪ Steady improvement must be evident | 1-7 | <p>TAC §149.1001 (Standards 1-6)</p> <p>TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All)</p> <p>TX TA: All</p> | 5% |
| <p>DOMAIN 2: INSTRUCTION – <i>Evidence is apparent in instruction and classroom Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success. - Max of 15 Points)</i></p> | | | 15% |
| <ul style="list-style-type: none"> ▪ Displayed proper classroom management skills. ▪ Reinforced and encouraged the efforts of learners | | <p>TAC §149.1001 (Standards 1-6)</p> | |

| | | | |
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| <ul style="list-style-type: none"> ▪ Involved the learners actively in the lesson ▪ Acknowledged and provided for individual differences ▪ Kept learners on task ▪ Communicated personal enthusiasm | 4 | PPR: I II, III.III (Domains & Competencies – All; k/s - All) | |
| DOMAIN 3: LEARNING ENVIRONMENT – <i>Evidence is apparent in the classroom. Classroom Management and Organization (management of student behavior, time, materials, etc.)</i> | | | 15% |
| <ul style="list-style-type: none"> ▪ Displayed proper classroom management skills. ▪ Reinforced and encouraged the efforts of learners ▪ Involved the learners actively in the lesson ▪ Acknowledged and provided for individual differences ▪ Kept learners on task ▪ Communicated personal enthusiasm | 4 | TAC §149.1001 (Standards 1-6) PPR:I.,II, III.III (Domains & Competencies – All; k/s - All) | |
| <i>Portfolio (beginning activities, case study on student in special population, reflections, section content requirements, presentation, technology proficiency, etc.)</i> | | | 20% |
| <ul style="list-style-type: none"> ▪ Organize and maintain a Clinical Teaching notebook <ul style="list-style-type: none"> ○ Use a three-ringed notebook with dividers labeled as indicated by your supervisor ○ Keep the notebook available for the supervisor to access during observations ▪ Use the notebook to develop an e-portfolio containing: <ol style="list-style-type: none"> 1. Professional resume 2. Educational Philosophy (250-word limit) 3. Evidence of Successful Teaching <ul style="list-style-type: none"> --Sample of Units of Study connected to Teacher Standards (5) Reflections on the success of these units or activities must accompany the lessons. --Sample of Student Work with Teacher Feedback (3-5): Clinical teacher will upload student work samples with the teacher feedback such as comments and grades. Please mark out students' names on their papers. --Sample Assessment Tool: Clinical teacher will upload a sample assessment they used during their teaching experience. This assessment can be created by the clinical teacher or an assessment commonly used for the course. --Videotaped Lesson – optional Due to FERPA issues, this is not required unless the clinical teacher receives permission from the host campus/district. Clinical teachers applying for the Student Teacher of the Year award must submit a videotaped lesson to Dr. Elmore 4. Evidence of Technology Proficiency: The overall appearance of the website, use of buttons, and ease of access of material on the Weebly site will be evaluated. | 1-7 | TAC §149.1001 (Standards 1-6) TX PPR: I.I&III, II.II, III.III, IV.IV (Domains & Competencies – All; k/s - All) TX TA: All | |

| | | | |
|--|--|--|--|
| 5. Evidence of Professional Communication: Professionalism of website, appropriate picture of clinical teacher, font, spelling, and grammar. | | | |
| *Clinical teachers who do not complete attendance requirements may fail clinical teaching | | | |

CLINICAL TEACHING NOTEBOOK

- Organize and maintain a Clinical Teaching Notebook
 - Use a three-ringed notebook with dividers labeled as indicated by your supervisor
 - Keep the notebook available for the supervisor to access during observations
- Use the notebook to develop an e-portfolio as described below.

ELECTRONIC PORTFOLIO

Every clinical teacher must have an online portfolio created through Weebly. Clinical teachers must construct a professional portfolio that contains evidence of learning accomplishments related to Texas Education Agency adopted standards. These standards describe what every beginning teacher should know and be able to do. Pre-service teachers have levels of competence based on Four Quality Indicators plus additional Technology Standards every beginning teacher should know and be able to do. The Portfolio will be evaluated on the enclosed rubric based on the Texas Educators Standards.

1. **Professional resume**
2. **Educational Philosophy** (250-word limit)
3. **Evidence of Successful Teaching**
 - Sample of Units of Study connected to Teacher Standards (5)
Reflections on the success of these units or activities must accompany the lessons.
 - Sample of Student Work with Teacher Feedback (3-5): Clinical teacher will upload student work samples with the teacher feedback such as comments and grades. Please mark out students' names on their papers.
 - Sample Assessment Tool: Clinical teacher will upload a sample assessment they used during their teaching experience. This assessment can be created by the clinical teacher or an assessment commonly used for the course.
 - Videotaped Lesson – optional Due to FERPA issues, this is not required unless the clinical teacher receives permission from the host campus/district. Clinical teachers applying for the Student Teacher of the Year award must submit a videotaped lesson to Dr. Elmore
4. **Evidence of Technology Proficiency:** The overall appearance of the website, use of buttons, and ease of access of material on the Weebly site will be evaluated.
5. **Evidence of Professional Communication:** Professionalism of website, appropriate picture of clinical teacher, font, spelling, and grammar.

Assessment Rubric for Electronic Portfolio
Standards Addressed: TAC §149.1001:6 all PPR (k/s):IV Dom.IV 012 IDA A, F
TA: I, II, III, IV (ISTE-T): 1,2,3,5

