



The Gordon T. and Ellen West College of Education
Teacher Education Program Handbook

Table of Contents

Table of Contents	2
Introduction	4
MSU Texas Mission and Values.....	4
West College of Education Mission and Values.....	4
Teacher Education Committee	5
Texas Administrative Code Educators’ Code of Ethics	5
Program Code of Ethics.....	6
Diversity, Equity and Inclusion Statement.....	6
Disability Support Services.....	6
TEACHER EDUCATION ADMISSION REQUIREMENTS/IMPORTANT INFORMATION	6
Admission to the EPP Program	6
Notification of Criminal Conviction, Denial of Certification, and Criminal Background Checks	7
Prior Coursework and Experience.....	8
International Students/English Proficiency	9
Teacher Candidate Information	9
WCOE 2022-2023 Calendar	10
PROGRAM REQUIREMENTS	10
Transition Points/Benchmarks.....	10
Key Assessments and Cut Scores.....	12
MSU Texas Privacy Expectations for Teacher Candidates	15
Professional Development Schools.....	16
CLINICAL EXPERIENCES	16
Clinical Experience Introduction	16
Professional Development & Training: Foundations Courses and Clinical Experiences.....	17
School Based Clinical Educators	17
Teacher Candidate Expectations/Responsibilities: Methods: Blocks A & B/Physical Education/Music, Art, and Theatre Methods.....	18
Admission to Clinical Teaching.....	19
Clinical Teaching Expectations.....	19
WCOE Certification Exam Testing Policy.....	33
Teacher Certification Returning Finishers	35
FITNESS FOR THE TEACHING PROFESSION AND COUNSELING OUT OF THE PROGRAM	35

Professional Fitness Policy.....	35
Counseling Out Procedure.....	35
Supply and Demand Forces.....	36
EPP 5 Year Performance	36
Services for Students with Disabilities.....	36
Quality of Online Coursework.....	36
WCOE Complaint Process Complaints.....	36
APPENDIX	37
Appendix A: Educators Code of Ethics.....	37
Appendix B: Memorandum of Understanding	39
Appendix C: Suggested Clinical Teaching Schedules	41
Appendix D: Matric of Depth and Complexity of Clinical Experiences.....	43
Appendix E: Technology-Based Collaborations	48
Appendix F: Lesson Plan Form	50
Appendix G: Lesson Plan Learning Reflection.....	51
Appendix H: Lesson Plan Rubric.....	52
Appendix I: Unit Plan Rubric	55
Appendix J: MSU Texas Impact on Student Learning (MISL) Rubric.....	57
Appendix K: Evaluation of Clinical Teaching	60

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Introduction

This Handbook of Policies and Clinical Experiences for the Gordon T. and Ellen West School of Education (WCOE) at Midwestern State University (MSU Texas) provides general information, policies, procedures, and expectations for teacher candidates, school-based educators, and WCOE faculty. Under the mentorship of WCOE faculty and school/community mentors, teacher candidates participate in a variety of clinical experiences integrated into each program area. Our Professional Development School (PDS) model supports the gradual release of responsibility. Professional development school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles, and relationships to “develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development” (CAEP, 2016).

This student handbook governs Teacher candidate’s programs. However, the MSU catalog is the final authority regarding degree requirements. This handbook is not designed to replace the undergraduate catalog and it is the candidate’s responsibility to become familiar with the undergraduate catalog.

MSU Texas Mission and Values

MSU Texas is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, MSU Texas prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives. The details of these values can be found on the [MSU Texas Values Journey website](#) and are broadly:

MSU Texas Values

- People-Centered
- Community
- Integrity
- Visionary
- Connections

West College of Education Mission and Values

WCOE Mission

The mission of the Gordon T. & Ellen West College of Education (WCOE), a community of learners, is to prepare successful, reflective professionals through the use of best practice. Although WCOE its roots in the preparation of teachers, principals, and school counselors, we also seek to prepare individuals who want to work as dyslexia specialists, reading specialists, educational diagnosticians, superintendents, general counselors, human resources specialists, training and development specialists, and professionals in sports and leisure studies.

WCOE Philosophy and Values

WCOE believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual’s potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self-contribute to an informed, democratic, and

synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society. They are caring and devoted to our mission and philosophy. Whether candidates seek a career in education or any of the other fields that share our college, WCOE wants candidates to walk away with the knowledge, experience, and confidence to step into a role as a leader in their field.

Teacher Education Committee

The Teacher Education Committee (TEC), chaired by the WCOE Dean, oversees admission to the WCOE, clinical teaching, field experience requirements, and considers and recommends curricular changes within the undergraduate initial certification programs. Membership is comprised of all college Deans and Department Chairs directly associated with teacher preparation, the WCOE certification officer, WCOE accreditation specialist, WCOE placement specialist, as well as public-school representatives. The committee meets regularly at least two times per year.

Teacher Education Committee Purpose

The purpose of the Teacher Education Committee (TEC) is to advise the WCOE on assessment, policies, and procedures related to enhancing undergraduate program quality and capacity, and to supporting sustained and evidence-based continuous improvement of all course and field-based learning experiences impacting P-12 student learning and development.

TEC Roles and Responsibilities

- Advise, review, evaluate, recommend and co-construct policies and procedures related to the evaluation and continuous improvement of WCOE undergraduate initial certification programs including: program evaluation/satisfaction, key assessments, student recruitment, student quality, and program impact on student learning.
- Advise, review, evaluate, recommend, co-construct, and implement policies and procedures related to the placement and evaluation of WCOE undergraduate students in field and clinical teaching experiences also including orientation/training and evaluation of clinical educators.
- Identify and address issues and concerns related to WCOE undergraduate program quality and capacity, continuous improvement, and field-based/clinical experiences.
- Review qualifications for university field supervisors, cooperating teachers, clinical supervisors, or any other certification personnel who either host or supervise candidates seeking initial certification.
- In this capacity, TEC may make recommendations in areas above for approval by WCOE College Council. University level changes must also be approved by MSU Texas Graduate Council and/or MSU Texas Academic Council, Board of Regents, Texas Higher Education Coordinating Board (THECB) and Southern Association of Schools - Council on Colleges (SACS-COC).

Texas Administrative Code Educators' Code of Ethics

Faculty, candidates, and staff must adhere to the Educators' Code of Ethics as found in 19 TAC §247.2 of the Texas Administrative Code. These standards cover 1) professional ethical conduct, practices, and performance, 2) ethical conduct toward professional colleagues, and 3) ethical conduct toward students. All faculty, candidates, and staff must understand, acknowledge, and adhere to the [Code of Ethics and Standard Practices for Texas Educators](#). A copy of the standards is available upon request.

Program Code of Ethics

WCOE its faculty, and its candidates adhere to the [Ethics Policy for Employees of MSU Texas \(OP 52.20\)](#) and the State of Texas licensure laws and regulations. The program has a professional responsibility to ensure that all candidates display ethical, professional, and personal behaviors that comply with these guidelines. For further information about MSU Texas' procedures regarding candidate ethics and conduct, please consult the [MSU Texas Student Handbook 2022-2023](#).

Diversity, Equity and Inclusion Statement

MSU Texas and WCOE are committed to:

A strong institutional environment of diversity, equity, and inclusion fuels creativity, scholarship, respect, innovation, and social justice – all values of our core liberal arts principles and identity. It is our belief that our path of excellence towards teaching and service can be completely fulfilled only with a strong plan and transformational environment that values and supports diversity, seeks to achieve equity, reflects multiculturalism, and promotes inclusion and social justice at all levels.

We strive to create an environment that celebrates differences, respects diversity, provides equity for opportunities, and fulfills the potential of everyone.

Values:

- We commit to diversity in its myriad of expressions.
- We pledge to welcome our differences in an environment of civility and respect.
- We offer an environment of belonging for all.
- We commit to eliminate discrimination, bias, and harassment at MSU Texas.
- We believe in inclusive cross-cultural understanding and intercultural engagement.
- We adopt curiosity, civility, and multi-cultural approaches as guiding principles.
- We strive to be an agent of change for our external community.

Disability Support Services

Any student who feels that they may need accommodations due to the impact of a disability should consult Disability Support Services at (940) 397-4140 or <https://msutexas.edu/student-life/disability/>.

TEACHER EDUCATION ADMISSION REQUIREMENTS/IMPORTANT INFORMATION Admission to the EPP Program

Screening Requirements for Admits prior to September 1, 2022

1. The TEC expects all teacher education students to be above average scholars; therefore, to be considered for admission to the Teacher Certification program, the applicant must have
2. an application on file;
3. satisfactory scores on the SAT, ACT, TSI Assessment, or equivalent, in reading, writing and math
4. a 3.0 content GPA specific to candidate's area of specialization (for specific course per certification area, see program website);
5. at least 45 semester hours of credit; including a minimum grade of C in EDUC 2013 and COUN 2143 (unless otherwise specified in degree plan);
6. a cumulative grade point of 2.75;
7. a grade point of 3.0 in the communication core (excluding any developmental courses);
8. satisfactory completion of an interview (TAC 227.10); and
9. completed a minimum of 12 semester credit hours in the subject-area content coursework for

the certification sought unless the certification is sought in mathematics or science which requires 15 semester credit hours of subject-area content coursework (TAC 227.10).

Screening Requirements for Admits after September 1, 2022

1. The TEC expects all teacher education students to be above average scholars; therefore, to be considered for admission to the Teacher Certification program, the applicant must have
2. an application on file;
3. a 3.0 content GPA specific to candidate's area of specialization (for specific course per certification area, see program website);
4. at least 45 semester hours of credit; including a minimum grade of C in EDUC 2013 and COUN 2143 (unless otherwise specified in degree plan);
5. a cumulative grade point of 2.75;
6. a grade point of 3.0 in the communication core (excluding any developmental courses);
7. satisfactory completion of an interview (TAC 227.10); and
8. completed a minimum of 12 semester credit hours in the subject-area content coursework for the certification sought unless the certification is sought in mathematics or science which requires 15 semester credit hours of subject-area content coursework (TAC 227.10).

International students who do not already hold a SBEC approved certification must take the TOEFL and IELTS, which test proficiency of the English language unless the prospective candidate has already been issued a Texas State Board of Education Certificate. Please allow at least 1 month for official scores to be received by the Graduate School.

Teacher Candidate Interview

Pre-admission teacher candidate applicants are required to successfully complete an interview to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought (TAC 227.10). The interview is a nationally normed process that is used to determine a candidate's potential as a future educator. An interview, as required by the state of Texas, is one of several pieces of information along with the GPA, and grades in communication core classes that is utilized by the TEC for recommendations to the teacher education program. The committee votes on admissions several times per year.

Candidates are notified of formal admission and of formal acceptance date in writing upon approval from the TEC. Candidate must accept the offer of formal admission in writing before formal admission can be finalized per 19 TAC §227.17

Notification of Criminal Conviction, Denial of Certification, and Criminal Background Checks

Condition of Certification

As required by Texas Occupations Code (TOC), Section 53.152, candidates should be aware that an individual who has been convicted of any offense, in any state, may be denied an initial or advanced certificate. By completing the admission process into an initial or advanced program, each individual is aware that even after completion of a degree, if at any point that individual was convicted of any crime, of any degree, he/she may still graduate from the program but may be denied a certificate by the State Board of Educator Certification.

Criminal Background Checks

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Preliminary Checks

All candidates enrolled in an educator preparation program are eligible to request a Preliminary Criminal History Evaluation. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. Information on Preliminary Criminal History Evaluations can be found on the [TEA Texas Education Agency](#) website.

Entrance to Public Schools

Candidates are required to complete a criminal background check for entrance into public schools. There is variation in the degree of background checks across school districts. These background checks may take as much as 3 weeks to complete before a candidate may enter a public-school classroom. It is the responsibility of the teacher candidate to complete requirements for the background check with the school district. It is at the discretion of the district, not the EPP, as to how, when, and where these background checks are conducted. In addition, a school district reserves the right to deny entry to any person, regardless of the result of the background check.

Fingerprinting

Some school districts may require fingerprinting as a part of the criminal background check for teacher candidates in placements. All certified teachers teaching in TEA approved Texas schools are required to comply with the state fingerprinting requirement. The teacher candidate is responsible for the cost of fingerprinting. Teacher candidates may be placed in districts that follow the TEA protocol for uploading fingerprinting. In these districts, teacher candidate data will be uploaded to the State Board of Education Certification (SBEC). The teacher candidate will not be required to complete this process again when they apply for their certification. Teacher candidate fingerprints will be applied to their teaching certification within approximately 48 hours of the certification request.

Prior Coursework and Experience

As an Educator Preparation Program (EPP) in the state of Texas, WCOE reserves the right to verify the equivalency of coursework and training received by prospective candidates for any program requirements. Prospective candidates must provide documentation of prior academic coursework and/or relevant training (such as, transcripts and certifications) with their application portfolio during the process of admission to the EPP. Teaching experience without certification will not count toward certification or toward coursework after admission into EPP.

MILITARY SERVICE MEMBERS AND VETERANS

Per Title 19 TAC §228.35(a)(5)(A) military service members or military veteran candidates may receive course credit for verified military service, training or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certification being sought. If candidates qualify, they will have their experience aligned with curriculum/coursework to identify appropriate credit toward their degree and certification.

NON-MILITARY SERVICE MEMBERS

Per Title 19 TAC §228.35(a)(5)(B), teacher candidates admitted into WCOE EPP who are not military service members or military veterans may substitute prior or ongoing service, training, or education provided that the experience, education, or training is not also counted as a part of an internship, clinical teaching, or practicum requirements. Training or education sought to be substitutes for WCOE coursework must be provided by an approved EPP or an accredited institution of higher education within the past five years, and must be directly related to the certification being sought. If candidates qualify, they will have their experience aligned with curriculum/coursework to identify appropriate credit toward their degree and certification.

EVALUATION OF OUT-OF-COUNTRY CREDIT

Pursuant to 19 TAC §227.10(f), applicants with credentials earned outside the United States must have their credit evaluated by an accrediting organization recognized by Texas Higher Education Coordinating Board (THECB) to determine equivalency to the standards specified in code. More details can be found on [TEA's Certification Based on Credentials from Another Country website](#).

International Students/English Proficiency

Undergraduate and graduate-level candidates should contact the [Global Education Office](#) for the necessary requirements for admission to MSU Texas.

International candidates must be able to communicate, listen, read, write and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

- Completion of an undergraduate or graduate degree at an accredited institution in the United States.
- Verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading and 21 for writing
- If an undergraduate or graduate degree was earned at an institution in a country outside of the United States listed in Figure: [19 TAC §230.11\(b\)\(5\)\(C\)](#).

An educator who has received a State Board for Educator Certification (SBEC) - issued standard certificate shall not be required to demonstrate English language proficiency as prescribed above for the purposes of admission into the EPP to obtain additional SBEC-issued certifications.