| Portfolio Components | Texas Teacher Standards Addressed | Scoring Criteria | | | |
|---|---|---|--|--|--|
| | | Exceptional (20 pts.) | Adequate (10 pts.) | Needs Work (5 pts.) | Absent or Poor (0 pts.) |
| Resume and Cover Letter <i>Cover letter must have formal formatting, describe how you are best for the job and a description of your education and experience.</i> | Standard 6: Professional Practices and Responsibilities, D (ii), (iii) | Resume contains all correct personal information, Objective, certifications, education, experience. Cover letter includes all elements in a professional manner. | Resume is missing 1 category of information but contains most essential and/or less than five qualifications listed. Resume must reflect what position you are applying for. Cover letter is missing only one of the elements on the rubric. | Resume is missing 2 or more categories of information and less than 4 qualifications. Resume must reflect what position you are applying for. Cover letter is missing two of the elements on the rubric. | Resume is missing 4 or more categories of information and less than 4 qualifications. Resume is not reflecting what position you are applying for. Cover letter is missing 3 or more elements on the rubric. |
| Philosophy | Standard 6: Professional Practices and Responsibilities, A (iii), (iv) | Teaching philosophy statement acts as a central theme or framework that is carried throughout the rest of the portfolio elements. | Teaching philosophy statement and portfolio elements are generally connected to each other, although the connections made are weak or not obvious at times. | Teaching philosophy statement and portfolio elements seem unconnected or unrelated to each other. | Teaching philosophy statement is not included in the portfolio. |
| Evidence of Successful Teaching <i>Required components: -Sample Lesson Plans (3 to 5) -Sample of Student Work with Teacher Feedback -Sample Assessment Tool -Video taped Lesson -Reflections for artifacts</i> | Standard 1: Instructional Planning and Delivery A-F; Standard 2: Knowledge of Students and Student Learning A-C; Standard 3: Content Knowledge and Expertise A-C; Standard 5: Data Driven Practice A-D | Instructional plans addressed most of the identified students' cognitive needs, and included no duplication of objectives, tasks, and/or materials for students at both ends of the learning spectrum. Feedback is specific and appropriate for age level of the student. Each artifact is accompanied by a reflection. | Instructional plans address some of the identified students' cognitive needs and are limited to modification of time frames or grouping arrangements for some students. Feedback is appropriate and somewhat specific for the age level of the student. Two artifacts are missing related reflections. | Instructional plans for meeting identified students' cognitive needs were unclear or limited to setting lower expectations for learning. Feedback was vague and was not appropriate for the age level of the student. Three artifacts are missing related reflections. | Instructional plans for meeting identified students' cognitive needs were not included and expectations for learning inappropriate. Feedback was not given other than a grade. Four or more artifacts are missing related reflections. |
| Evidence of Successful Teaching <i>Required components: -Lesson Evaluation (4) of Teaching from both Mentor Teacher and University Supervisor -Reflection on each of the 6 visits from the field supervisor during Clinical Teaching</i> | Standard 1: Instructional Planning and Delivery A-F; Standard 2: Knowledge of Students and Student Learning A-C; Standard 3: Content Knowledge and Expertise A-C; Standard 4: Learning Environment A-D; Standard 6: Professional Standards and Responsibilities B (i), (ii) | All six lesson evaluations were included. All related reflections were included. | Five lesson evaluations were included. All but two reflections relating to the evaluations were included. | Four lesson evaluations were included. All but three reflections relating to the evaluations were included. | Less than four evaluations were included. Less than four reflections relating to the evaluations were included. |
| Evidence of Technology Proficiency | Standard 6: Professional Practices and Responsibilities, D (ii), (iii) | Navigation is complete and clear. All navigation buttons and links work correctly. Pages are logically grouped by skill area. Navigation is consistent on each page. | Navigation is adequate and clear. All navigation buttons and links work correctly. Pages are logically grouped by skill area. Navigation is consistent on each page. | Navigation is adequate. Most navigation buttons and links work correctly. Pages are locally grouped by skill area. | Navigation does not work. Difficult to find sub pages. Pages are not organized. |
| Evidence of Professional Communication | Standard 6: Professional Practices and Responsibilities, D (ii), (iii) | Text font and sizes are well chosen, exceptionally professional and neat work. Portfolio is complete and without any grammatical or spelling errors. | Text font and sizes are readable, professional format. Portfolio is complete and has only two or three errors. | Some effort to make text fonts and sizes readable, however, it is difficult to read, distracting and unprofessional format. Portfolio is complete and has only four errors. | Text formats are difficult to read, distracting and unprofessional. Portfolio is incomplete and has over five errors. |

Texas Educator Standards

The following TExES Pedagogy and Professional Responsibilities Domains EC-12 (160) are addressed in part or in full in this course:

Domain I. Designing instruction and assessment to promote student learning

PPR Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II. Creating a positive, productive classroom environment

PPR Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III. Implementing effective, responsive instruction and assessment.

PPR Standard I: The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

PPR Standard III: The teacher promotes student learning by providing instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Technology Applications Standard I: All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informant decisions about current technologies and their applications.

Technology Applications Standard II: All teachers identify task requirement, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III: All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations. **Technology**

Applications Standard IV: All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V: All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Domain IV. Fulfilling Professional Roles and Responsibilities

PPR Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Termination of Clinical Teaching Assignment

The clinical teaching program is a cooperative relationship between Houston Baptist University, the cooperating school districts, the Mentor Teachers, and the Clinical Teacher. Each Clinical Teacher must be aware that his/her presence in the district and in a particular classroom is that of a guest. Occasionally, there are circumstances which warrant the termination of the clinical teaching placement. When such action is deemed necessary, there are specific reasons and procedures established in Houston Baptist University Policies that must be followed and taken into consideration by all parties involved.

Reasons for Termination:

1. Mutual consent and agreement for termination by the Clinical Teacher, cooperating school, and University Supervisor for reasons of illness, injury or other unforeseen problems.
2. Failure by the Clinical Teacher to establish and maintain a satisfactory performance level in classroom instruction and/or classroom management.
3. Failure by the Clinical Teacher to abide by the policies of the cooperating school.
4. Unprofessional conduct toward University Supervisor, school personnel, parents, and/or students.

5. Failure to follow the requirements established in HBU University Policies, the Clinical Teaching Course Syllabus and/or the Clinical Teaching Handbook.
6. Failure to adhere or comply with Texas Professional Code of Ethics for Teachers.