Teacher Candidate Information

Attendance Policy

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class/clinical experience, and to stay for the entire class/clinical experience. Tardiness, leaving early, and excessive absences (3 or more) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a candidate any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's

drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Professional Learning and Ethical Practice

Teacher candidates are expected to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt their practice to meet the needs of each learner. #

Reporting Suspicion or Incidence of Child Abuse

Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to the Department of Family and Protective Services (DFPS). A person who reports abuse in good faith is immune from civil or criminal liability. DFPS keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time frames for investigating reports are based on the severity of the allegations. Teacher candidates should report abuse to the building administrator, WCOE school-based educator, and the [Texas Abuse Hotline](https://www.dfps.state.tx.us/Child_Abuse_Hotline) (1-800-252-5400).

WCOE 2022-2023 Calendar

Candidates can find details about key dates on the WCOE Calendar published on the [website](#) annually.

PROGRAM REQUIREMENTS

Transition Points/Benchmarks

Candidates are required to understand the requirements of their certification program. During the orientation, they must review and understand the transition points related to their certification program. Candidates can view the transition points (requirements) for the teacher education program below. At any time a candidate wishes to change certificate area or add an additional area, a written request must be made through the Manger of Educator Preparation per [19 TAC §228.40](#).

Transition Points/Benchmarks for the Teacher Education Program (TEP)

ADMISSION TO THE TEP	Key Assessment or Activity	CAEP	TEA
An application on file	Application with all required information	✓	✓
Satisfactory scores on the SAT, ACT, TSI Assessment, or equivalent, in reading, writing, and mathematics	Assessment of candidate knowledge in reading, writing and mathematics	✓	✓
At least 45 semester hours of credit			✓
Cumulative grade point of 2.75	Assessment of overall GPA	✓	✓
Content grade point of 3.0 (Effective 9.1.2022)	Content cumulative GPA 3.0 (Effective 9.1.2022)		
Grade point average of 3.0 in freshman communication	Assessment of candidate knowledge in reading, writing, and communication ability	✓	✓
Satisfactory completion of an interview (TAC 227.10)	Teacher Admission Interview – disposition toward effective teaching	✓	✓
Code of Ethics and Standard Practices for Texas Educators	Signed policy acknowledgement submitted with admission acceptance to Tk20	✓	✓
Criminal Records – Right to Preliminary	Signed acknowledgement and agreement to abide by the	✓	✓

ADMISSION TO THE TEP	Key Assessment or Activity	CAEP	TEA
Background Check	code submitted with admission acceptance to Tk20		
Approval of Teacher Education Committee		✓	✓
WCOE ORIENTATION	Key Assessment or Activity	CAEP	TEA
WCOE Teacher Education Program Handbook	Signed Handbook Acknowledgement submitted to Tk20	✓	✓
Educator Ethics	Ethics Quiz	✓	✓
Criminal Records – Right to Preliminary Background Check	Reaffirmation of understanding submitted to D2L	✓	✓
Privacy and Confidentiality Pledge	Privacy Pledge Quiz	✓	✓
Dyslexia Training	Dyslexia Certification Verification (Begin 9.1.2022)		✓
Child Abuse and Neglect Reporting	Child Abuse and Neglect Reporting Quiz	✓	✓
Human Trafficking (1-1-21)	Human Trafficking Quiz		✓
PROFESSIONAL CORE COURSES	Key Assessment or Activity	CAEP	TEA
EPSY 3153 Educational Psychology	<ul style="list-style-type: none"> • Beginning Dispositions Assessment • Mental Health Training • Substance Abuse Training • Youth Suicide Prevention Training 	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
EDUC 3163 Classroom Management OR EDUC 3193 Classroom Management for EC-3	<ul style="list-style-type: none"> • Lesson Plan • Complete 6 hours of field experiences at a campus with a diverse setting - 2 hours at each level • Time Logs • First 15 Days assessment 	# ✓	# ✓ ✓ ✓
EDUC 3183 Classroom Assessment OR Alternative assessment course	Data Literacy for Educators	#	#
SPED 3613 Exceptional Individuals OR SPED 3623 Teaching Students with Special Needs in Inclusive Settings	<ul style="list-style-type: none"> • Lesson Modification Plan • Dyslexia Training 	#	# ✓
ECED 3173 ESL Methods and Materials OR READ 4273 Content Reading OR READ 4403 Content Literacy	ELL Portfolio	#	#
METHODS BLOCK (as applicable to program)	Key Assessment or Activity	CAEP	TEA
Methods of Math Methods of Social Studies Methods of Science Methods of ELAR Secondary or other Content Methods	<ul style="list-style-type: none"> • Unit Plan • Developing Dispositions Assessment • 36 hours of field experience with observations and reflections • Time Logs 	# ✓	 ✓ ✓
Advanced Technology Integration (ETEC 4003 or Fine Arts Methods)	Digital Literacy Assessments <ul style="list-style-type: none"> • Technology Portfolio • Google Certified Educator Exams • Ability to teach via distance learning 	✓	✓
ADMISSION TO CLINICAL TEACHING	Key Assessment or Activity	CAEP	TEA
Completed Student Teaching Application			✓
Minimum 2.75 GPA in Content	Assessment of content knowledge	✓	✓
Minimum 2.75 GPA in Education Coursework		✓	✓
Approval of Teacher Education Committee		✓	✓
Completed Content and PPR Practice Exams	Verified scores through Certify Teacher		✓
CLINICAL TEACHING	Key Assessment or Activity	CAEP	TEA
Attend Clinical Teaching Orientation	Ethics for Educators Clinical Teaching Orientation Survey	✓	✓
Cooperating Teacher (CT) and University Field Supervisor (US) approved by Teacher Education Committee (TEC)	Clinical Faculty Qualifications Form	✓	✓
MISL Workshop	MISL Training Verification Survey		✓
14-week clinical teaching placement	<ul style="list-style-type: none"> • Candidate evaluates CT and US • Two 7-week or one 14-week placement 	✓	✓

CLINICAL TEACHING		Key Assessment or Activity	CAEP	TEA
		(depending on certification area) <ul style="list-style-type: none"> MSU Texas Impact on Student Learning CT completes Clinical Teaching Evaluation US completes Clinical Teaching Evaluation Mastery Disposition Assessment Time Logs (minimum 70 days @ 7 hrs/day) 		
Satisfactory Clinical Teaching		<ul style="list-style-type: none"> Earn grade of at least a 'C' Meet all clinical teaching requirements Be recommended for certification by CT and US 	✓	✓
EDUC 4233 Undergraduate Action Research (if applicable to degree plan)		Earn grade of at least a 'C'	✓	✓
Virtual Instruction/Virtual Learning (Effective 9.1.2021)		<ul style="list-style-type: none"> Professional Development Lesson Plan 		✓
RECOMMENDATION FOR CERTIFICATION		Key Assessment or Activity	CAEP	TEA
Satisfactory scores on TExES Content Exam		Assessment of Content Knowledge	#	✓
Satisfactory scores on TExES PPR Exam		Assessment of Professional Pedagogy and Responsibilities	✓	✓
Satisfactory scores on Science of Teaching Reading (as applicable for degree program)		Assessment of Science of Teaching Reading	#	✓
Apply to State Board for Educator Certification		Application for certification is made by applying online at http://www.tea.state.tx.us .		✓
State review		Upon receipt of the University recommendation, the State Board for Educator Certification screens all applicants for Texas certificates for a record of felony or misdemeanor conviction through the Texas Department of Public Safety.		✓
PROGRAM COMPLETION		Key Assessment or Activity	CAEP	TEA
Completer impact on student learning (value added model)		<ul style="list-style-type: none"> Survey emailed by the Texas Education Agency to the teacher following first year of teaching. Survey emailed by the college to the teacher for first 3 years of teaching. 	✓	✓
Principal evaluation of completer		Survey emailed by the Texas Education Agency to the principal for the first 3 years of teaching.	✓	✓
Completer impact on student learning (value added model)		Survey emailed by the college to the teacher for first 3 years of teaching.	✓	✓

*Performance/Skill Assessment

#Knowledge Assessment

✓Accreditation Requirement

Key Assessments and Cut Scores

Key Assessment	Transition Point/Cut Score
Teacher Admission Interview	(Preadmission)- 24 out of 45 (High Average Range*) Candidates who do not meet the minimum cutoff score for admission to the teacher education program may appeal to the Dean of WCOE for a second interview. There is no appeal beyond this level.
Disposition Assessment	Beginning (EPSY 3153 Educational Psychology) - Acceptable in 7 of the 10 areas Developing (Methods) - Acceptable in 8 of the 10 areas Mastery (EDUC 4166 OR EDUC 4366 Clinical Teaching) - Acceptable in 8 of the 10 areas Candidates who do not meet the acceptable level on any of the three disposition assessments will receive intervention/remediation through a mentoring process initiated by the candidate with faculty member/instructor of record who completed the assessment. This process is intended to serve as part of the development of a new

Key Assessment	Transition Point/Cut Score
	teacher and not a pass/fail or removal process.
Lesson Plan	<p>(EDUC 3163 OR EDUC 3193 Classroom Management) - must score at least a 23 of the 33-point total.</p> <p>Candidates who do not pass the lesson plan assessment as indicated above must rewrite the plan until it meets WCOE minimum expectations. Candidates will receive an F in Classroom Management until the lesson plan reaches a minimum level of proficiency.</p> <p>Candidates have the responsibility to contact the instructor for remediation/ mentoring in the appropriate development of a lesson plan.</p> <p>Once this process is complete, the candidate will receive the grade reflected by work/assignments/performance indicated in the syllabus.</p> <p>Catalog requirements regarding minimum grades for transition to the next courses still apply.</p>
Unit Plan	<p>(Methods) - score at least an 18 out of 27</p> <p>Candidates who do not pass the unit plan assessment as indicated above must rewrite the plan until it meets WCOE minimum expectations. Candidates will receive an F in Methods until the unit plan reaches a minimum level of proficiency.</p> <p>Candidates have the responsibility to contact the instructor for remediation/ mentoring in the appropriate development of a unit plan.</p> <p>Once this process is complete, the candidate will receive the grade reflected by work/assignments/performance indicates in the syllabus.</p> <p>Catalog requirements regarding minimum grades for transition to the next courses still apply.</p>
MISL	<p>(EDUC 4166 OR EDUC 4366 OR EDUC 4163 + EDUC 4263 Clinical Teaching) - score at least a 30 out of 40.</p> <p>Candidates who do not pass the MISL as indicated above must rewrite the MISL until it meets WCOE minimum expectations. Candidates will receive an F in Clinical Teaching until the MISL reaches a minimum level of proficiency.</p> <p>Candidates have the responsibility to contact the instructor for remediation/ mentoring in the appropriate development of a MISL.</p> <p>Once this process is complete, the candidate will receive the grade reflected by work/assignments/performance indicates in the syllabus.</p>

Key Assessment	Transition Point/Cut Score
Digital Literacy	<p>ETEC 4003: Google Site Portfolio aligned with ISTE standards- The Google site portfolio is based on the Tech Portfolio Rubric. Certification candidates are expected to score proficient or above with a minimum score of no lower than 70. The Google Site Portfolio assesses digital skills learned through the class, displays digital badges attained from completed tasks (including Google certification badges), and shows the educator's in-depth knowledge of the ISTE standards. This will be achieved as a final at the end of this class.</p>
Virtual Instruction/Virtual Learning	<p>(EDUC 4166 OR EDUC 4366 OR EDUC 4163 + EDUC 4263 Clinical Teaching)</p> <p>The Virtual Lesson Plan can be modified from one the MISL lessons. Clinical teachers are provided with a template at orientation and available on their CT Google site. They are instructed to adapt a lesson to a virtual format using the (international Society for Technology in Education (ISTE) student standards and Best Practices for Virtual Learning. Then clinical teachers upload the lesson plan into TK20 for UFS approval. Certification candidates are expected to score proficient or above with a minimum score of no lower than 70.</p>
Data Literacy	<p>EDUC 3183 Classroom Assessment</p> <p>The Data Literacy Assignment will be completed at the end of the course and will be submitted to TK20 via a link in D2L. This assignment requires analysis of data from a previous STAAR test, interpret the data, explain what the data means, and offer recommendations for improving students' future scores on a similar test. Because this assignment is one of the Program Requirements, students who do not complete this assignment in TK20 will receive an Incomplete for the semester. Students must receive a score of at least 12 out of 16 to pass the assessment.</p>
Lesson Modification Plan (Effective 9/1/2022)	<p>SPED 3613 Exceptional Individuals OR SPED 3623 Teaching Students with Special needs in Inclusive Settings</p> <p>The purpose of this assessment is to evaluate the teacher candidate's ability to identify, describe, and plan specific instructional modifications/accommodations to meet the needs of different types of learners in the classroom. Teacher candidates will demonstrate knowledge of exceptionalities and how to use this knowledge to promote learning for individual students. In addition, teacher candidates will demonstrate their knowledge of research-best practices to support young children with needs associated with low social economic status (SES), visual impairments, auditory impairments, physical (mobility) impairments, learning disabilities, ADD/HD, autism, and emotional/behavior impairments. When complete, the plan will demonstrate the Universal Design for Learning (UDL) approach where modifications are identified that will create a rich learning environment designed around the needs of all students, not just those with identified needs. Students are expected to be at the proficient level by achieving 10 of 12 possible points. Students scoring below the cut point are required to address any deficiencies and provide written evidence demonstrating understanding.</p>

Key Assessment	Transition Point/Cut Score
ELL Portfolio	<p>ECED 3173 ESL Methods and Materials: The performance assessment for this course is a portfolio in which the students work various aspects of English Language Learner's needs. The students examine the ELPS, Chapter 89 of the Texas Administrative code and Section 29 of the Texas Education Code. Instructional strategies geared towards English Language Learners are examined and explained for being beneficial for ELLs. Specific web resources are provided for students to explore. Students create a SIOP lesson plan for a class to gain understanding of the different components of that specific plan. One of the instructional strategies will be modeled through a video lesson and reflection of the teaching. Students must receive a 45 out of 64 to pass the assessment.</p>
Key Assessment	Transition Point/Cut Score
WCOE Clinical Teaching Evaluation based on T-TESS	<p>(EDUC 4166 OR EDUC 4366 Clinical Teaching) -There are 14 dimensions scored in this assessment, overall rating of developing or needs improvement in no more than 4 areas. Other 10 areas should be at proficient or higher.</p> <p>A grade of C will be assigned for a student under the minimum conditions: Overall rating of developing or needs improvement in no more than 4 areas. Other 10 areas should be at proficient or higher.</p> <p>A grade of B will be assigned for a student under the following conditions: Overall rating of developing or needs improvement in no more than 3 areas. Other 11 areas should be at proficient or higher.</p> <p>A grade of A will be assigned for a student under the following conditions: Overall rating of developing or needs improvement in no more than 2 areas. Other 12 areas should be at proficient or higher.</p> <p>Any candidate who does not meet the grade of C criteria will not be certified and must repeat clinical teaching if desiring to be certified. In addition to feedback throughout clinical teaching, the university field supervisor conducts a midterm conference reviewing strengths, growth areas, and goals which will move the candidate towards success.</p>

MSU Texas Privacy Expectations for Teacher Candidates

Candidates engaging in an MSU Texas WCOE field or clinical experience must comply with the following expectations related to PK-12 student or minor child privacy:

1. Safeguard all personal and confidential information concerning students and use it only for professional purposes.
2. Maintain confidentiality when in clinical and field experiences.
3. Documents and Records: A teacher candidate in clinical or in field experiences (in the performance of the duties required) may have access to or may create confidential student documents and records. Teacher candidate must agree to preserve the confidentiality of such records and to destroy the records as soon as they are no longer necessary for the performance of teacher candidate obligations pursuant to the education preparation program placing the teacher candidate with students in PK – 12 placements.
4. Destruction of Records at Conclusion of Program: A teacher candidate must agree to destroy all personally identifiable student information as soon as the information is no longer required by the education preparation program.
5. Student Information and Social Media: In addition to the other prohibitions about disclosing

confidential student information, as a teacher candidate must not disclose any personally identifiable information about students using any social media service or device and shall not communicate with any students of placements using social media. You will communicate with students at the placement only with communication means approved by the placement school district.