Procedures for Termination:

1. The Clinical Teacher shall be informed by the Mentor Teacher and University Supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences and written documentation of any infractions of school and/or university policy or lack of professionalism.
2. If the infraction is deemed severe enough, as defined in HBU University Policy, termination of the Clinical Teacher's placement may occur at this point. Otherwise, formal written suggestions for improvement will be given to the Clinical Teacher by the University Supervisor.
3. After an appropriate time period, if the suggestions for improvement have not been implemented, action will be taken by the Director of the Center for Preparation of Professional Educators after consultation with the Dean of the School of Education. The Clinical Teacher's placement may be altered, or the clinical teaching placement may be terminated and a failing course grade assigned.
4. If termination occurs, the Clinical Teacher will be notified in a letter stating the decision, the reasons for that decision, and clarify whether or not an opportunity for application to participate in clinical teaching will be permitted in the future.

Appeal Procedure:

If the Clinical Teacher wishes to contest the decision to terminate the assignment, he/she must first appeal through the Office of the Dean of the School of Education and follow the appropriate appeals protocol. Further appeal can be made to the School Faculty Standards Committee.

ROLES AND RESPONSIBILITIES

THE CLINICAL TEACHER

The responsibilities of the Clinical Teacher to the cooperating school:

1. To learn immediately about the school building and grounds (location of special offices, cafeteria, building entrances, exits, lavatories, auditorium, etc.)
2. To become acquainted with the people with whom he/she will be working (principal, secretary, nurse, custodians, other teachers, etc.)
3. To maintain an ethical and professional attitude toward all members of the school community. **(Be professional and DO NOT discuss students and/or classroom teachers/staff.)**
4. To become acquainted with rules, regulations, policies, and curriculum of the school to which he/she will be assigned.
5. To maintain high standards of personal grooming, manners, speech, moral character, and professional ethics.
6. To dress in a professional manner in keeping with the policy of the cooperating school.
7. To be prompt at all times and document your attendance.
8. To report ahead of time any absences or irregularities in the daily schedule.
9. To begin immediate observation of the school program and to become familiar with the activities of the whole school.
10. To learn the proper use and care of all school equipment and facilities.
11. To attend all faculty meetings and staff development sessions.

The responsibility of the Clinical Teacher to the Mentor Teacher:

1. To be willing to devote adequate time in preparing for the Clinical Teaching assignment and to arrange a personal schedule to include Clinical Teaching.

2. To have a positive relationship with the Mentor Teacher.
3. To carry out all responsibilities agreed upon with the Mentor Teacher.
4. To realize that master teachers are human and to extend frequent and genuine expressions of appreciation to the Mentor Teacher for the help he/she gives.
5. To assist the Mentor Teacher whenever possible.
6. To talk to the Mentor Teacher about utilizing special talents, abilities, and interests.
7. To understand that the professional and legal responsibilities of the classroom remain in the hands of the regular classroom teacher.
8. To observe carefully the Mentor Teacher's lessons and analyze them with the teacher.
9. To be on time for all school appointments and Clinical Teaching duties.
10. To notify the Mentor Teacher when illness or an unavoidable absence occurs.
11. To assume no authority that has not been delegated by the Mentor Teacher.
12. To assist in keeping a grade book, cumulative records, and attendance records, and in planning parent conferences.
13. To help evaluate children's work, including determining grades for report cards.
14. To recognize that every unit must be well planned and that detailed lesson plans must be written.
15. To submit and discuss unit plans and lesson plans before they are used.
16. To demonstrate the theoretical knowledge of teaching techniques and planning procedures and to be willing to implement theory into sound classroom practice.
17. To be willing to plan and use creative teaching strategies.
18. To confer frequently with the Mentor Teacher for guidance in planning, evaluating, etc.
19. To discuss deviations from standard procedures in advance.
20. To learn to be objective in conferences.
21. To evaluate himself/herself after each lesson.
22. To convey a sincere desire to learn, willingness to cooperate, and an appreciative attitude toward suggestions and criticism.
23. To work toward overcoming weaknesses and to profit from constructive criticism.
24. To assume more responsibility as Clinical Teaching progresses.
25. To attend at least one parent conference.
26. To follow the procedure of the Mentor Teacher regarding homework and grading practices.

Responsibilities of the Clinical Teacher to the students in the classroom:

1. Report to Clinical Teaching physically and mentally fit and to show enthusiasm for teaching and learning.
2. Become active by assisting pupils who need special help and by participating in routine duties.
3. Accept responsibilities for the classroom environment such as proper lighting, attractive bulletin boards, seating arrangements, etc.
4. Realize that each child is an individual with a unique growth and development pattern.
5. Become acquainted with pupils by discussing with the Mentor Teacher the home background, problems, and abilities of the children.
6. Treat all confidential records and information in a professional manner.
7. Learn children's names quickly.
8. Establish rapport with the pupils.
9. Become acquainted with the work expected of pupils along with the quality of work expected from each individual.
10. Become familiar with school and classroom policies concerning discipline.

11. Accept the responsibility for classroom management. (The pattern of management set up by the Mentor Teacher should be followed.)
12. Make every effort to provide for individual differences and to respect the personality of each child.
13. Plan appropriately for each lesson.
14. Be able to motivate and stimulate an interest in the subject matter through diversified techniques.
15. Learn to use positive teaching approaches.
16. Establish good routines as well as transitions from one learning activity to another.
17. Practice correct English usage, good sentence structure, accurate spelling, and legible penmanship.
18. Ensure that materials are suitable for the lesson and children, that there is a variety of materials, and that the materials are readily available for skillful use.
19. Practice a variety of teaching methods and strategies.
20. Be sensitive to the progress of the lesson, such as time, interest, etc.
21. Be able to balance pupil-teacher participation in lesson presentation.
22. Recognize that each individual has important contributions to make and to give pupils opportunities to express themselves.
23. Be consistent in policies in order to avoid making threats that cannot be carried out.
24. Learn to interact with pupils in such a way that mutual respect is developed.
25. Refrain from allowing personal problems to interfere with classroom teaching.

The responsibilities of the Clinical Teacher to the community:

1. Become aware of the educational needs of the community.
2. Become familiar with the educational resources in the community.
3. Become aware of the community expectations and social behavior of the community.
4. Participate in community-school related activities.
5. Demonstrate professional dignity and behave in a manner consistent with the ethics of the profession.
6. Maintain good grooming, manners, speech, and moral character.