6. Security Breach: In the event that the security of personally identifiable data of students is breached by a teacher candidate, the teacher candidate will notify the placement and the education preparation program immediately.
7. Video Recording Permissions: Before recording classroom, instruction required for a PK – 12 placement, teacher candidates must ensure that they have the appropriate permission from the parents/guardians of those students and from adults who appear in the video recording.

Professional Development Schools

Professional development schools (PDS) are partnerships articulated in agreement between professional education programs and P–12 schools. Their mission is professional preparation of actively engaged candidates, ongoing and reciprocal professional development, and a shared commitment to innovative and reflective practices (NAPDS, 2008). PDS are real schools, often in challenging settings, which have been redesigned and restructured to support their complex mission.

PDS have distinct characteristics. They are learning environments that support candidate and clinical educator development within the context of meeting all children’s needs. PDS partners are guided by a common vision of teaching and learning, which is grounded in research and practitioner knowledge. PDS partners share responsibility for professionals and students; they blend their expertise and resources to meet their shared goals. PDS partners hold themselves accountable, and they are accountable to stakeholders for maintaining high standards for P–12 students, teacher candidates, clinical educators, and other professionals. In order to accomplish their goals, PDS partners create new roles, responsibilities, and structures; they utilize their resources differently. Finally, PDS partnerships are committed to providing equitable learning opportunities for all, and to preparing teacher candidates and clinical educators to meet the needs of diverse student populations (CAEP, 2016; NAPDS, 2008).

PDS school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles, and relationships to “develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development” (CAEP, 2016).

CLINICAL EXPERIENCES

Clinical Experience Introduction

Clinical experiences at the WCOE, including both initial clinical experiences (e.g., classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g., urban/rural, SES, special needs, race/ethnicity). The Certification Officer, director of Clinical Teaching & Innovation, and the WCOE department of Undergraduate Education represent WCOE in collaboration with school districts and other community partners.

- Classroom Observations – initial field experiences involving reflective observations of P-12

students, teachers, and faculty/staff members engaging in educational activities in a school setting.

- Individual Student Observations – initial field experiences involving reflective observations of individual P-12 students.
- Teacher Assistant – assisting the teacher of record in educational activities in a school setting.
- Lab Assistant – assisting the teacher of record in educational scientific activities in a school lab setting.
- Tutoring – additional, special, remedial, or accelerated instruction involving a single student or very small group.
- Whole Group Instruction – instruction and support that involves the whole-class.
- Small Group Instruction – instruction and support that involves students working together in small groups.
- Field-Based Projects – field experiences working with P-12 students outside a typical classroom setting.
- Clinical Teaching – minimum of 14-week full day classroom teaching experience at a Texas Education Agency (TEA) approved school under the supervision of a cooperating teaching and university field supervisor.
- Internship/Probationary – A supervised full-time educator assignment for one full school year at a TEA approved school under the supervision of a university field supervisor and teacher mentor.

Professional Development & Training: Foundations Courses and Clinical Experiences

Professional Development & Training for teacher candidates is delivered in person and electronically through Tk20 for the following:

- Educator Code of Ethics
- Mental Health
- Substance Abuse
- Youth Suicide Training
- Human Trafficking
- Dyslexia
- Protection of Minor Children

School Based Clinical Educators

Mentor Teacher Expectations: Professional Blocks

- Mentor Teacher Roles and Responsibilities
- Qualifications/Credentials
- Professional licensure/certification in the specified content area
- A minimum of 3 years teaching experience in the appropriate certification area
- Have demonstrated success in classroom teaching

Roles and Responsibilities

- Planning
- Collaborate with teacher candidates to plan lessons and schedule learning activities for successful achievement of the expected outcomes.
- Plan and project a long-range plan for gradual increase of classroom responsibilities and teaching.
- Model planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as

well as knowledge of learners and the community context.

- Model and mentor the planning of a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Teaching

- Model and mentor how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Explain rationale for teaching decisions based on individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Engage teacher candidates in opportunities of working with individuals, small groups, and whole class.
- Support teacher candidates in achieving the expected outcomes by providing constructive feedback about their teaching.
- Support and mentor teacher candidates in understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.

Assessment

- Monitor and evaluate performance of teacher candidates throughout the semester.
- Hold regular conferences with teacher candidates to provide specific feedback on performance, strengths, and areas for improvement.
- Assist and support the methods faculty in assessing the effectiveness of the PDS program through feedback.
- Model and mentor the use of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Learning Environment

- Model and mentor teacher candidates in creating environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Ensure teacher candidates have technology-enhanced learning opportunities.

Teacher Candidate Expectations/Responsibilities:

Methods: Blocks A & B/Physical Education/Music, Art, and Theatre Methods

- Planning
 - Collaborates with the WCOE faculty and school-based educators to plan lessons and schedule learning activities for successful achievement of the expected outcomes.
 - Co-constructs a plan for gradual increase of classroom responsibilities and teaching.
 - Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
 - Plans a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Teaching

- Demonstrates effective best practices in teaching and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Reflects and explains rationale for teaching decisions for insight into the teaching profession.
- Engages in opportunities for working with individuals, small groups, and whole class.
- Incorporates feedback from WCOE faculty and school-based educators into planning, teaching, and assessment.
- Applies understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Applies and reflects upon individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Assessment
 - Holds regular conferences with the WCOE faculty and school-based educators to reflect on feedback on performance, strengths, and areas for improvement.
 - Implements multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Learning Environment
 - Works with WCOE faculty and school-based educators to create environments that support individual and collaborative learning.
 - Demonstrates and validates a minimum of 36 hours of positive social interaction, active engagement in learning, and self-motivation.
 - Seeks appropriate roles and responsibilities for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
 - Collaborates with school-based educators to ensure technology-enhanced learning opportunities.

Admission to Clinical Teaching

Students should submit an application for clinical teaching between September 1 and October 1 for the following spring semester and between February 1 and March 1 for the following fall semester. Consideration for admission requires a 2.75 overall GPA, a 3.0 GPA in content specific coursework, and a 3.0 GPA in professional education coursework. A grade of "D" in a course required for certification cannot be used in a student's teaching field, major, minor, or professional education courses. Thirty-six hours of field experiences must be completed before clinical teaching begins. Fall applications may not be approved until August if the student has summer courses to complete. All required content including major and minor courses along with professional education courses must be completed prior to clinical teaching. Clinical teaching will be full days for one semester (fall or spring) – at least 7 hours per day for 70 days.

Clinical Teaching Expectations

Attendance Policy

Candidates are required to attend their clinical teaching placement every day they are scheduled. All candidates must log a minimum of 70 full days of clinical teaching. Candidates must make up any days they are absent from their clinical teaching placement.

Criminal Background Checks

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Professional Attire

The WCOE dress code for clinical experiences is based upon that of school district partners and is similar to the expectations of most Texas schools. Teacher candidates visiting public schools, for any MSU Texas related purpose should follow school district dress codes (professional methods courses, internships, practicum, tutoring, clinical teaching, etc.). Teacher candidates are expected to dress appropriately for their area of work so as to project a professional image. Daily personal grooming is expected for all teacher candidates. Jeans may be worn on "spirit days" or other special days as approved by the school administrator. Clarification related to acceptable and/or unacceptable dress during clinical experiences should be addressed to the WCOE school-based educator and/or department head, principal, or personnel director. For physical education methods and athletic classes teacher candidates shall dress for participation. Appropriate attire may include shorts, slacks, or sweats. Athletic-style P.E. shorts are not to be worn in the halls or any other place in the school building except where physical education or athletics classes are being conducted. Appropriate undergarments are part of being professionally attired. Teachers are expected to work closely with a diversity of students under a variety of conditions while maintaining respect and dignity. Excessive or unusual piercings are prohibited. Any piercings (studs, rings, etc.), should be left at home if they are visible and/or otherwise interrupt instruction. Tattoos must be covered during all clinical experiences. At no time shall teacher candidate clothing violate the student dress code in place.

Professional Behavior

Candidates are expected to assist in maintaining a classroom environment, which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class/clinical experiences, unless otherwise approved by the instructor, candidates are prohibited from engaging in any form of distraction—including cell phones or other electronic devices. Electronic communications devices will be turned off any time the candidate is in the school building—in MSU Texas's classrooms or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the candidate may receive an instructor drop with an "F" for the course.

Participation in classes at a PDS are a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, a candidate is asked to leave a Professional Development School, the candidate will be dropped from the course in accordance with the Instructor Drop policy of the academic catalog. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring clinical experience, the candidate

will be dropped with an F from those classes as well.

All clinical teachers must adhere to the Educator's Code of Ethics at all times and rules and guidelines set by the school district partners.

Documenting Clinical Experiences (Methods and Clinical Teaching)

All teacher candidates are expected to complete and submit time logs for each day they are in the field. Time logs are submitted through the assessment management system (Tk20). These logs will be approved by the classroom teacher. A minimum of 36 clock hours of field experiences are required before teacher candidates are allowed to begin clinical teaching. Clinical teaching is a minimum of 70 full days.

Clinical Teaching: Clinical Teacher Responsibilities

- The clinical teacher will develop deeper insights and understanding of the mental, emotional, social, and physical development of the students.
- The clinical teacher will select, organize, and present learning experiences in a variety of ways.
- The clinical teacher will respond to the abilities, needs, interests, aptitudes, and goals of learners so that effective learning experiences can be provided.
- The clinical teacher will develop a professional interest and a personal enthusiasm for teaching.
- The clinical teacher will implement educational philosophy and theory in daily classroom teaching situations.
- The clinical teacher will gain insight into current research and its application to education.
- The clinical teaching program will provide a focus of interaction among area public school personnel, WCOE faculty, and clinical teachers.

Clinical Teaching Schedules for Growth of Responsibilities

Schedule for Growth of Responsibilities in Clinical Teaching: 70 total days of placements
While the cooperating teacher must retain primary responsibility for the classroom operation, including final instructional decisions, initiating a clinical teacher into the program should not be difficult if it is planned as a gradual process.

The following schedule is recommended as a guideline. Clinical teachers will vary in terms of personal and professional characteristics; i.e., poise, academic background, maturity, and motivation. Clinical teachers and cooperating teachers may decide to vary the schedule to match the clinical teacher's ability to take on additional responsibilities.

Suggested clinical teaching schedules for different programs are provided in Appendix C.

Clinical Teacher Role

Clinical teachers are apprentices in the profession of teaching. Clinical teaching is a time to explore and learn about one's personal teaching style. Teaching is a complex task with many demands. No course work or observation ever fully prepares the clinical teacher for the many demands made on the professional educator; however, the clinical teacher's course work and observation should provide guidelines, knowledge, attitudes, and beginning skills to launch a teaching career. Clinical teachers are expected to demonstrate effective planning, teaching, and communication skills. The clinical teaching experience is the cultivating ground for developing and demonstrating professional relationships.

Clinical

- Realize that clinical teaching will be more time-consuming than the 6 or 8 hours of time in school. Arrange life to allow clinical teaching to be of major importance during this semester.
- Be on time and prepared for each day. If late or absent, the teacher candidate must notify, as soon as possible, both the cooperating teacher and the university field supervisor. All absences will be made up at the end of clinical teaching. Teacher candidates must make plans to ensure that they are consistently on time.
- Become knowledgeable about building, schedules, policies, and established procedures. Learn from every experience and contact with other teachers, administrators, paraprofessionals, students, and parents.
- Be aware of cooperating teacher's plans for seating, routine activities, changing classes and groups, grading, managing, teaching, and assessing student learning.
- Submit lesson plans on time. Reflect after teaching each lesson; discuss ideas with the cooperating teacher and the university field supervisor via face-to-face interaction, e-mail, journal, or Desire2Learn (D2L).
- Perform any clerical, tutorial, supportive, and instructional activities that are requested by the cooperating teacher or that are appropriate to do in the absence of the teacher.
- Plan and implement lessons that follow the researched best practices whether for a small or a large group. This includes reflection to determine that objectives are met or that will dictate the next steps in instruction.
- Use conferences with cooperating teacher and university field supervisor to share, plan, reflect, etc. Be open to suggestions and input.
- Recognize and modify personal behavior and attitude when planning work with individual students, teachers, parents, and others.
- Successful completion and submission of the MSU Texas Impact on Student Learning (MISL).
- Use student records to facilitate growth and development while respecting confidentiality. It is imperative to request confidentiality.
- Participate in university seminars and professional meetings.
- Register for the appropriate TExES exams. Upon passing the TExES tests, application for certification is made online through the State Board for Educator Certification website (<http://www.tea.state.tx.us>).

Clinical Teaching Tips and Suggestions

- Be prepared to take on increasing responsibilities in the classroom.
- Be flexible and eager. Ask appropriate questions; jot down things to ask at conference time.
- Keep a sense of humor.
- Involve all students, including those not volunteering.
- Accent the group idea – “we” not “I.” Read that part aloud “for us” not “for me.”
- Move about the room while talking or while students are working.
- Dress and act professionally. Follow effective practices of health and hygiene.
- Ensure that all students learn Standard English.
- Avoid being involved in gossip.
- Communicate high expectations and personal interest to each student regarding academic progress.
- Plan so that pupils are active. Have them discuss, answer, and ask questions, perform the demonstrations, and make decisions. Don't do it all! Engage all students in active learning.
- Learn from mistakes; mistakes give the clinical teacher feedback on what the clinical teacher

needs to improve. Use the mistakes as a foundation for growth.