The responsibilities of the Clinical Teacher to the University Supervisor:

1. Help the University Supervisor arrange an observation schedule by providing copies of both School and class schedules.
2. Complete given assignments and utilize suggestions for improvement.
3. Provide a copy of unit plans and lesson plans at the beginning of the class to be evaluated in order to assist the University Supervisor in observation.
4. Arrange with the Mentor Teacher a time and place for conference after the University Supervisor's visit.
5. Seek to understand constructive criticism designed to improve instructional proficiency.
6. Keep the University Supervisor informed of irregularities or difficulties.
7. Contact the University Supervisor when illness or absences occur.

The responsibilities of the Clinical Teacher to the university:

1. Demonstrate high ethical and professional conduct.
2. Follow rules and regulations of the university and of the cooperating school.
3. Attend weekly seminar sessions, workshops, job fairs or other programs at the request of the university.
4. Complete evaluations of Mentor Teacher, University Supervisor, and program surveys. Return the surveys to the Director of the Center for Preparation of Professional Educators.

THE MENTOR TEACHER

The Mentor Teacher (classroom teacher) is a very important person in the training of the Clinical Teacher. The success of the Clinical Teacher depends largely upon the understanding, assistance, and enthusiasm of the Mentor Teacher. More specifically, the Mentor Teacher is given the responsibility of guiding the growth and activities of a novice and of contributing to the continuous improvement of the Educator Preparation Program. However, the Mentor Teacher must remember that his/her primary responsibility is to the pupils in his or her classroom.

Each Mentor Teacher is selected by the Principal of the respective campus and approved by the cooperating district and by the Director of the Center for Preparation of Professional Educators prior to placement of Clinical Teaching.

Qualifications for Mentor Teacher HBU requires that Mentor Teachers working with our students

- be fully certified in teaching area,
- have at least 3 years of classroom experience in Texas,
- Possess knowledge of the basic principles of supervision and mentoring,
- Agrees to complete online mentor training and email verification of completing mentor training to the Director of the Center for Preparation of Professional Educators,
- Collaborates with the University Supervisor to maximize the clinical teaching experience,
- Agrees for the Clinical Teachers seeking EC-6 certification to teach all subjects to meet the state requirement, not just a few content areas.

HBU requests that Districts do not place students in GT, Pre-AP, AP, or IB classes for Clinical Teachers seeking certifications in 4-8 or 7-12.

Responsibilities for Mentoring a Clinical Teacher

1. Be willing to complete mentor training online and by University Supervisor.
2. Include the Clinical Teacher in classroom activities and experiences from the very beginning. His/her induction into responsibilities, however, should be gradual.
3. Be prepared for your Clinical Teacher to begin on the first class day in accordance with your district calendar.
4. Prepare your class for a Clinical Teacher prior to his/her arrival. Properly introduce him/her as a co-worker, not as an aide.
5. Introduce the Clinical Teacher to administrators, other faculty members, and the school staff. Familiarize the Clinical Teacher with the school facilities, resources, and policies regarding the use of materials and equipment.
6. Provide a separate work/study area in the classroom for the Clinical Teacher. A personal desk is needed for organization and the development of professionalism.
7. Include the Clinical Teacher in faculty and curriculum meetings when appropriate. This is where he/she begins to learn about leadership and the profession.
8. Provide the Clinical Teacher with a set of textbooks, teachers' manuals, curriculum guides, or school handbooks as needed and when possible.
9. Explain to the Clinical Teacher the methods of record keeping for attendance, tardiness, grades (how many are required, etc.), conduct, etc. Discuss emergency and health procedures (e.g., fire drills, nosebleeds, vomiting).
10. Demonstrate to the Clinical Teacher how you devise your lesson plans and how you use many different resources and ideas. Tell the student why you use the materials or teach as you do. Introduce the students to professional journals and other publications as sources

for ideas. Help the student raise questions when doing his/her own planning of lessons. A Clinical Teacher may not be aware of your intent simply from observing you model a lesson or procedure. These teaching components have probably become second nature to you, but may not be apparent to the Clinical Teacher. Explain the purposes also.

11. Demonstrate the use of curriculum guides, teachers' manuals and portfolios for your grade level. Make available the TEKS, TAKS/STAAR objectives and district guidelines for your grade/subject.
12. Choose a particular time for planning on a daily and weekly basis. In addition, establish a regularly scheduled conference time. A Clinical Teacher will need close supervision and a lot of assistance in the initial stages of making lesson plans. It is also helpful early on in the semester to do long-range planning and to schedule the weeks for full responsibility.
13. Develop specific and clear policy and procedures concerning classroom management with the Clinical Teacher from the very beginning. Indicate how a situation will be handled if a student misbehaves and both of you are in the classroom. Whose responsibility to address?
14. Provide frequent feedback (at least one a week) in written as well as verbal form. Conduct at least:
 - a. Three informal evaluations during the semester. (If split placements, two informal in the first placement and one informal in the second placement.)
 - b. Three formal evaluations during the semester. If split placements, one formal in the first placement and two formal in the second placement.)
 - c. Complete and conduct a midterm evaluation in consultation with University Supervisor once per semester. (If split placements, midterm evaluation in first placement.)
 - d. Complete and conduct a Final Evaluation in consultation with the University Supervisor once per semester. (If split placements, final evaluation in second placement.)

Remember to offer praise as well as constructive criticism. Stress reflective questioning and self-evaluation. Be very specific in evaluations and offer suggestions for methods, habits, grammar usage, organization, etc. Some Mentor Teachers and Clinical Teachers like to use a notebook for an on-going conversation of comments and questions, reflective questioning, and self-evaluation as the day progresses. This may be used in addition to the class lesson evaluation forms provided by HBU.

15. Be prepared to give step-by-step guidance. The transition from the university to the classroom is difficult and may require repeated explanations of detailed procedures in the classroom.
16. When appropriate, include the Clinical Teacher in parent conferences or telephone conversations. Guide him/her to use diplomacy and appropriate communication skills so that parents are not alienated.
17. Correct a Clinical Teacher's mistakes after the lesson when the class cannot hear any comments being made. When a Clinical Teacher is corrected in front of the class, his/her credibility is weakened, and he/she is embarrassed unnecessarily. If need be, a note can be written to the student, or some form of non-verbal communication can be used to call attention to a glaring error.
18. Accept each Clinical Teacher as an individual and do not compare him/her with previous Clinical Teachers you have had. This places an unnecessary stress upon a Clinical Teacher when he/she frequently hears stories about how well someone else did as a Clinical Teacher.