- Be aware of rules, regulations, policies, curriculum, and facilities of the school. Follow rules, policies, and procedures of the school. Get a copy of and study district curriculum maps.
- Become familiar with the facilities of the school.
- Cooperate with school personnel, particularly with the cooperating teacher and principal.
- Plan short and long-term (daily, weekly, or unit) lesson plans, implement and reflect on the success in planning, teaching, and assessing student learning.
- Participate in the routine teaching and extra-instructional activities of the cooperating teacher.

Clinical Teaching Lesson Planning

- Clinical teachers are required to keep lesson plans for each lesson. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Please see Clinical Experience Forms and Templates in the Appendix.
- Clinical teachers' lesson plans vary in detail but are usually more detailed than those of the cooperating teacher.
- The "substitute's standard" is a good rule of thumb for lesson plans. Could a substitute (or anyone else) teach the lesson from the lesson plans?
- Lesson plans will be required to be completed a week before the lesson so that the cooperating teacher and/or the university field supervisor can review them with the clinical teacher and make suggestions.
- Student engagement is a key element in a good lesson. Student learning/success is the ultimate goal.
- Clinical teachers are required to successfully plan and implement a unit of study, and submit the MSU Texas Impact on Student Learning (ISL) as a major component of their clinical teaching experience.

Clinical Teacher Candidate Professional Conduct

- The clinical teacher's schedule will match that of the cooperating teacher(s). The cooperating teacher's reporting time and leaving time set the minimum schedule. If the clinical teacher has questions, consult with the university field supervisor immediately.
- The clinical teacher will attend faculty meetings, Professional Learning Community (PLC) meetings, and in-service days with the teacher.
- The clinical teacher will keep privileged information regarding students and school confidential. Questions about handling privileged information should be addressed with the university field supervisor or cooperating teacher.
- The clinical teacher will strive for perfect attendance. All absences will be made up at the end of clinical teaching due to state law.

Co-Teaching Model/Strategies

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.

- Parallel Teaching — each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Taken from St. Cloud State University Teacher Quality Enhancement Center, 2011)

Relationship to Cooperating Teacher

- The cooperating teacher has the final responsibility for the quality of instruction and learning environment.
- The clinical teacher will effectively establish communication with the cooperating teacher to learn about instructional techniques and assessment processes.
- The clinical teacher will strictly adhere to a policy of not discussing information about students with other teachers, students, friends, or relatives.
- Clinical teachers are responsible for knowing and following confidential policies of the school district. When clinical teachers are not clear about their responsibilities, the clinical teacher will have the responsibility to take the initiative in having it clarified. The clinical teacher will share needs and concerns with the cooperating teacher and university field supervisor.
- The cooperating teacher has final responsibilities for the daily program and for the welfare of the pupils. It is expected that the cooperating teacher will allow more initiative and responsibility as the clinical teacher demonstrates increasing skill.
- The clinical teacher will perform all assigned tasks and be flexible in assumption of classroom responsibilities.
- The clinical teacher will keep the cooperating teacher informed of any problems or changes in classroom plans. He/she will also inform the cooperating teacher of any necessary/required absences.

Relationship to the University Field Supervisor

In establishing a relationship with the university field supervisor, the clinical teacher will:

Notify the university field supervisor as soon as possible of problems with the clinical teaching situation or necessary absences. Immediately inform the university field supervisor of changes in the schedule which might interfere with observation plans.

Clinical Teaching Evaluation Procedures/Performance Grading

The cooperating teacher and university field supervisor evaluate the performance of the clinical teacher throughout the semester. All clinical teachers go through the following evaluation procedures:

1. University Field Supervisor Observations. Four forty-five minute evaluations will be made during the 70 days of assignments. After each evaluation is made, the university field supervisor meets with the

clinical teacher and cooperating teacher to discuss the lesson observed as well as the general progress of the clinical teacher.

2. Cooperating Teacher Assessment of Progress. The cooperating teacher meets at least weekly with the clinical teacher to evaluate progress in the attainment of the program objectives. The cooperating teacher may also use the Clinical Teaching Observation Form to provide feedback to the clinical teacher.
3. Mid-Point Checkup. The university field supervisor, clinical teacher, and cooperating teacher should use a three-step evaluation process mid-way through the clinical teaching experience to outline areas of strength as well as areas where improvement is needed. This conference should be used to set goals for the rest of the clinical teaching experience. If difficulties have arisen in the clinical teaching performance that are severe enough to warrant concern about successful completion of clinical teaching, they must be addressed and documented at this time.
4. Final Evaluation. This evaluation constitutes the final report on the performance of the clinical teacher. This three-step evaluation process for every Final Evaluation enhances communications:
 - (a) Each participant completes a Final Evaluation form and makes two copies. The clinical teacher completes a Final Evaluation form which reflects his or her own estimate of strengths as well as areas for improvement. The university field supervisor and the cooperating teacher complete forms, too.
 - (b) At the three-way conference each person's Final Evaluation form is shared with the other two participants. If there are differences in perceptions, the item(s) should be thoroughly discussed.
 - (c) The university field supervisor, taking into consideration the perceptions of the cooperating teacher and the clinical teacher, will complete the official Final Evaluation form. The university field supervisor will make copies of the official Final Evaluation form for all participants. The university field supervisor will file the signed originals in the WCOE office. The clinical teacher may choose to submit copies to the placement office. The clinical teacher may also request placement office recommendation forms from the university field supervisor, the cooperating teacher, and the principal.

5. Grading

- Grading of clinical teaching is a cumulative process based on many factors. Although classroom performance is the primary factor, other issues such as attitude, professionalism, perceived strengths, and areas of weakness are also important.
- Successful completion of the MSU Texas Impact on Student Learning (MISL) is required before final grade for clinical teaching is submitted.
- Although the cooperating teacher recommends a grade on the final evaluation, the university field supervisor is responsible for assigning the final grade.

The grade of A indicates excellent work in clinical teaching. The clinical teacher:

- Consistently demonstrates exemplary skills in planning and implementation.
- Demonstrates creativity and resourcefulness of a high quality when planning and implementing lessons.
- Demonstrates many professional capacities, including the ability to self-evaluate and correct.
- Maintains excellent attendance.
- When compared to other teachers, compares favorably with teachers who have several years of experience.

The grade of B indicates good work in all areas of student teaching. The clinical teacher:

- Has demonstrated solid planning and implementation with good use of resources.
- Accepts constructive criticism and works to improve in areas of need.
- When compared to other teachers, gives evidence of being a solid beginning teacher with the ability to grow professionally with guidance.

The grade of C indicates that the clinical teacher performance was weak in one or more areas.

- Areas for improvement were observed and communicated to the clinical teacher, and although the clinical teacher worked toward resolution of the problems, the clinical teacher's problems were not completely resolved.
- Compared to other teachers, this clinical teacher may need additional help before being a competent classroom teacher.

Grades of D or F mean that problems in clinical teaching were severe enough that the clinical teacher will not be recommended for certification.

- Clinical teachers should be informed at midpoint if their performance to that point has the potential of being graded a C or lower. The Director of Clinical Teaching and Innovation should also be informed at that time of any clinical teachers that may earn a C or lower. Clinical teachers who earn a C or better in clinical teaching are recommended for certification.

6. Summary of Evaluation Cycle

- Pre-Conference – introductions, review process, reason and purpose of observations, communicate with clinical teacher and cooperating teacher;
- Observations – university field supervisor completes formal observations using observation forms and provides feedback throughout clinical teaching period; cooperating teacher conducts observations and provides feedback throughout clinical teaching;
- Analysis and Planning – university field supervisor, cooperating teacher, and clinical teacher analyze observation data providing evidence supporting clinical teacher's strengths and weaknesses; complete evaluation forms to frame post conference;
- Post-Conference – university field supervisor, cooperating teacher, and clinical teacher collaborate to discuss strengths, weaknesses, and future goals for success; collect clinical teaching evaluation forms;
- Evaluation – university field supervisor evaluates all data/evidence and makes final decision on clinical teaching grade; completes all online evaluation information (Tk20 and Banner); returns all appropriate paperwork to WCOE; communicates final grade to clinical teacher now or during post-conference.

Adapted from Supervision and Instructional Leadership: A Developmental Approach by C.D. Glickman, S. P. Gordon, and J.M. Ross-Gordon. (2017). Upper Saddle, NJ: Pearson Education, Inc.

A Clinical Teaching Evaluation is used to assess the overall performance of each teacher candidate. This evaluation model is adapted from the Texas Teacher Evaluation and Support System (T-TESS), a system used by all public schools in the state of Texas to give teachers continuous and formative feedback to help them improve practice. A three-step evaluation process among clinical teachers, university field supervisors, and cooperating teachers provides timely and continuous feedback regarding the candidate's overall performance during the clinical teaching experience. The clinical teacher completes a Final Evaluation form which reflects his/her estimate of strengths as well as areas for improvement. The university field supervisor and cooperating teacher complete a Clinical Teacher Evaluation Report in order

to jointly evaluate the candidate's performance. The professional practice evaluation is designed to provide a formative and summative evaluation of candidates based upon four dimensions: Planning, Instruction, Learning Environments, and Professional Practices and Responsibilities. Each dimension is further divided into sub areas that address the professional and pedagogical responsibilities of each candidate (see WCOE Clinical Teaching Evaluation in the appendix). For each dimension, teacher candidates may receive one of four ratings: Accomplished, Proficient, Developing, and Improvement Needed. Data from these assessments are used for both unit and program improvement as well for making decisions about candidates' preparedness.

Planning Instruction: Unit and Lesson Planning, Assessment, Delivery, and Reflection

- Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. During the professional methods courses and clinical teaching, candidates are required to determine a set of multiple learning objectives aligned to state content standards (TEKS) appropriate to the lesson(s) the candidate is preparing.
- Candidates must then form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates then describe the instructional delivery method addressing the following step-by-step procedures:
 - Questions and concerns listed in the directions given to you by your instructor
 - Setting purposes ("Today we will be...I want you to...because you will...")
 - Method(s) for engaging students in the lesson
 - Any questions asked during the lesson should be in bold
 - Higher order thinking reflected in questions
 - Instructional Strategies: Modeling, Discussion, "Hands-on," Inquiry, etc.
 - Grouping: when and how
 - Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
 - Closure
- After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. Please see [Clinical Experience Forms and Templates](#) section for unit plan rubric/content area addendums and lesson plan form/rubric.

MSU Texas Impact on Student Learning Portfolio (MISL)

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Clinical teachers are required to plan, implement, and assess student learning within a unit of study.

The MISL measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains: Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of clinical teaching for all clinical teachers.

The MISL is a record of the candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Successful clinical teachers support learning by designing a MISL that employs a range of strategies and builds on students' strengths, needs, and prior experiences. Through this performance assessment, clinical teachers provide credible evidence of their ability to facilitate learning by meeting the MISL standards/domains listed above.

Cooperating Teacher Expectations: Clinical Teaching

Cooperating Teacher Roles and Responsibilities

Throughout the clinical teaching experience, the cooperating teacher is the primary agent in helping the clinical teacher to grow professionally and to gain competence. The cooperating teacher is responsible for assisting the clinical teacher to meet the objectives of clinical teaching. Clinical teachers are still in training; most of the mistakes they make can be handled as "things to learn." Please give them time, space, and guidance to learn the very difficult task of teaching.

Getting Started:

To help get started with a clinical teacher, the cooperating teacher should:

- Become familiar with the clinical teacher's background by reviewing his/her credentials and through conferences with him/her and the university field supervisor.
- Create an atmosphere of acceptance of the clinical teacher by the pupils, their parents, and other faculty and staff. Treat the clinical teacher as a professional person. Introduce the clinical teacher to the class on the first day. Introduce them to the faculty at the first faculty meeting she/he attends.
- Provide the clinical teacher with information concerning curriculum requirements, room management, discipline policies and procedures, class schedules, and other class and school policies.
- Acquaint the clinical teacher with the resource personnel of the school.
- Acquaint the clinical teacher with instructional materials, supplies, and equipment available.
- Provide a place for the clinical teacher's personal belongings. Take the clinical teacher on a tour of the building - including where to park, lunch prices, location of the workroom, lounge, and restrooms.

Planning

In assisting with planning, the cooperating teacher should:

- Project a long-range plan with the clinical teacher for gradual increase of classroom responsibilities and teaching. Plan assignments and responsibilities with the clinical teacher. Be supportive of his/her ideas.
- Orient the clinical teacher to expectations in planning. Share the lesson planning process. Begin with small specific tasks for the clinical teacher to accomplish. Gradually allow more freedom for planning and more responsibility.
- Require the clinical teacher to write a lesson plan for each lesson. The specific format can be

adapted but should always include the objectives (TEKS) procedures (descriptions of the steps of the lesson), materials and resources needed for the lesson, and evaluations. "Page 245 Verbs" is never a lesson plan for a clinical teacher. The amount of detail in the clinical teacher's lesson plan can vary. It is expected that the clinical teachers' lesson plans will be more detailed than the cooperating teacher's.

- Suggest the "substitute's standard" as a good rule of thumb for lesson plans. Could a substitute (or anyone else) teach the lesson from the lesson plans?
- Invite and encourage the clinical teacher to use his or her own ideas in planning a lesson, but please always check plans and make suggestions.
- Require the clinical teacher to have plans available several days in advance for the cooperating teacher to check. As the clinical teacher has more advance time for preparation and gains skill, plans should be available on Thursday or Friday for the following week.
- Set up a regular time for planning with and assessing the clinical teacher. Weekly planning meetings are required.
- Encourage the clinical teacher to use a variety of instructional strategies. Please be flexible in allowing them to "try their wings" with innovative techniques.
- Support the clinical teacher in the development, implementation, and submission of a successful MSU Texas Impact on Student Learning (MISL).

Communication

Communication is a vital part of any learning environment. Therefore, the cooperating teachers should:

- Encourage the clinical teacher to ask questions. Answer questions with both how and why the cooperating teacher works as he or she does. Letting a clinical teacher inside the cooperating teacher's decision-making process is important.
- Give positive feedback even for small things. When the clinical teacher makes mistakes (as all teachers do), suggest and discuss alternatives.
- Reserve constructive criticism for private conferences, but do have high, reasonable expectations for this "learner" and let the clinical teacher know what they are.
- Understand that clinical teachers are beginners. They will need to gain confidence and competence through appropriate encouragement and support.
- Guide the clinical teacher through the process of reflecting on his or her decisions and actions.

Evaluation and Conferencing with the Clinical Teacher

Assessing the work of the clinical teacher is an important step in the growth plan. To support the growth of the skills of the clinical teacher, the cooperating teacher should:

- Help the clinical teacher know what to observe as the cooperating teacher teaches a lesson and a series of lessons.
- Provide continual feedback to the clinical teacher. Provide both oral and written feedback frequently. Be specific in reporting both strengths and areas for improvement. Discuss alternative ways of handling situations.
- Use the Clinical Teaching Observation Record for feedback on clinical teacher lessons. The cooperating teacher may choose to use it as an outline for discussion or in some more formal way. It is modeled after the Texas Teacher Evaluation and Support System (T-TESS).
- Conduct an evaluation process at the midpoint of clinical teaching. A *three-step evaluation

process is essential among the clinical teacher, the cooperating teacher, and the university field supervisor. Use the evaluation form to point out areas of strength and areas for work during the rest of clinical teaching. If a clinical teacher is having serious problems, this is the time to alert the clinical teacher, the university field supervisor, and possibly university staff.

- Use a three-step evaluation process and the evaluation form for the final evaluation during the last week of clinical teaching.
- Be sure to give a copy of the cooperating teacher's Final Evaluation form to the clinical teacher and also to the university field supervisor. If the school district also wishes to have the final evaluation on file, make another copy for the school district.

Communicating with the University Field Supervisor

It is extremely important to be honest and forthright with the University Field Supervisor. Concerns or problems should not be a surprise toward the end of the semester. Cooperation toward a common goal usually helps. Any attendance problems must be reported immediately. Ideally, the clinical teacher will have perfect attendance. The only excused absences are for illness, illness in the immediate family, or the funeral of an immediate family member. The clinical teacher should notify the cooperating teacher and university field supervisor immediately upon realizing that an absence will occur. Make-up days will be assigned for unexcused absences.

- Introduce the university field supervisor to the cooperating teacher's pupils and to other members of the staff. Arrange opportunities for the university field supervisor to talk with the clinical teacher and/or with the cooperating teacher. The cooperating teacher knows his or her schedule best so the cooperating teacher should make suggestions about convenient times for the meetings.
- Evaluate with the university field supervisor, the clinical teacher's performance at the midpoint of the clinical teaching period. Confer with the university field supervisor about completion of the final evaluation. The cooperating teacher will recommend a final grade, but the university field supervisor has final responsibility and decision for the grade.
- Report promptly to the university field supervisor any special problems, concerns, conflicts, or questions that arise. The university field supervisor will work towards solutions with the cooperating teacher, the building principal, the central office, and the Director of Clinical Teaching and Innovation.

*Three Step Evaluation Process – 1) Clinical teacher defines strengths and areas for improvement based upon self-reflection; 2) University field supervisor and cooperating teacher use observation data and evidence to define strengths and weaknesses; 3) Clinical teacher, university field supervisor, and cooperating teacher define goals for building on strengths and improving weaknesses.

WCOE Clinical Teaching Evaluation

WCOE believes in evaluating the entire clinical teaching experience. To that end, clinical teachers are asked to evaluate both the cooperating teacher and the university field supervisor. The objective of these evaluations is not to determine the quality of teaching occurring in the classroom. The purpose is to provide the EPP with information about feedback, support, and opportunities for candidate growth/experiences. Anonymous information gathered from both the cooperating teacher evaluation and university field supervisor evaluation will be reviewed, in accordance with CAEP guidelines, as part of the cooperating teacher and university field supervisor selection process. The TEC serves as a recommendation group to ensure our candidates have the best experiences possible and will use information from many sources to make that determination.

University Field Supervisor Expectations

The university field supervisor serves as liaison between the university, clinical teacher, and school district, educators, and administrators. The most important function of the university field supervisor is to ensure that the clinical teacher and the cooperating teacher are communicating with each other. Poor clinical teaching experiences are typically those in which the communication is lacking.

Off to a Good Start

In order for the clinical teaching experience to be successful, the university field supervisor should:

- Make a visit to the school during the first week of assignment. Despite every effort to keep people informed, sometimes a clinical teacher is assigned by the principal and the cooperating teacher does not know that the clinical teacher is coming. Advance work can prevent some discomfort for everyone.
- Arrange a meeting with each cooperating teacher during the first week so that the university field supervisor can answer questions, explain policies, and hand out the clinical teaching handbook and evaluation forms. Check to see that the principal also has a clinical teaching handbook.
- Become familiar with and respect school policies, curricula, and procedures.
- Establish guidelines for clinical teachers in accordance with district and campus philosophy in consultation with the principal. Provide the principal, cooperating teacher, and clinical teacher with appropriate telephone numbers and email addresses for contacting the university field supervisor.
- Be aware of clinical teacher's attendance and enforce the guidelines. The clinical teacher should contact both the school and the university field supervisor before the beginning of the school day if the clinical teacher will not be present at school. All absences will be documented by the university field supervisor and are considered unexcused; and therefore, will be made up at the end of clinical teaching.

Planning Comes First

Planning for learning is vital. To make sure that this important process is completed correctly, the university field supervisor should:

- Make sure that the clinical teacher and cooperating teacher have a plan for gradual assumption of classroom roles and responsibilities. A project calendar for assumption of lessons and classes should be developed the first week.
- Expect the clinical teachers to write lesson plans for each lesson. The specific format can be adapted but should always include the objectives (TEKS), procedure (description of the steps of the lesson), materials and resources needed for the lesson, and evaluation. "Page 245 Verbs" is never a lesson plan.
- The amount of detail in the clinical teacher's lesson plan can vary. At first, they should be more complete. As the clinical teaching experience proceeds, the detail may diminish somewhat. If a clinical teacher is experiencing difficulty, the first suggestion is to increase the detail of lesson planning even to scripting lessons. Clinical teacher lesson plans will be more detailed than the cooperating teacher's.
- Use the "substitute's standard" as a good rule of thumb for lesson plans. Could a substitute teacher (or anyone else) teach the lesson plans?
- Make sure that lesson plans are available for the university field supervisor during visitations and observations. Require that lesson plans be submitted to the university field supervisor on a

weekly basis.

- Support and guide the clinical teacher in the development, implementation, and submission of a successful MISL.

Conferencing with Clinical Teachers

Visitation and Observation

In order to make the clinical teacher's experience the best it can be, the university field supervisor should:

- Work with the cooperating teacher and clinical teacher to develop an appropriate observation schedule. Give a telephone number and email address to the cooperating teacher and clinical teacher so the university field supervisor can be informed of changes or special events.
- For a 70 day assignment, conduct, document, and submit to the director of clinical teaching and innovation at least four formal observations using the clinical teaching observation form (at the end of the semester). For clinical teachers on a split assignment, conduct at least two formal observations per assignment to total at least four observations. These should also be documented on the clinical teaching observation form and submitted to the certification officer at the end of the semester. Take time during each visit to talk with the cooperating teacher and the clinical teacher concerning progress or problems. The university field supervisor should schedule a feedback session with the clinical teacher and/or the cooperating teacher immediately, or as soon as possible, after each observation.
- Set up a three-way conference among the clinical teacher, the cooperating teacher, and the university field supervisor at the halfway mark in clinical teaching and at the end of clinical teaching. A mid-term is not necessary on 6-week assignments. The mid-term evaluation conference should provide a focus for the clinical teacher during the remainder of the time the clinical teacher will be in the school.

University Field Supervisor Training

Training for university field supervisors is delivered in person and virtually and verified through Tk20.

Supervising Principal Expectations Roles and Responsibilities

1. The supervising principal provides leadership for the effective coordination of field experiences. As the instructional leader of the campus, the principal will work in cooperation with the university field supervisor and cooperating teacher in order to ensure the success of the clinical teacher's role in the classroom. To ensure this success, the supervising principal should:
2. Select classroom cooperating teacher.
3. Provide the clinical teacher with a thorough briefing on the policy and procedures of the school through initial conferences and distribution of materials.
4. Welcome the clinical teacher and introduce him or her to staff members.
5. Act as a resource for the classroom cooperating teacher and clinical teacher.
6. Grant permission for the university field supervisor and others connected with the program to visit the classroom.
7. Arrange and schedule for clinical teacher observations in subject areas and grade levels other than the assignment when needed.
8. Observe the clinical teacher as time permits during the semester.

9. Ensure that the clinical teacher is accepted as a fellow professional in-training and that the clinical teacher is provided an opportunity to view the total school program, including faculty meetings, parent teacher associations, etc.
10. If time permits, offer the clinical teacher an exit interview during which a discussion of the clinical teacher's experience and guidance for future growth are provided.

WCOE Certification Exam Testing Policy

The following steps are required before a candidate is permitted to take certification exams.

- Take initial practice exam (Certify Teacher).
- If the candidate scores less than 80% in each domain and competency, they must complete study tracker program in Certify Teacher. Once study tracker program is completed, candidate must retake practice exam.
- If the second practice exam is less than 80% in each domain and competency, the candidate must repeat the process until 80% is reached in each domain and competency.
- Candidates must have at least 10 hours of study time total at the end of the practice exam process. If 10 hours is not reached through the practice exams process, then additional study hours must be completed to reach the minimum requirement of 10 hours in Certify Teacher.
- Once students met the requirements above and would like to be released for testing, please complete the following [form](#).

Upon completion of the form, you will be notified within 24-48 hours of your ability to schedule your certification exam. Please view the following [document](#) for assistance creating your testing account, registering for your exam, and scheduling your exam.

For students who are not successful in passing their certification exams, the following requirements must be met before the student will be allowed to repeat the exam.

- Complete a practice exam-Certify Teacher.
- If the student scores less than 80% in each domain and competency, complete study tracker program in Certify Teacher. Once study tracker program is completed, retake practice exam.
- If the second practice exam is less than 80% in each domain and competency, repeat the process until 80% is reached in each domain and competency.
- Students must have at least 10 hours of study time total at the end of the practice exam process. If 10 hours is not reached through the practice exams process, then additional study hours must be completed to reach the minimum requirement of 10 hours in Certify Teacher.

Work with an assigned professor on test readiness and exam preparation. The Certification Officer will assign a professor to work with the candidate. Please email Kayla Meaders at kayla.meaders@msutexas.edu for instructions on this step of the protocol. The assigned professor will decide what course of action you must complete before letting the Certification Officer know that you are ready to retest.

Faculty Test Tutoring/Guided Training Expectation

To help candidates prepare for a certification test that they have already failed (or that the test has changed since the candidate completed), a faculty member (tutor) will be assigned to work with that candidate on test preparation skills and content area. This will take the form of tutoring or guided training. Once a candidate is assigned, the candidate must contact the faculty member to set a time to meet with them. The tutoring is in addition to any courses or training modules that are indicated for the student. The tutor should meet with the candidate in person or virtually (eg. via Zoom) for the content and test preparation. The following are suggestions for tutoring that have been very successful:

- Look at the areas in which candidate received less than 70% at the competency level on the failed test (or on the practice test if it is a candidate that needs tutoring because the standards changed or five years have passed since completing the program)
- Work on each competency using an inquiry approach using test question examples.
- Unpack each question.
- Ask candidate to read the prompt and then ask them to highlight the keywords.
- Make sure they know what the key words mean
- Read through each answer choice and force the candidate to say yes, no, or maybe if they believe the choice could be the answer. Ask them why.
- Have the candidate eliminate all but two answers.
- As you work through the answers with the candidate, identify content knowledge that may be lacking.
- Study the identified needed content knowledge with the candidate.
- If test anxiety is identified by the candidate as one of the factors contributing to problems with the test, provide and discuss strategies to address test anxiety. There are resources for this in the Counseling Center. You can contact Pam Midget to obtain the resources.
- Consider spending about an hour on each identified competency. Tutoring will probably need to be divided into 45-minute to an hour sessions.
- Keep in mind that if there are not enough released test questions for a competency, you might need to find more questions or create some on your own.
- After you have completed tutoring with the candidate, have them retake the Certify Teacher practice test or a TExES content test. If they pass all competencies with at least and 80%, let the Certification Officer know that they candidate has completed tutoring. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.
- For Constructed Response questions:
 - Have candidates read through the question and highlight key words. Ensure they understand the key words.
 - Have candidate write a construct response.
 - Assess candidate's response using the rubric.
 - Discuss with the candidate why they received the rubric score for each criterion.
 - Help candidate reshape the structured response so that it would receive a 4 on each criterion.

The guided training modules are self-paced and specifically designed to assist the candidate to increase their conceptual understanding.

- The faculty member will assess the TExES results and design a study plan that addresses any competency that the candidate scores below 80%.

- The candidate will be provided a study plan that will focus on those deficits.
- The self-paced modules include graphic organizers, note-taking strategies, practice mini-quizzes, and open-ended responses to help them accommodate the content.
- The modules will unpack the content into small chunks and allow immediate feedback with the mini-quizzes.
- Each module open-ended assignments and graphic organizers will be shared through google drive with the faculty member for more in-depth feedback.
- After the candidate has completed the modules, they will take a TExES content test. If the candidate passes all competencies with at least and 80%, the faculty member will let the Certification Officer know that they candidate has completed the test preparation. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.

Teacher Certification Returning Finishers

If a teacher certification candidate is seeking test approval and the standards and/or test has changed since the candidate completed the teacher certification program at MSU Texas, the candidate will be required to:

- Repeat the WCOE certification exam testing [policy](#) (above);
- Be assigned to and work with WCOE faculty member(s);
- Complete up to an additional 15 hours of coursework from MSU Texas and/or MSU Texas training modules before test approval; and
- If a candidate has returned to MSU Texas after a period of five or more years following the academic year of program completion, and the candidate is seeking test or retest approval for teacher certification, the candidate must complete an additional 15 hours of coursework from MSU Texas before test approval.

FITNESS FOR THE TEACHING PROFESSION AND COUNSELING OUT OF THE PROGRAM Professional Fitness Policy

Admitted candidates (teacher, educational diagnostician, school counseling, principal and superintendent) are expected to meet specified non-academic standards that are necessary to be competent teachers. The intent is to ensure that the candidates recommended for certification are able to effectively and independently carry out the duties for which they are being prepared. The fitness criteria include personality characteristics, responsibility characteristics, communication skills, social relationships, and commitment to the teaching profession. Students who have been identified with a demonstrable discrepancy by one or more professors or cooperating teachers will meet with the Fitness Alert Committee to discuss options and develop a growth plan. The Fitness Alert Committee consists of five faculty members in the West College of Education appointed by a department chair. Failure to make satisfactory progress on the growth plan may result in denied admission to clinical teaching or removal from the program. In extreme cases, the student may be immediately removed. More details can be found in the Fitness for Teaching Profession and Counseling Out of Program Procedures outlined in the [West College of Education Professional Fitness Policy](#).

Counseling Out Procedure

Candidates who have multiple Fitness Alerts/concerns forwarded to a department chair, certification officer or dean may receive counseling regarding the appropriateness of the teaching/education

profession. WCOE concerns may be based upon the knowledge, skills and/or disposition outlined in syllabi and the conceptual framework, but may also include engagement in the profession. WCOE is ultimately responsible for the performance of its completers and reserves the right to determine who is identified as a WCOE teacher/educator professional.

Supply and Demand Forces

Pursuant to 19 TAC §227.1(c)(3), WCOE EPP publish the effect of supply and demand forces on the educator workforce in the state. A [Job Outlook for Initial and Advanced Candidates](#) can be viewed which reflects evidence regarding the job outlook for teachers, educational diagnosticians, school counselors, and administrative leaders in Texas.