19. Gradually, give the Clinical Teacher some freedom so that he/she can have a feeling of independence and a chance to learn from his/her own mistakes. Leave the room for short intervals when the Clinical Teacher is teaching to allow him/her to practice and gain confidence.
20. Do not convey to the Clinical Teacher that you expect perfection or that you do not trust him/her with your students. A Clinical Teacher is vulnerable and sensitive to your approval and acceptance. Some Clinical Teachers become so concerned about pleasing you that they forget to focus on the students and often create a self-fulfilling prophecy of "I can't do it right." Help them to shift from focusing on their own teaching to focusing on the student's learning.
21. Remember to ask the Clinical Teacher for his/her opinion in matters and be sure to give the Clinical Teacher credit when he/she generates suggestions and ideas than can be used in the classroom.
22. Give Clinical Teachers pointers on how you set up a classroom at the beginning of a school year.
23. Complete evaluations of University Supervisor and program surveys and return to the Director of the Center for Preparation of Professional Educators.

ROLE OF THE PRINCIPAL

The principal is an important member of the Clinical Teaching team. While in the school, the Clinical Teacher is responsible to the principal. Therefore, the principal should assume the following responsibilities:

1. Share in the responsibility of selecting Mentor Teachers and in the placement of Clinical Teachers in combination with the Director of Center of Preparation of Professional Educators.
2. Provide the leadership necessary to the professional growth of both the Mentor Teacher and the Clinical Teacher.
3. Directly administer the Clinical Teaching program in the school.
4. Provide orientation for the Clinical Teachers by discussing the basic philosophy of the school, policies, and curriculum offerings.
5. Serve as a liaison among Clinical Teacher, Mentor Teachers, and the University.
6. Complete surveys and return to the surveys to the Director of Center for Preparation of Professional Educators.

ROLE OF THE UNIVERSITY SUPERVISOR

It is the responsibility of the University Supervisor to assist and work closely with the Mentor Teacher to establish the most desirable educational experiences possible for Clinical Teachers. The supervisors establish special requirements for the Clinical Teachers with whom they are working but will, in all cases, respect the planning of the Mentor Teacher and the policies of the school.

Qualifications for the University Supervisor

- Must be a certified teacher, hired by HBU, who has Master's Degree (Undergraduate Level Clinical Teacher) or terminal degree (Undergraduate or Graduate Level Clinical Teacher) to observe candidates, monitor his/her performance and provide constructive feedback to improve his/her professional performance. The HBU School of Education must keep a copy of each supervisor's teacher certificate on file.
(<http://www.sbec.state.tx.us/sbeonline/virtcert.asp>)
- Has theoretical and practical knowledge of teaching and learning for both adults and children.
- Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
- Understands the functions and methods of K-12 public and private schools.
- Is responsible in executing his or her professional responsibilities.
- Must have annual training in Field Supervision which addresses the above standards; the HBU School of Education is responsible for maintaining verification of annual University Supervisor training. Verification documentation must be available for compliance audit purposes.

Guidelines and Responsibilities of the University Supervisor

1. Serve as a mentor trainer for the Mentor Teacher in combination with online mentor training.
2. Serve as a liaison among the university, the school, and the Clinical Teacher.
3. Support the Clinical Teacher to display the dispositions of a professional educator.
4. Maintain communications with the Director of the Center for Preparation of Professional Educators on a regular basis, particularly if any problems occur.
5. During the first or second week of the school placement, the supervisor must meet with the Clinical Teacher and Mentor Teacher to review expectations and make a plan a schedule for the placement.
6. The supervisor should meet the Principal as soon as possible, becoming the liaison between the school and HBU. Give the Principal (or his/her assistant) an HBU folder explaining that a copy of the CT evaluations will be placed inside after each visit.
7. The University Supervisor shall document instructional practices observed and provide written feedback through an interactive conference with the Clinical Teacher.
8. The supervisor should plan to make no fewer than six visits to observe the Clinical Teacher in a teaching situation during the semester—at least three for each placement if the Clinical Teacher has a dual placement. Each observation should be given to the Clinical Teacher, the Mentor Teacher, and Principal. If necessary, the University Supervisor can send the copies via email the following day. School personnel are not to be asked to make copies or distribute them to the designated recipients. Each formal observation must be at least 45 minutes in duration and must be conducted by the University Supervisor.
9. The University Supervisor must provide the first formal observation within the first six weeks of all assignments.
 - a. Three Informal Evaluations
 - b. Three Formal Evaluations

- c. At the conclusion of each observation or evaluation, the University Supervisor must meet with the Clinical Teacher and, when possible, the Mentor Teacher to debrief the lesson giving encouragement and praise as well as offering suggestions for improvement in future lessons
- 10. Hold periodic conferences with the Clinical Teacher to discuss his/her progress.
- 11. Consult with the Mentor Teacher for Midterm evaluations and Final Evaluations.
- 12. Sign and submit the original of all forms to the Director of the Center for Preparation of Professional Educators; copies should be given to the Clinical Teacher, Mentor Teacher, and Principal.
- 13. Mid-term and Final Evaluations are to be completed by University Supervisor in collaboration with the Mentor Teacher.
- 14. Serve as liaison to school personnel regarding the Clinical Teaching experience.
- 15. Complete and submit all required reports, evaluations, and grades in a timely manner as required by the University.
 - a. Grade required assignments and activities as delineated in the Course Requirements Rubric.
 - b. Assign Final Grade.
 - c. Complete and submit University Supervisor Logs.
 - d. Complete and submit Expense Reports to the Dean's Administrative Assistant.
 - e. Complete and submit Mileage Reports to the Dean's Administrative Assistant.