The Texas Teacher Vacancy Task Force was developed by TEA under the directive from [Governor Gregg Abbott](#) in order to help school districts respond to the growing shortage of teachers in the state of Texas. [The Teacher Vacancy Task Force Overview](#) page outlines forces impacting the educator workforce across the state.

EPP 5 Year Performance

Annually, WCOE EPP, in accordance with the MSU Texas assessment cycle evaluates data with respect to EPP performance. An overview of the WCOE EPP performance over the last 5 years can be viewed in this [WCOE EPP 5 Year Performance Report](#). More detailed data can be found through the [TEA Educator Preparation Data Dashboards](#).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, MSU Texas endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Quality of Online Coursework

Pursuant to 19 TAC §249.16, coursework and training offered by WCOE complies with criteria set forth by state and accrediting bodies by ensuring the online coursework and training are developed and delivered with the same quality assurance as traditional face-to-face classes. WCOE complies with standards set forth by Texas Higher Education Coordinating Board (THECB), Southern Association of Colleges and Schools - Commission on Colleges (SACS-COC), Texas Education Agency (TEA) and the Council for the Accreditation of Educator Preparation (CAEP)

WCOE Complaint Process Complaints

Pursuant to 19 TAC §228.70 WCOE has adopted a complaint procedure for timely resolution of complaints before a complaint is filed with TEA. The details can be found on the website as well as posted on the bulletins of each level of Bridwell Hall at MSU Texas. For information on how to file a complaint to TEA

please send inquiries to collegeofed@msutexas.edu.

Review the policy here: <https://msutexas.edu/academics/education/wcoe-complaint-policy.pdf>

APPENDIX

Appendix A: Educators Code of Ethics

Texas Administrative Code	
TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

1. Professional Ethical Conduct, Practices and Performance.
 - a. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBECE) and its certification process.
 - b. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - c. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
 - d. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - e. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
 - f. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
 - g. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
 - h. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
 - i. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
 - j. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
 - k. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
 - l. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
 - m. Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
 - n. Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.
2. Ethical Conduct Toward Professional Colleagues.
 - a. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
 - b. Standard 2.2. The educator shall not harm others by knowingly making false statements about a

colleague or the school system.

- c. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- d. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- e. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- f. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- g. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students.

- a. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- b. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- c. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- d. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- e. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- f. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- g. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- h. Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- i. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - i. the nature, purpose, timing, and amount of the communication;
 - ii. the subject matter of the communication;
 - iii. whether the communication was made openly or the educator attempted to conceal the communication;
 - iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - v. whether the communication was sexually explicit; and
 - vi. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329

Appendix B: Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING (PDS) CONCERNING AFFILIATION OF STUDENTS FOR EDUCATIONAL FIELD EXPERIENCES

This is a PDS on the part of Wichita Falls ISD hereinafter referred as "District", and the Gordon T. and Ellen West College of Education, hereinafter referred to as "University".

A. PURPOSE:

1. The purpose of this PDS is to guide and direct the parties, respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality clinical and field experiences for students in the University, while at the same time enhancing the resources available to the District for provision of services to its students.
2. Neither party intends for this PDS alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the District, or as to any third party.

B. GENERAL UNDERSTANDING:

1. These experiences in which University students will participate will be of such content, and cover such periods of time as many from time to time be mutually agreed upon by the University and District. The starting and ending date for each activity shall be agreed upon at least one month before the program commences unless otherwise agreed by the parties.
2. These experiences will include: school and classroom observations; exploratory and pre-student teaching activities; special field studies and research projects; and student teaching/capstone experiences.
3. Subject to the districts' overall authority and supervisory responsibility for the education of its students, University student activities of whatever type will be administered cooperatively by selected members of the District staff and the University where formal arrangements for placement have been made. Working relationships between the University staff members and staff members of the District will be developed jointly, but final authority for activities in the schools rest with the administration of the District.
4. The number of students to be assigned by the University to the schools in the District will be kept within reasonable limits based upon professional criteria, the most important of which is the welfare of the District's pupils. In practice, the exact number of students to be received at any time will be determined by consultation between the director of clinical teaching and innovation and the administrative authorities of the District.
5. All University student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency of the part of the student, the student's failure to comply with the rules and policies of the District or the University, or, for any other reason where either party reasonably believes that it is not in the best interest of the program for the student to continue.
6. There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for participating in the program, or as to any aspect of the clinical training.

C. DISTRICT RESPONSIBILITIES:

1. The District will retain responsibility for the education of its students and will maintain administrative and professional supervision of University students insofar as their presence and program assignments affect the operations of the District.

2. The District will provide adequate facilities for participating students in accordance with the objectives developed through cooperative planning by the University's departmental faculty and the District's staff.
3. The District staff shall, upon request and upon proper authorization, assist the University in the evaluation of the learning and performance of participating University students.
4. The District shall provide for the orientation of both University faculty and participating students as to the faculty, philosophies, rules, regulations and policies of the District.

D. UNIVERSITY RESPONSIBILITIES:

1. The University will use its best efforts to see that students selected for participation in this training program are prepared for effective participation in the clinical for field experience phase of their overall education. The University will retain unlimited responsibility for the education of its students.
2. Prior to the commencement of a student field experience, the University will, upon request and with proper authorization, provide responsible District officials with such information about prospective participation as will adequately disclose their prior education and related experiences.
3. The University will use its best efforts to see that the clinical or field experience programs at the District are conducted in such a manner as to enhance the education of the District's students. Only those students who have satisfactorily completed the prerequisite portion of their curriculum will be selected for participation in a program.
4. The University will encourage student compliance with the District's rules, regulations and procedures, and use its best efforts to keep students informed as to the same and any changes herein. Specifically, the University will keep each participating student apprised of his or her responsibility:
 - i. To follow the administrative policies, standards and practices of the District when the student is participating in this program.
 - ii. To report to the District on time and to follow all established regulations during the regularly scheduled operating house of the District.
 - iii. To conform to the standards and practices established by the University while training at the District.
 - iv. To keep in confidence all personally identifiable information pertaining to students of the District.
5. Upon request by the District, students shall submit to a criminal background check, the result of which shall be furnished directly to the District for review. The University shall not review or certify the results of such check as it shall be the District's sole responsibility to make a determination of placement prior to the student's start date.

E. MUTUAL RESPONSIBILITIES:

- (2) The parties will work together to maintain an environment of quality learning experiences for both University and District students. At the instance of either party a meeting or conference will be promptly held between University and District representatives to resolve any problems or develop any improvements in the operation of this program.
- (3) Unless sooner canceled as provided below, the term of this affiliation for clinical training shall be two years, commencing on start date of (mm/dd/yyyy) and ending on end date of (mm/dd/yyyy). This Working Relationship and affiliation may be renewed by mutual written consent of the parties. It may also be canceled at any time by either party upon not less than ninety (90) days written notice in advance of the next training experience.

Appendix C: Suggested Clinical Teaching Schedules

- **Week 1:** Clinical teacher observes the cooperating teacher and daily routines, noting the techniques and methods used to meet the needs of the pupils, learn names of students, get acquainted with faculty and staff, and begins planning to teach one class on Thursday of Week 1.
- **Week 2:** Teaches one to two lessons/classes daily using thorough, detailed lesson plans (longer version); takes responsibility for classroom routines; works with individuals and small groups; continue observing the cooperating teacher; team teaches with the cooperating teacher. If the cooperating teacher and university field supervisor are satisfied with clinical teacher's performance on the recommended lesson plan, then the clinical teacher may begin using the short version.
- **Week 3:** Plans and implements lessons for ½ or more of the day under the guidance of the cooperating teacher; continues to increase responsibilities for classroom routines, works with small groups and individuals; continues to observe the cooperating teacher (makes notes/ask questions/share ideas). By the end of week 3, parts 1-2 of MISL should be complete.
- **Weeks 4-6:** Increases planning, teaching, and classroom responsibilities to the point that the classroom is being managed by the clinical teacher under the supervision of the cooperating teacher. The clinical teacher should be independent for some period of time during the day; however, the cooperating teacher should be in the classroom at appropriate times for evaluation, feedback, and assistance.
- **Week 7:** Wrap-Up and transitions back to cooperating teacher. Clinical teacher teaches half-time until mid-day Friday. The rest of Friday may be spent in observation of other teachers in the building as arranged by the cooperating teacher. MISL submitted to the WCOE by the end of week 7.
- **Week 8:** (Second Placement) Clinical teacher observes the cooperating teacher and daily routines; notes techniques and methods used to meet the needs of the pupils; learns names of students; and by the end of the week takes responsibilities for the routine classroom procedures, gets acquainted with faculty and staff, and teaches at least one lesson beginning on Wednesday or Thursday.
- **Week 9:** Teaches two or three lessons/classes daily using thorough lesson plans; takes responsibility for classroom routines; works with individuals and small groups; continues observing the cooperating teacher; team teaches with the cooperating teacher. If the cooperating teacher and university field supervisor are satisfied with clinical teacher's performance on the recommended lesson plan, then the clinical teacher may begin using the teacher's lesson plan.
- **Week 10:** Plans and implements lessons for ½ or more of the day under the guidance of the cooperating teacher; continues to increase responsibilities for classroom routines, works with small groups and individuals; continues to observe the cooperating teacher (makes notes/asks questions/shares ideas).
- **Weeks 11-13:** Increases planning, teaching, and classroom responsibility to the point that the classroom is being managed by the clinical teacher under the supervision of the cooperating teacher. The clinical teacher should be independent for some period of time during the day; however, the cooperating teacher should be in the classroom at appropriate times for evaluation, feedback, and assistance.

- **Week 14:** Wrap-Up and transitions back to cooperating teacher. Clinical teacher teaches half-time until mid-day Friday. The rest of Friday may be spent in observation of other teachers in the building as arranged by the cooperating teacher.

Schedule for Growth of Responsibilities in 7-12 Clinical Teaching 14 Week Placement

- **Week 1:** Clinical teacher candidate observes the cooperating teacher and daily routines, note techniques and methods used to meet the needs of the pupils, learn names of students, and gets acquainted with faculty and staff and begins planning to teach one class on Thursday of week 1.
- **Week 2:** Teaches one to two lessons/classes daily using thorough, detailed lesson plans (longer version); takes responsibility for classroom routines; work with individuals and small groups; continue observing the cooperating teacher; team teaches with the cooperating teacher. If the cooperating teacher and university field supervisor are satisfied with clinical teacher's performance on the long form lesson plan, then the clinical teacher may begin using the short version.
- **Week 3 & 4:** Plans and implements lessons for ½ or more of the day under the guidance of the cooperating teacher; continues to increase responsibilities for classroom routines, works with small groups and individuals; continues to observe the cooperating teacher (makes notes/asks questions/shares ideas). By the end of week 3, parts 1-2 of MISL should be complete.
- **Weeks 5-13:** Increases planning, teaching, and classroom responsibility to the point that the classroom is being managed by the clinical teacher under the supervision of the cooperating teacher. The clinical teacher should be independent and teach all classes for at least two weeks; however, the cooperating teacher should be in the classroom at appropriate times for evaluation, feedback, and assistance. MISL is to be submitted to the WCOE by the end of week 7.
- **Week 14:** Wrap-Up and transitions back to cooperating teacher. Clinical teacher teaches half-time until mid-day Friday. The rest of Friday may be spent in observation of other teachers in the building as arranged by the cooperating teacher.

Appendix D: Matric of Depth and Complexity of Clinical Experiences

*Courses may vary by program.

Name and Number of Clinical Experience	Type of Clinical Experience	Specific objective(s) for each of the listed clinical experiences	Assessments Aligned w/ Clinical Experience Objectives/Clock Hours	Required use of Technology in the Clinical Experience
Classroom Management Course	Class or Individual Student Observations	Teacher candidates will explain and give examples of instructional techniques effective with all learners.	6 hours Observation (2 hours in each of 3 educational settings: elementary, middle, and high school) Observation Reflection Report (3)	Video
Methods Courses*	Small/whole-group instruction, teacher assistant	<p>Formal Teaching Observations/Conferences/Reflection (minimum required)</p> <p>Teacher candidates will develop and implement content specific lessons which are taught and observed by the instructor or faculty member of record.</p> <p>Teacher candidates will assist classroom teacher; observe teaching and lead small group teaching; support individual student's learning in the classroom, teach additional lessons if classroom teacher requests.</p> <p>Teacher candidate will observe, plan, and implement content specific instructional methods/assessments. Specifically, teacher candidate will:</p> <ul style="list-style-type: none"> Describe learning and thinking, understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Plan, understand and develop curriculum and use effective instructional planning skills to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Assess students' learning and will be able to use assessment data to reflect on their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making, understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences. Implement effective teaching strategies to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving. 	<p>36 clock hours</p> <p>Unit Plan: Unit Learning Objectives Unit Assessment Plan & Strategies</p> <p>Formal teaching observations</p> <p>Dispositions Assessment (Developing): Candidates are formally evaluated at a developing level of competency on their dispositions during the methods courses</p>	<p>Technology integrated to differentiate instruction</p> <p>Technology integrated for assessment.</p> <p>Technology Tool/Resources: (e.g., Plickers, Videos, iPads, Google Apps/Google Classroom, Clickers, CBRs, Calculators, Kahoot, Web 2.0)</p> <p>Professional development workshop on instructional Technology through PDS/ISD technology personnel</p>

Name and Number of Clinical Experience	Type of Clinical Experience	Specific objective(s) for each of the listed clinical experiences	Assessments Aligned w/ Clinical Experience Objectives/Clock Hours	Required use of Technology in the Clinical Experience
		<ul style="list-style-type: none"> • Incorporate national and state standards and technology applications to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. • Utilize various teaching/learning strategies that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. • Develop learning activities that involve the infusion of technology including content-specific technologies to motivate, support, and spur new learning. • Analyze and understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. 		
Reading Courses*	Small group teaching, tutoring	<p>1 Formal Tutoring Observations/Reflections (minimum required)</p> <p>Teacher candidate will plan, implement and conduct reading intervention in small group teaching and individual tutoring formats based on formative assessment.</p> <ul style="list-style-type: none"> • Teacher candidate will demonstrate and apply knowledge of informal assessment measures and will select and use various assessment instruments appropriate for the children they are tutoring. • Teacher candidate will demonstrate and apply knowledge of how to use a child's literacy strengths to develop a child's literacy needs as they plan and carry out appropriate literacy lessons for the children they are tutoring. • Teacher candidate will demonstrate and apply knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children they are tutoring. • Teacher candidate will analyze and interpret informal diagnostic data in order to develop tutoring lessons appropriate for the strengths and needs of the children they are tutoring. • Teacher candidate will demonstrate and apply knowledge of how to document and monitor children's literacy progress. • Teacher candidate will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities. • Teacher candidate will demonstrate and apply knowledge of a variety of reading teaching methods, reading and writing strategies, and materials to assist children with reading and writing. • Teacher candidate will synthesize diagnostic data obtained from informal assessments, lesson plans, and their lesson reflections in a case study presentation. 	<p>Clock Hours 15</p> <p>Formal Observation of Individual Tutoring Case Study: Miscue Analysis Lesson plans.</p> <p>Lesson reflections</p> <p>Final tutoring report.</p> <p>Case study presentation</p>	<p>Technology Tool/Resources: iPads, Video Clips, Presentation Software, assessment software</p>