Guidelines and Responsibilities of the Director of the Center for Preparation of Professional Educators

1. Coordinate and direct the clinical teaching experience within the School of Education.
2. Coordinate the assignment of Clinical Teachers to public and private schools.
3. Collaborate with cooperating school personnel with regard to policies and programs.
4. Determine eligibility of applicants to Clinical Teaching.
5. Communicate the requirements and expectations for Clinical Teachers, Mentor Teachers, University Supervisors, and Principals.
6. Coordinate the assignments and activities of the University Supervisors.
7. Serve as a consultant to all individuals involved in the Clinical Teaching experience.
8. Develop forms and materials that facilitates the administration of the Clinical Teaching experience.
9. Maintain documentation as required by the university and the Texas Education Agency.
10. Provide effective Clinical Teaching orientation.
11. Support effective university-school partnerships.
12. Develop and conduct research to promote continuous quality improvement of the Educator Preparation Program.

CLINICAL TEACHING

Forms

&

Templates



FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Houston Baptist University to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ [print full name] am a candidate at **Houston Baptist University** and hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- Records relating to my performance on the state exams

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

Signature of Clinical Teacher _____ Date _____

Clinical Teacher TEA ID Number: _____

Date of Birth: ____ / ____ / ____ Social Security # ____ / ____ / ____

Contact Information:

HBU Email: _____

Phone Number: _____ / _____
(HOME) (CELL)

CLINICAL TEACHING SCHEDULE

Dates of Placement:

Clinical Teacher's Name:

Clinical Teacher's Home Phone:

Other Phone:

Date turned in:

Email:

My complete class schedule at my clinical teaching assignment is:

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|------|--------|---------|-----------|----------|--------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| Lunch | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |

District:

School:

School Hours:

Mentor teacher:

Mentor Teacher's email:

Room Number (s):

Subject:

Grade:

Principal:

Principal's email:

School Phone Number:

The space provided below is for important holidays, in-service days, or any other time when class will not be held in my school:



SCHOOL of EDUCATION LESSON PLAN TEMPLATE

Subject:
Grade Level:
Date:
Time Estimate:

Unit:

Topic:

Goal(s):

Objective(s):

TEKS:

Materials/Resources/Technology Needs:

Instructional Procedures

Focusing Event:

Teaching/ Learning Procedures:

Formative Check (ongoing or specific):
Reteach (alternative used as needed):

Closure:

Assessment/Summative Evaluation:

Modifications/Notes:



Houston Baptist University Educator Preparation Program Summary of Clinical Teaching

Candidate Name: _____ **Email:** _____

Phone: _____ Start/End Date of Assignment: _____

Campus: _____ District _____ Grade Level/Subject: _____

Field Supervisor Assigned: _____ E-Mail: _____

Mentor Teacher: _____ E-Mail: _____

School Principal: _____ E-Mail: _____

| | | |
|--------------------|---|-----------|
| First Contact: | Within first week of Placement/Assignment | |
| Date: | Start Time: | End Time: |
| Method of Contact: | | |
| | Phone | |
| | Face-to-Face Orientation | |
| | E-Mail | |

| | | |
|---|---|-----------|
| Observation One: | Within three weeks of Placement/Assignment | |
| Date: | Start Time: | End Time: |
| Interactive Conference: | | |
| Date: | Start Time: | End Time: |
| Field Supervisor Signature: | | |
| Candidate Signature: | | |
| Mentor Signature: | | |
| Principal/Designee Observation Receipt: | | |
| Observation Two: | | |
| Date: | Start Time: | End Time: |
| Interactive Conference: | | |
| Date: | Start Time: | End Time: |
| Field Supervisor Signature: | | |
| Candidate Signature: | | |
| Mentor Signature: | | |
| Principal/Designee Observation Receipt: | | |
| Observation Three: | Mid-Term Formal Evaluation (End of First Placement if Two Placements) | |
| Date: | Start Time: | End Time: |

| | |
|--|--|
| Interactive Conference: | |
| Date: | Start Time: End Time: |
| Field Supervisor Signature: | |
| Candidate Signature: | |
| Mentor Signature: | |
| Principal/Designee Observation Receipt: | |

| | |
|--|--|
| Observation Four: | |
| Date | Start Time: End Time: |
| Interactive Conference: | |
| Date | Start Time: End Time: |
| Field Supervisor Signature: | |
| Candidate Signature: | |
| Mentor Signature: | |
| Principal/Designee Observation Receipt: | |

| | |
|--|--|
| Observation Five: | |
| Date | Start Time: End Time: |
| Interactive Conference: | |
| Date | Start Time: End Time: |
| Field Supervisor Signature: | |
| Candidate Signature: | |
| Mentor Signature: | |
| Principal/Designee Observation Receipt: | |

| | |
|--|---|
| Observation Six: | Final Evaluation – Formal Evaluation |
| Date | Start Time: End Time: |
| Interactive Conference: | |
| Date | Start Time: End Time: |
| Field Supervisor Signature: | |
| Candidate Signature: | |
| Mentor Signature: | |
| Principal/Designee Observation Receipt: | |

| Additional Support Dates | | Nature of Support | |
|--------------------------|----------------|--|--|
| 1. _____ | 2. _____ | Reflections sent by Candidate and responded to by Field Supervisor | |
| 3. _____ | 4. _____ | | |
| 5. _____ | 6. _____ | | |
| 7. _____ | 8. _____ | | |
| 9. _____ | 10. _____ | | |
| 11. _____ | 12. _____ | | |
| | | Binder Review Completed (FS should check before submitted) | |
| | | Portfolio Completed (FS should check before submitted) | |
| Satisfactory | Unsatisfactory | Date | Final Assessment of Candidate's Field Experience |
| | | | Field Supervisor Signature: |
| | | | Mentor Signature: |
| | | | Principal Signature: |

*This form will be completed by the university field supervisor and turned into the Director of the Center for Preparation of Professional Educators when grades are posted.