Name and Number of Clinical Experience	Type of Clinical Experience	Specific objective(s) for each of the listed clinical experiences	Assessments Aligned w/ Clinical Experience Objectives/Clock Hours	Required use of Technology in the Clinical Experience
EDUC 4166 (Clinical Teaching)	Clinical Teaching	<p>Four Formal Teaching Observations (2 each - week period-minimum required)</p> <ul style="list-style-type: none"> • The clinical teacher will conduct a pre-assessment of student knowledge on multiple objectives, design/implement a unit of instruction to assess learning of objective, conduct a post-assessment, and reflect on quality of lesson delivery. • The clinical teacher will consistently demonstrate exemplary knowledge and skills in planning, assessment, and instruction. • The clinical teacher will demonstrate creativity and resourcefulness of high quality when planning and implementing instruction. • The clinical teacher will demonstrate many professional capacities, including the ability to self-evaluate and correct. • The clinical teacher will develop deeper insights and understanding of the mental, emotional, social, and physical development of the students. • The clinical teacher will select, organize, and present learning experiences in a variety of ways. • The clinical teacher will respond to the abilities, needs, interests, aptitudes, and goals of learners so that effective learning experiences can be provided. • The clinical teacher will develop a professional interest and a personal enthusiasm for teaching. • The clinical teacher will implement educational philosophy and theory in daily classroom teaching situations. • The clinical teacher will gain insight into current research and its application to education. 	<p>Clock Hours 455 Two 7-week placements-ELEM 4 Teaching observations Lesson Plans</p> <p>MISL-Unit of Instruction WCOE Clinical Teaching Evaluation Pre/Post Conferences</p> <p>Dispositions Assessment (Mastery Level): Candidates are formally evaluated at a mastery level of competency on their dispositions during the KNES 4663 course. Evidence for the evaluation is gathered through field experiences and planning during clinical teaching.</p>	<p>Assessment tools, Teaching tools, Learning tools.</p> <p>Technology integrated to differentiate instruction and assessment.</p> <p>Technology Tool/Resources: (e.g., interactive whiteboards, Apple Air Server, Plickers, Videos, iPads, Google apps, Clickers, CBRs, Calculators, educational apps, Kahoot, Web 2.0, Class Dojo, blogs-SeeSaw, presentation software, etc.)</p>

Appendix E: Technology-Based Collaborations

WCOE faculty incorporate and model the use of technology as an instructional tool in foundation and professional block courses. In addition, all initial teaching candidates receive advanced training in the use of technology as an instructional tool in ETEC 4003 Advanced Technology Integration. This course is taken simultaneously with methods blocks. ETEC 4003 prepares teacher candidates in professional blocks to use suites of digital media and communication tools that support the development of technological pedagogical content knowledge. Teacher candidates develop and implement learning experiences during the professional block courses that incorporate new technologies that are developed in collaboration with methods courses instructors, cooperating teachers, and/or other instructors. Field based clinical experiences are aligned with International Society of Technology in Education (ISTE) National Education Standards for Teachers (NETS-T) and Students (NETS-S) standards. In collaboration with instructional technology support, all teacher candidates receive instructional technology professional development during professional Block A or Block B.

International Society of Technology in Education (ISTE) National Education Standards for Teachers (NETS-T) and Students (NETS-S)

NETS-T Standard One Facilitate and Inspire student learning	NETS-S Standard One: Creativity and Innovation	Skills/Concepts/ Course Activities
<p>Teachers use their knowledge of subject matter, teaching, and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <ul style="list-style-type: none"> -Promote, support, and model creative and innovative thinking and inventiveness -Engage students in exploring real-world issues and solving authentic problems using digital tools and resources -Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes 	<p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <ol style="list-style-type: none"> a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression c. Use models and simulations to explore complex systems and issues d. Identify trends and forecast possibilities 	<p>Effective use of ICT (Information and Communication Technologies) such as:</p> <ul style="list-style-type: none"> Creating a Blog and following high quality education blogs Collaborative writing with Google Docs Subscribing to and Creating podcasts
NETS-T Standard Two Develop Digital Age Learning Experiences and Assessments	NETS-S Standard Two Communication and Collaboration	Skills/Concepts/ Course Activities
<ul style="list-style-type: none"> -Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge skills, and attitudes identified in NETS-S. -Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity -Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress -Customize and personalize learning activities to address students' 	<p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ol style="list-style-type: none"> a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a 	<ul style="list-style-type: none"> Data analysis using Google Spreadsheets and charts in collaborative groups Using suites of tools such as Google Docs, spreadsheets and presentation in lesson planning for student-centered teaching

<p>diverse learning styles, working strategies, and abilities using digital tools and resources</p> <ul style="list-style-type: none"> -Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching 	<p>variety of media and formats</p> <ul style="list-style-type: none"> c. Develop cultural understanding and global awareness by engaging with learners of other cultures d. Contribute to project teams to produce original works or solve problems 	
<p>NETS-T Standard Three Digital Age Work and Learning</p>	<p>NETS-S Standard Three Research and Information Fluency</p>	<p>Skills/Concepts/ Course Activities</p>
<p>Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society</p> <ul style="list-style-type: none"> -Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations -Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation -Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats -Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning 	<p>Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results 	<p>Blogging and collaborative writing</p> <p>Data analysis using Google Spreadsheets and charts in collaborative groups</p> <p>Instant Polling tools</p> <p>Research paper</p>
<p>NETS-T Standard Four Promote and Model Digital Citizenship and Responsibility</p>	<p>NETS-S Standard Four Critical Thinking, Problem-Solving and Decision-Making</p>	<p>Skills/Concepts/ Course Activities</p>
<p>Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices</p> <ul style="list-style-type: none"> -Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources -Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources -Promote and model digital etiquette and responsible social interaction related to the use of technology and information -Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools 	<p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <ul style="list-style-type: none"> a. Identify and define authentic problems and significant questions for investigation b. Plan and manage activities to develop a solution or complete a project c. Collect and analyze data to identify solutions and/or make informed decisions d. Use multiple processes and diverse perspectives to explore alternative solutions 	<p>Research paper on evolving digital culture and ethical behavior in professional practices.</p> <p>Students learn with digital tools that are freely available to all and not blocked by schools.</p>

Appendix F: Lesson Plan Form

West College of Education Lesson Plan Form			
Midwestern State University			
Teacher:			Grade:
Lesson Plan Topic:			Date:
TEKS- Based Instructional Plan			
TEKS (List only the TEKS that apply to this particular lesson.)			
Objectives/Outcomes (number each objective/outcome and word them to indicate how each is measurable:			
Assessment Strategies:			
How do you plan to assess how well the students have achieved the learning/objectives in this lesson?			
Learning Objectives/Outcome (copy from above each objective/outcome)	Assessment (indicate pre, formative, summative, or post)	Format of Assessment (test, observational checklist, project, journal entry, etc.)	Rationale for Assessments
1.			
2.			
3.			
What instructional materials, resources, and technology did you use in the lesson or to extend the lesson?			
Instructional Delivery: Describe the procedure fully giving step-by-step sequence of how you will deliver the lesson. Be sure to keep in mind and address the following: <ol style="list-style-type: none"> 1. Questions and concerns listed in the directions given to you by your instructor 2. Setting purposes ("Today, we will be... I want you to... because you will...") 3. Method(s) for engaging students in the lesson 4. Any questions asked during the lesson should be in bold 5. Higher order thinking reflected in questions. 6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc. 7. Grouping: when and how 8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner) 9. Closure 			

Appendix G: Lesson Plan Learning Reflection

West College of Education Lesson Plan Learning Reflection	
Midwestern State University	
Mentor/Cooperating Teacher:	Date:
Complete the Learning Reflection shortly after the teaching of your lesson.	
General Reflection: Overall, how effective was this lesson? What is the basis for your judgement? (Objective attainment, effectiveness of lesson engagement, procedure, and assessment; use evidence to support your conclusions.)	
Future Planning What adjustments would you make the next time you teach this lesson? Why? (Use evidence to support your conclusions.)	
Collaboration: How did you collaborate with your Mentor/Cooperating Teacher while preparing for this lesson? Include any recommendations for content, instructional strategies, assessment, and any other information to the development of your lesson.	

Appendix H: Lesson Plan Rubric

Lesson Plan Rubric					
Midwestern State University					
Lesson Plan Rubric					
Criteria	Exemplary	Competent	Needs Improvement	Unacceptable	Score
Content Standards	The objectives of the lesson plan correctly identify TEKS/CCRS and will support the objectives AND include HOTS.	The objectives of the lesson plan correctly identify TEKS/CCRS and will support the objectives but do not include HOTS.	The objectives of the lesson plan reference TEKS/CCRS but are not the correct standard OR will not support the objective.	The objectives of the lesson plan do not indicate an alignment to TEKS/CCRS standards.	
Objectives	Objectives are in the correct format, represent measurable outcomes and include HOTS.	Objectives are in the correct format represent measurable outcomes but all outcomes include lower-level expectations.	Objectives are in the correct format but do not represent measurable outcomes.	Objectives are not in correct format, are unclear and/or not measurable.	
Assessment	Assessment strategies align to the lesson objectives and assess student learning from more than two perspectives/strategies.	Assessment strategies align to the lesson objectives and assess student learning from two perspectives/strategy.	Assessment strategies align to the lesson objectives but do not assess student learning from more than one perspective/strategy.	Assessment strategies do not align to the lesson objectives and does not assess student learning from more than one perspective.	
Assessment Technology	Formative/summative assessments are aligned with technology standards and provide data to inform student learning.	Formative/summative assessments are aligned with technology standards.	Assessments are aligned to formative or summative technology standards where possible but not both.	Assessments are not aligned to technology standards where possible.	
Procedure	Procedure describes step-by-step directions for presenting and completing learning activities. Key items of instructional delivery (1-9) outlined in the lesson plan format are included.	Procedure describes directions for presenting and completing learning activities. Key items of instructional delivery (1-9) outlined in the lesson plan format are included.	Procedure describes directions for presenting and completing learning activities. Key items of instructional delivery (1-9) outlined in the lesson plan format are not included.	Procedure is vague and does not include step-by-step instructions for presenting the lesson and completing learning activities. Cannot be replicated by a third party.	

Instructional Strategies and Activities	Instructional strategies /activities support lesson objectives and result in student/learner centered instruction. Strategies based upon practical experience, theory, research, and documented best practice with supporting evidence.	Instructional strategies /activities support lesson objectives and result in student/learner centered instruction. Strategies based upon practical experience, theory, research, OR best practice.	Instructional strategies /activities support lesson objectives and result in student/learner centered instruction but strategies are not based upon practical experience, theory, research, OR documented best practice.	Instructional strategies and activities do not support lesson objectives and do not result in student/learner centered instruction.	
Technology Integration	Learning experiences utilize interactive/student controlled and individual digital tools and resources.	Learning experiences utilize active digital tools OR resources.	Learning experiences involve passive involvement of students with technology.	Learning experiences do not involve digital tools and resources.	
Differentiated Instruction	Differentiated instruction is not limited to students identified with specific learning impairments. Students with difficulty understanding concepts are provided different instruction regardless of the reason AND this instruction is aligned to activities.	Differentiated instruction is not limited to students identified with specific learning impairments and does not align directly to activities.	Differentiated instruction is limited to students identified with specific learning impairments not recognizing 504, GT, struggling, diversity, etc..	Differentiated instruction is absent or not appropriate and does not align to learning activities.	
Materials/ Resources	Lesson incorporates materials and resources utilized by students to activate learning based upon identified objective.	Lesson incorporates materials and resources to activate learning based upon identified objectives.	Materials and resources are identified but will not support lesson objectives.	Materials and resources are identified or not appropriate for learning activities. Materials do not support lesson objectives.	
Future Planning and Professional Development	Candidate directly identifies possible issues and indicates how teaching behaviors contribute to student learning, indicates how teaching behaviors contributed to student learning, what would be done differently to improve student performance AND how professional development could contribute to this.	Candidate identifies possible issues and indicates how teaching behaviors contribute to student learning AND provides suggestions of what may be done differently to improve student performance.	Candidate identifies possible issues and indicates how teaching behaviors contribute to student learning but does not indicate what may be done differently to improve student performance.	Candidate does not demonstrate a clear understanding of how teaching behaviors contribute to student learning OR how to improve teaching through professional development.	

Overall	The lesson has a range of learning objectives based on standards including HOTS that motivates all students to be actively engaged in learning, connects instructional planning and decision making to assessment.	The lesson has a range of learning objectives based on standards that motivates all students to be actively engaged in learning and demonstrates an understanding of instructional planning and decision making.	The lesson has a learning objectives based on standards. The lesson includes instructional planning and decision making but does not activate student engagement and learning.	The lesson does not develop the learning objectives, does not motivate students to be actively engaged and/or does not include well designed instructional planning and decision making.	
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Appendix I: Unit Plan Rubric

Unit Plan Rubric					
Midwestern State University					
Performance rating	Exemplary	Competent	Needs Improvement	Unsatisfactory	Score
Criterion	3	2	1	0	
Students and instructional significant environmental factors.	Description of significant environmental factors are complete and detailed, and clearly addresses special challenges to instruction posed by students' background and the teaching environment.	Description of significant environmental factors are complete and detailed, and addresses some of the special challenges to posed by students and the teaching environment	Description of environmental factors are vague and do not address differences meaningfully. Environmental factors are ignored or poorly explained.	Significant factors environmental influencing instructional decisions are not identified, not adequately described, or not aligned with instruction.	
Instructional decision making	Instructional/assessment decisions are based on significant environmental factors. Unit decisions are complete, detailed, and clearly addresses any special challenges to instruction posed by the students' needs or backgrounds. Instructional/assessment decisions are closely aligned with individual development and diversity consideration.	Instructional/assessment decisions are complete and address some special challenges to instruction posed by the individual development and diversity. Unit level instructional/assessment decisions are aligned with individual development OR diversity but not both.	Instructional/ assessment decisions are vague and may not address differences meaningfully. Individual development AND/OR diversity may be ignored or are poorly explained. Some instructional/assessment decisions appear weakly aligned with individual development OR diversity.	Instructional/assessment decisions are clearly not aligned based on significant environmental factors.	
Collaboration	The description provided reflects the value in collaborating with other professionals to meet students learning objectives. The collaboration description gives specific examples of utilizing and working with colleagues	The description provided reflects collaborating with other professionals to meet students learning objectives. The collaboration description gives examples of discussing student needs but not using that discussion in planning instruction.	The description provided reflects little value in collaborating with other professionals to meet students learning objectives. The collaboration effort is not more than a discussion of general instructional strategies.	There is little to no description of collaboration efforts OR there is no attempt to collaborate with others. The instructional design was an individual effort.	
Planning Process and Content	Unit outcomes are clearly and explicitly aligned with group and individual student needs and TEKS. (CCRS for middle/secondary). Unit outcomes involve higher order thinking skills.	Unit outcomes are aligned with group and individual student needs and TEKS. (CCRS for middle/secondary). Some unit outcomes involve higher order thinking skills.	Unit outcomes are aligned with group and individual student needs but are not appropriately aligned to TEKS. (CCRS for middle/secondary).	Unit outcomes are not aligned with group and individual student needs and/or TEKS. (CCRS for middle/secondary)	