Houston Baptist University

Informal Clinical Teacher Evaluation

Informal Evaluation # _____

University Supervisor: _____ Campus/ISD: _____

Clinical Teacher: _____ Mentor Teacher: _____

Grade/Assignment: _____ Date: _____

Circle Observation: 1 2 3 Circle Completed by: Supervisor or Mentor Teacher

Start/End Time Observation: _____ Total Time: _____

Start/End Time Conference: _____ Total Time: _____

| Look for: | Notes/Comments |
|---|----------------|
| Domain 2: Instruction | |
| <p><u>2.1: Achieving Expectations</u> Sets academic expectations S mastery of learning objective Address mistakes/follows-up S initiative for learning S opportunity for learning initiative</p> | |
| <p><u>2.2: Cont. Knowledge & Expertise</u> Conveys accurate content Integrates objective w/other content Lesson accurately fits discipline S opportunity to engage in HOTs</p> | |
| <p><u>2.3: Communication</u> T asks probing questions to clarify/elaborate Address misunderstanding/follow-up Written/verbal communication Two-way communication</p> | |
| <p><u>2.4: Differentiation</u> Adapts for all student needs Reg. monitor performance/participate. S disengagement & T response S opportunity to learn/master</p> | |

| Look for: | Notes/Comments |
|--|----------------|
| <p><u>2.5: Monitors & Adjusts</u> Uses S input to monitor & adjust For S response for engage and understanding Adjust to maintain S engagement</p> | |
| Domain 3: Learning Environment | |
| <p><u>3.1: Environment, Routines, Procedures</u> Routines, procedures, transitions clear S participate w/limited T direction Classroom safe, accessible for learning</p> <p><u>3.2: Managing Student Behavior</u> Classroom/campus behavior system Most S meet expectations</p> <p><u>3.3: Classroom Culture</u> Engages all meaningful learning Students are respectful Students work in groups respectfully</p> | |

| Goal: | Student Reflection/Plan: |
|-------|--------------------------|
| | |
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| Goal: | Student Reflection/Plan: |
|--------------|---------------------------------|
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Formal Clinical Teacher Evaluation

CIRCLE: One, Midterm, or Final CIRCLE: Supervisor or Mentor Teacher

DATE: _____ **Observation Start/End:** _____ **Duration:** _____

CONFERENCE TIME Start/End: _____ **Duration:** _____

CLINICAL TEACHER: _____ **SEMESTER & YEAR:** _____

DISTRICT/CAMPUS: _____ **MENTOR TEACHER:** _____

EVALUATOR (PRINT NAME): _____ **SIGNATURE:** _____

Indicate Evaluator's Title: University Field Supervisor _____ **Mentor Teacher** _____ **Clinical Teacher** _____

The following clinical teacher evaluation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure clinical teachers have the knowledge and skills to teach in Texas public schools. Please complete the form by checking the appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: *1=Needs Improvement 2=Developing *3=Proficient

*Requires written "**COMMENTS**" specifying observed, shared or recorded evidence if scoring 1=Needs Improvement or 3=Proficient is the goal.

| | Needs Improvement | Developing | Proficient |
|---|-------------------|------------|------------|
| DOMAIN 1: PLANNING - Evidence is apparent in the lesson plan. | | | |
| <i>Standards & Alignment: The clinical teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners,</i> | | | |
| <i>Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</i> | | | |
| <i>Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students.</i> | | | |
| • All lessons connect to student prior knowledge and experiences | | | |
| • All lessons adjust for student strengths and gaps in background knowledge, life experiences and skills | | | |
| <i>Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</i> | | | |
| • Questions encourage all students to engage in complex, higher order thinking | | | |
| • Instructional groups based on student needs | | | |
| • All students understand individual roles within instructional groups | | | |
| • Activities, resources, technology, instructional materials aligned to instructional purposes | | | |

COMMENTS: _____



Supervisor's Document Checklist

Clinical Teacher's Name: _____ Supervisor's Name: _____

| <u>DOCUMENTS TO BE TURNED IN TO CPPE DIRECTOR</u> | NOTES |
|--|---|
| Signed FERPA | |
| Signed Course Agreement | |
| Clinical Teacher's Daily Schedule | |
| Clinical Teaching Log | |
| Mentor Training Form – Single Placement/First Placement | Encourage Teacher to complete & email to Director |
| Mentor Training Form – Second Placement | Encourage Teacher to complete & email to Director |
| Clinical Teaching Notebook Reviewed & Graded | |
| Supervisor & Mentor Observation 1 – Informal | |
| Supervisor & Mentor Observation 2 – Informal | |
| Supervisor & Mentor Observation 3 – Formal Circle "Midterm" | |
| Supervisor & Mentor Observation 4 - Informal | |
| Supervisor & Mentor Observation 5 – Formal Circle "One" | |
| Supervisor & Mentor Observation 6 – Formal Circle "Final" | |
| Visit Summary with Signatures | |
| Final Evaluation/Grade | |
| Supervisor's Program Evaluations | |
| Clinical Teacher Reference Form | |
| | |
| <u>Turn in Monthly</u> | |
| Mileage/Expense Logs | |
| Copies of Observations | |
| | |
| | |
| | |



**Clinical Teaching
EVALUATION/GRADE
(By University Supervisor)**

Clinical Teacher: _____ **Year** _____ **Semester** _____

Grade/Subject Area: _____ **District:** _____

Directions. Using the Course Requirements Assignments and Activities Rubric in the course syllabus, calculate the clinical teacher’s course grade. Write additional comments on the lines below each category to document the rationale for each score.

_____ **1. DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES** - *Professional Demeanor & Ethics: The clinical teacher meets HBU and district expectations for attendance, professional appearance, decorum, and procedural, ethical, legal and statutory responsibilities. - Max of 25 Points*

_____ **2. DOMAIN 1: PLANNING** - *Evidence is apparent in the lesson plan. - Standards & Alignment: The clinical teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners - Max of 25 Points*

_____ **3. DOMAIN 2: INSTRUCTION** – *Evidence is apparent in instruction and classroom Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success. - Max of 15 Points*

_____ **4. DOMAIN 3: LEARNING ENVIRONMENT** – *Evidence is apparent in the classroom. Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom. - Max of 15 Points*

_____ **5. PORTFOLIO** - *content requirements, presentation, technology proficiency, etc. - Max of 20 Points*

Total Points: _____

Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Graduate School Grading Scale:

94 -100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 69 and below=F

Course Grade: _____ **University Supervisor Signature:** _____ **Date:** _____



**Evaluation of University Supervisor
(By Clinical Teacher)**

Year _____ Semester _____

Please give feedback on the quality of support provided by the University Supervisor by completing the brief questionnaire below. Email or mail the completed form to the Director of the Center for Preparation of Professional Educators at the end of the semester.

Email: aelmore@hbu.edu Mailing address: 7502 Fondren Road; Houston, Texas 77074

Name of University Supervisor: _____

The HBU University Supervisor...

1. Was accessible when I made my needs known and kept appointments as agreed.
Seldom _____ Often _____ Consistently _____
2. Observed my teaching in _____ (numbers of) classes.
Seldom _____ Often _____ Consistently _____
3. Collaborated effectively with my Mentor Teacher and me.
Seldom _____ Often _____ Consistently _____
4. Provided feedback and suggestions to improve my instructional effectiveness.
Seldom _____ Often _____ Consistently _____
5. Kept me informed of my progress.
Seldom _____ Often _____ Consistently _____
6. I would recommend my supervisor to students enrolling in clinical teaching.
Yes _____ No _____

Comments:

Evaluation of University Faculty
(By Clinical Teacher)

The weekly seminars (EDUC 4000/4400 or EDUC 5000) held on HBU Campus provided purposeful information.

Seldom_____ Often_____ Consistently _____

Comments:

Suggestions:



Evaluation of Mentor Teacher
(By Clinical Teacher)
 Year _____ Semester _____

School: _____ **District:** _____

Mentor Teacher: _____ **Subject/Grade:** _____

Please give feedback on the quality of support provided by the Mentor Teacher by completing the brief questionnaire below. Email or mail the completed form to the Director of the Center for Preparation of Professional Educators at the end of the semester. Email: aelmore@hbu.edu Mailing address: 7502 Fondren Road; Houston, Texas 77074

1. My Mentor Teacher took time each day to have formal and informal conferences concerning my clinical teaching.
 Yes _____ No _____
 Comments: _____

2. My Mentor Teacher allowed me to gradually move from observing class to teaching full time at the pace outlined in the Clinical Teaching Handbook.
 Yes _____ No _____
 Comments: _____

3. My clinical teaching followed a logical sequence from observation to guided practice to independent practice.
 Yes _____ No _____
 Comments: _____

4. My Mentor Teacher helped me to become familiar with the multiple duties that teachers perform in addition to teaching (i.e. record keeping, locker room procedures, faculty meetings, special events, parent conferences).
 Yes _____ No _____
 Comments: _____

5. My Mentor Teacher provided information about policies and procedures concerning the District, building, and learning environment in which I worked.
 Yes _____ No _____
 Comments: _____

6. My Mentor Teacher collaborated with me and encouraged me to use my own ideas in planning, selecting materials and methods, and assessment.
 Yes _____ No _____
 Comments: _____

7. My Mentor Teacher and I analyzed my teaching regularly and developed plans to improve my teaching effectiveness.
 Yes _____ No _____
 Comments: _____

8. I would recommend my Mentor Teacher to students enrolling in student teaching.
 Yes _____ No _____
 Comments: _____



Evaluation of University Supervisor
(By Mentor Teacher)

Year _____ Semester _____

Mentor Teacher: _____

School: _____ District: _____

University Supervisor: _____ Subject/Grade: _____

Please give feedback on the quality of collaboration and support provided by the University Supervisor by completing the brief questionnaire below. Email or mail the completed form to the Director of the Center for Preparation of Professional Educators at the end of the semester. Email: aelmore@hbu.edu Mailing address: 7502 Fondren Rd; Houston, TX 77074

1. The HBU University Supervisor was cooperative and communicated well with school personnel.

Yes _____ No _____

Comments: _____

2. Meetings with the HBU University Supervisor were purposeful and constructive.

Yes _____ No _____

Comments: _____

3. I would prefer _____ more _____ fewer _____ the same number of meetings.

Comments: _____

4. I would like to work with this HBU University Supervisor again.

Yes _____ No _____

Comments: _____

5. The HBU University Supervisor visited _____ times for about _____ minutes/hours total.

The HBU University Supervisor observed _____ classes.

6. Comments/Suggestions: _____



**CLINICAL TEACHING
PROGRAM EVALUATION**

Year _____ Semester _____

Please check one that represents your role:

Mentor Teacher _____ **School** _____ **Grade/Subject** _____

School Administrator _____ **School** _____ **Position** _____

Clinical Teacher _____ **School** _____ **Grade/Subject** _____

University Supervisor _____

Please give feedback on the quality of HBU's Clinical Teaching Program by completing the brief questionnaire below. Email or mail the completed form to the Director of the Center for Preparation of Professional Educators at the end of the semester. Email: oelmore@hbu.edu Mailing address: 7502 Fondren Rd; Houston, TX 77074

Strengths of the Program:

Areas Needing Improvement:

Biggest Challenges:

Suggestions:



Clinical Teacher Reference Form

Year _____ Semester _____

_____ has listed you as a reference. Please evaluate the student's potential success as a classroom teacher by checking the appropriate spaces below.

Please give feedback on the quality of HBU's Clinical Teaching Program by completing the brief questionnaire below. Email or mail the completed form to the Director of the Center for Preparation of Professional Educators at the end of the semester. Email: oelmore@hbu.edu Mailing address: 7502 Fondren Rd; Houston, TX 77074

| Category | Superior | Above Average | Average | Below Average | Poor | Unknown |
|-------------------------------------|----------|---------------|---------|---------------|------|---------|
| Personal appearance | | | | | | |
| Enthusiasm | | | | | | |
| Emotional stability | | | | | | |
| Communication skills | | | | | | |
| Interpersonal relationships | | | | | | |
| Dependability | | | | | | |
| Knowledge of subject matter | | | | | | |
| Knowledge of professional education | | | | | | |
| Attitude toward professional help | | | | | | |
| Planning & presentation | | | | | | |
| Classroom management | | | | | | |
| Parent & community relationships | | | | | | |

Comments:

How long have you known the applicant?

Signature _____

Name _____ Position _____

Address _____

Telephone # _____ Today's Date _____