Assessment	Assessments appear valid and reliable and are clearly and explicitly aligned with student factors and unit outcomes. Pre and post assessments and formative measures of student progress were used. Multiple forms of assessment were used.	Assessments appear valid and reliable and appear to be aligned with certain student factors and unit outcomes. Pre and post assessments and formative measures of student progress were used.	Assessments appear to be aligned with certain student factors and unit outcomes. Pre and post assessments and at least one formative measure of student progress were used.	Assessments are not aligned with student factors and/or unit outcomes. Assessments do not appear to be valid and/or reliable measures of student learning.	
Assessment Technology ISTE 2d	Formative/summative assessments are aligned with technology standards and provide a path to use resulting data to inform student learning	Digital tools and resources are used in the formative/summative assessment of unit objectives and provide feedback to students but does not support student learning.	Digital tools and resources are used in the formative/summative assessment of unit objectives but do not provide feedback.	Digital tools and resources are not utilized in the formative/summative assessment of unit objectives	
Instructional Delivery/ Alignment of Lessons to Unit	All unit lessons are logically organized and aligned closely with unit outcomes. Activities promote active student engagement and the lessons activate higher order thinking. Lessons/strategies incorporate different methods across the entire unit	3-4 lessons are logically organized and aligned with unit outcomes. Activities promote active student engagement and half the lessons activate higher order thinking. Lessons/strategies utilize 3-4 different methods used in lessons.	1-2 lessons are aligned with unit outcomes. Activities promote student engagement but do not activate higher order thinking. Lessons/strategies incorporate 1-2 different methods used in lessons.	Unit lessons are not aligned with unit outcomes and/or are disorganized. Activities do not promote active student engagement or higher order thinking. There is no variety of strategies and methods used across lessons.	
Communication	Ideas are clear and fully developed using relevant details and logical explanation. Writing is organized, coherent, and correct (essentially error-free).	Though ideas are clear, they lack adequate support. Writing is organized, coherent, and reasonably correct (punctuation, usage, spelling, or diction)	Ideas are either vague or very poorly supported. Writing is organized reasonably well, but exhibits many errors in punctuation, usage, spelling, or diction.	Ideas are vague and poorly supported. Writing is disorganized and exhibits excessive errors in punctuation, usage, spelling, or diction.	

Appendix J: MSU Texas Impact on Student Learning (MISL) Rubric

MSU Texas Impact on Student Learning Rubric					
Midwestern State University					
	Exemplary (4)	Competent (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Part 1: Prior to Instruction Learning Environment (Refer to the section on Students and Other Environmental Factors) NA	Description of significant environmental factors influencing instructional decisions is complete and detailed, and clearly addresses special challenges to instruction posed by students and the teaching environment. Instructional decisions are closely aligned with these environmental factors.	Description of significant environmental factors influencing instructional decisions is complete and detailed, and addresses some of the special challenges to instruction posed by students and the teaching environment. Most instructional decisions are aligned with these environmental factors.	Description of significant environmental factors influencing instructional decisions is vague and may not address differences meaningfully. Environmental factors are ignored or poorly explained. Some instructional decisions appear to be aligned with these environmental factors.	Significant factors influencing environmental instructional decisions are not identified, not adequately described, or not aligned with instructional.	
Part I: Prior to Instruction Individual Development and Diversity (Refer to the section on Students and Other Environmental Factors) NA	Description of significant individual and diversity factors influencing instructional decisions is complete and detailed, and clearly addresses any special challenges to instruction posed by the students' needs or backgrounds. Instructional decisions are closely aligned with individual development and diversity consideration.	Description of significant individual and diversity factors influencing instructional decisions appears complete and addresses some special challenges to instruction posed by the individual development and diversity. Most Instructional decisions are aligned with individual development and diversity.	Description of significant individual and diversity factors influencing instructional decisions are vague and may not address differences meaningfully. Individual development AND/OR diversity may be ignored or are poorly explained. Some instructional decisions appear weakly aligned with individual development OR diversity.	Description of significant individual development and diversity factors are not adequately described and/or instructional decisions are clearly not aligned with individual development OR diversity.	

Part I: Prior to Instruction Collaboration (Refer to the section on collaborating with mentor) NA	The description provided reflects the value in collaborating with other professionals to meet students learning objectives. The collaboration description gives specific examples of utilizing and working with colleagues	The description provided reflects collaborating with other professionals to meet students learning objectives. The collaboration description gives examples of discussing student needs but not using that discussion in planning instruction.	The description provided reflects little value in collaborating with other professionals to meet students learning objectives. The collaboration effort is not more than a discussion of general instructional strategies.	There is little to no description of collaboration efforts OR there is no attempt to collaborate with others. The instructional design was an individual	
Part I: Prior to Instruction Planning Process and Content (Refer to the section on planning/ assessment decision and learning objectives) NA	All unit outcomes are clearly and explicitly aligned with group and individual student needs and TEKS. Many unit outcomes involve higher order thinking skills.	Most unit outcomes appear to be aligned with group and individual student needs and TEKS. Some unit outcomes involve higher order thinking skills.	Some unit outcomes are aligned with group and individual student needs and TEKS.	Unit outcomes do not appear to be aligned with group and individual student needs and/or TEKS.	
Part I: Prior to Instruction Assessment (refer to the list of unit assessments) NA	Assessments appear valid and reliable and are clearly and explicitly aligned with student factors and unit outcomes. Pre and post assessments and formative measures of student progress were used. Multiple forms of assessment were used.	Assessments appear valid and reliable and appear to be aligned with certain student factors and unit outcomes. Pre and post assessments and formative measures of student progress were used.	Assessments appear to be aligned with certain student factors and unit outcomes. Pre and post assessments and at least one formative measure of student progress were used.	Assessments are not aligned with student factors and/or unit outcomes. Assessments do not appear to be valid and/or reliable measures of student	
Part 2: Instructional Design Strategies and Methods NA	Lessons are logically organized and aligned closely with unit outcomes, student factors and environmental considerations. All activities promote active student engagement and higher order thinking. A variety of strategies and methods are used.	Most lessons are logically organized and aligned with unit outcomes, student factors and environmental considerations. Some activities promote active student engagement or higher order thinking. There is some variety of	Most lessons are aligned with unit outcomes, student factors and environmental considerations. Some activities promote active student engagement or higher order thinking. There is little variety of strategies and methods used in lessons.	Lessons are not aligned with unit outcomes, student factors, or environmental considerations. Activities do not promote active student	

Part 3: Impact on Student Learning NA	Data are complete and accurately entered into the template. Results of the "Impact" measure are thoroughly explained.	Some data are missing or some errors appear to have been made when entering data. Explanation of results is shallow and does not demonstrate an accurate understanding of the data or its analysis.	Much data are missing or many errors appear to have been made when entering data. Explanation of results is shallow and does not demonstrate an accurate understanding of the data or its analysis.	Data are not complete. The template has not been completed. No explanation is given.	
Part 4: Reflection and Professional Development Reflection NA	Each of the Reflection prompts (1 and 2) is explicitly related to the Unit and each is addressed thoroughly and thoughtfully.	Though each of the Reflection prompts (1 and 2) is addressed, some of the responses are unrelated to the Unit, shallow, or superficial.	Though all of the Reflection (1 and 2) prompts are addressed, the responses are all unrelated to the Unit, shallow, or superficial.	One or more of the Reflection prompts (1 and 2) are not addressed or all responses are	
Part 4: Reflection and Professional Development Professional Development NA	The Professional Development prompt (3) is explicitly related to the Unit and is addressed thoroughly and thoughtfully.	The Professional Development prompt (3) is addressed, some of the responses are unrelated to the Unit, shallow, or superficial.	Though the Professional Development prompt (3) is addressed, the responses are all unrelated to the Unit, shallow, or superficial.	The Professional Development prompt (3) is not addressed or all responses are irrelevant, shallow, or	
Communication NA	Ideas are clear and fully developed using relevant details and logical explanation. Writing is organized, coherent, and correct (essentially error free).	Though ideas are clear, they lack adequate support. Writing is organized, coherent, and reasonably correct (punctuation, usage, spelling, or diction)	Ideas are either vague or very poorly supported. Writing is organized reasonably well, but exhibits many errors in punctuation, usage, spelling, or diction.	Ideas are vague and poorly supported. Writing is disorganized and exhibits excessive errors in punctuation, usage, spelling, or diction.	

The teacher candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.				
Formal and informal assessments to monitor progress of all students.				
Consistent feedback to students, families, and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.				
Analysis of student data connected to specific instructional strategies.				
Dimension 1.2 Data and Assessment Overall Rating:				
Evidence/ Comments:				
Dimension 1.3 Knowledge of Students				
The teacher candidate ensures high levels of learning, social-emotional development and achievement for all students.				
All lessons that connect to students' prior knowledge and experiences.				
Adjustments to address strengths and gaps in background knowledge, life experiences, and skills of all students.				
Dimension 1.3 Knowledge of Students Overall Rating:				
Evidence/ Comments:				
Dimension 1.4 Activities				
The teacher candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.				
Questions that encourage all students to engage in complex, higher-order thinking.				
Instructional groups based on the needs of all students.				
All students understanding their individual roles within instructional groups.				
Activities, resources, technology, and instructional materials that are all aligned to instructional purposes.				
Dimension 1.4 Standards and Alignment Overall Rating				
Evidence/ Comments:				
Additional Evidence/ Comments for Domain 1- Planning:				
Domain 2- Instruction	Accomplished	Proficient	Developing	Improvement Needed
Dimension 2.1 Achieving Expectations				
The teacher candidate supports all learners in their pursuit of high levels of academic and social-emotional success.				
The teacher candidate:				
1. Sets academic expectations that challenge all student.				
2. There is evidence that most students demonstrate mastery of the objective.				
3. Addresses student mistakes and follows through to ensure student mastery.				
4. Provides students opportunities to take initiative of their own learning.				
Dimension 2.1 Achieving Expectation Overall Rating:				
Evidence/ Comments:				
Dimension 2.2 Content Knowledge and Expertise				

The teacher candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.				
The Teacher Candidate:				
1. Conveys accurate content knowledge in two or more ways.				
2. Integrates learning objectives with other disciplines.				
3. Anticipates possible student misunderstandings.				
4. Provides opportunities for students to use different types of thinking (e.g. analytical, practical, creative, and research-based)				
Accurately reflects how the lesson fits within the structure of the discipline and the state standards.				
Dimension 2.2 Content Knowledge and Expertise Overall Rating				
Evidence/ Comments:				
Dimension 2.3 Communication				
The teacher candidate clearly and accurately communicates to support persistence, deeper learning, and effective effort.				
The Teacher Candidate:				
1. Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.				
2. Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.				
3. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.				
4. Provides explanations that are clear.				
5. Uses verbal and written communication that is clear and correct.				
6. Uses probing questions to clarify and elaborate learning.				
Dimension 2.3 Communication Overall Rating:				
Evidence/ Comments:				
Dimension 2.4 Differentiation				
The teacher candidate differentiates instruction, aligning methods, and techniques to diverse student needs.				
The Teacher Candidate:				
1. Adapts lessons to address individual needs of all students.				
2. Regularly monitors the quality of student participation and performance.				
3. Recognizes when students become confused or disengaged and responds to student learning or social/ emotional needs.				
4. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.				
Dimension 2.4 Differentiation Overall Rating				
Evidence/ Comments:				
Dimension 2.5 Monitor and Adjust				
The teacher candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.				

The Teacher Candidate:				
1. Utilizes input from students in order to monitor and adjust instruction and activities.				
2. Adjusts instruction and activities to maintain student engagement.				
3. Monitors student behavior and responses for engagement and understanding.				
4. Is aware of most student responses but misses some clues of misunderstanding (Developing)				
Dimension 2.5 Monitor and Adjust Overall Rating				
Evidence/ Comments:				
Additional Evidence/ Comments for Domain 2- Instruction:				
Domain 3- Learning Environment	Accomplished	Proficient	Developing	Improvement Needed
Dimension 3.1 Classroom Environment: Routines and Procedures				
The teacher candidate organizes a safe, accessible and efficient classroom.				
All procedures, routines, and transitions are clear and efficient.				
Students actively participate in groups, manage supplies, and equipment with very limited teacher direction.				
The classroom is safe and organized to support learning objectives and is accessible to most students.				
Dimension 3.1 Classroom Environment: Routines and Procedures Overall Rating				
Evidence/ Comments:				
Dimension 3.2 Managing Student Behavior				
The teacher candidate establishes, communicates, and maintains clear expectations for student behavior.				
Consistently implements the campus and/or classroom behavior system proficiently.				
Most students meet expected classroom behavior standards.				
Dimension 3.2 Managing Student Behavior Overall Rating				
Evidence/ Comments:				
Dimension 3.3 Classroom Culture				
The teacher candidate establishes, communicates, and maintains clear expectations for student behavior.				
Engages all students in relevant, meaningful learning.				
Students work respectfully individually and in groups.				
Dimension 3.3 Classroom Culture Overall Rating				
Evidence/ Comments:				
Additional Evidence/ Comments for Domain 3- Learning Environment:				
Domain 4- Professional Practices and Responsibilities	Accomplished	Proficient	Developing	Improvement Needed
Dimension 4.1 Professional Demeanor and Ethics				
The teacher candidate meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.				
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.				

Consistently meets all professional standards (e.g. attendance, professional appearance, and behaviors).				
Advocates successfully for the needs of students in the classroom.				
Dimension 4.1 Professional Demeanor and Ethics Overall Rating				
Evidence/ Comments:				
Dimension 4.2 Goal Setting				
The teacher candidate reflects on his/her practice.				
Sets short- and long-term professional goals based on self-assessment, reflection, and supervisor feedback.				
Meets all professional goals resulting in improvement in practice and student performance.				
Dimension 4.2 Goal Setting Overall Rating				
Evidence/ Comments:				
Additional Evidence/ Comments for Domain 4- Professional Practices and Responsibilities:				
Reflection:				
Clinical teacher's greatest strength:				
Clinical teacher's greatest challenge:				
Recommendations/ Next Steps/ Goals:				
Clinical Teaching Grade:				
Recommend for Teaching Certification:				
Evidence/ Comments:				
University Field Supervisor Signature:				
Teacher Candidate Signature:				