

# **Clinical Experience Essential Handbook**

**For  
Supervisors and Administrators of Intern Teachers**



**Texas Lutheran University**  
**Department of Education**  
**Undergrad Educator Preparation Program**  
**Accredited by The Texas Education Agency (TEA)**

# University Supervisor and Campus Administrator Reference Guide

Texas Lutheran University  
Office of Educator Preparation

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## Welcome Letter

Dear Colleague,

On behalf of the Educator Preparation Program at Texas Lutheran University, I want to thank you for your commitment to our profession through supporting one of our clinical teachers or interns this semester. We are grateful for your willingness to share your time, your expertise to help our pre-service teachers gain invaluable experience.

Texas Lutheran University, in collaboration with university faculty, the campus administrators and campus faculty work to ensure that our graduates:

- are knowledgeable about both content and pedagogy,
- understand the powerful outcomes of collaborative work among teachers-- and the powerful outcomes of education,
- strive daily to improve their practice through purposeful reflection.

As part of our collaboration with the campus and district, we are here to provide support as well. Please don't hesitate to get in touch with me should you have any questions or need anything. Your willingness to mentor other educators is truly appreciated and signifies your dedication to the profession and the students.

Sincerely,

**Donna Kubena, MEd, PhD**

*Assistant Professor - Education Department*

*Director of TLU Alternative Teacher Certification Program*

*Director - Field Experience / Student Teaching*

*Co-Certification Officer*

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# Clinical Teaching Reference Guide for University Supervisors and Campus Administrators that Support an Intern Teacher

Texas Administrative Code, Title 19: Rule 228.2 (28)

Field supervisor--A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

Texas Lutheran University has a rich tradition of developing professional educators who are well-prepared for successful careers in the teaching profession. This intern clinical experience is the culminating requirement for the alternative teacher education certification programs at Texas Lutheran University. This experience will provide an opportunity for intern clinical teachers to apply the theories and practices accrued through the courses provided by the Education Department for preparing future teachers. This final opportunity will provide a valuable experience for acclimating intern teachers to the actual teaching profession as the teacher of record within their certification area. This clinical teaching opportunity will include the following activities: (a) continuous check-ins with the Director of Alternative Certification Program and the university supervisor assigned to the student, (b) a minimum of one year of the internship (based on the criteria set forth in TAC) resulting in a demonstration of proficiency of the standards, and (c) additional responsibilities related to the intern clinical teaching experience.

The effort of supporting an intern clinical teacher can enhance the intern teacher's professional practice (evidenced either through T-TESS or another district instrument). It is an honor to have our students welcomed into your campus learning community and into your professional practice. We are grateful for your willingness to share your time and expertise.

To assist the university supervisor and the campus administrator with roles and responsibilities as they assist the clinical teacher, the Education Department at TLU will provide a training about the role and how their role interfaces with that of the Intern Teacher and the Clinical Teaching Faculty through the meeting. The training is a companion to this guide and contains resources will need during the semester. If you should need additional support, contact the supervisor of the clinical teacher or the Director of Alternative Certification Program.

## Intern Clinical Teaching Assignment

Intern clinical teacher assignments are made after a district hires the individual as a teacher of record in the area that the intern is seeking certification. If you have any questions or need anything, don't hesitate to reach out the Director of the TLU Alternative Certification Program.

TLU Director of Alternative Certification Program

Donna Kubena

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210-422-5415 (cell)

## Expectations of the Intern Clinical Teacher

For more specific information about the expectations of the intern clinical teacher, the Standard Experiences for intern clinical teachers, and the policies that guide intern teaching please refer to The Clinical Experience Essential Handbook for Intern Teachers and the Clinical Teaching Experience Essential Handout for Mentor Teachers. It is suggested that all University Supervisors and Campus Administrators review these documents to support the intern teacher.

**Texas Education Code of Ethics** - In 2018, the Code of Ethics was amended by the State Board of Education. All preservice and in-service teachers are required to uphold all aspects of this code. To maintain accountability with the Texas Education Agency, intern clinical teachers must document that they have read and understood the

Code of Ethics prior to reporting to their placements within the schools. In addition, faculty have to also document that they have read and understand the Code of Ethics.

## Roles and Responsibilities of the University Supervisor

You will be partnering with the assigned mentor teacher and campus administrator to provide your intern teacher with mentoring support and guidance. The table below provides an overview of your roles and responsibilities. Detailed information regarding each item follows.

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| <p><b>Training</b></p> <p><i>What do I need to learn?</i></p> | <p>As per §228.101, training is provided to support the university supervisor. The following is offered for support to guide the university supervisor.</p> <ul style="list-style-type: none"> <li>• <b>TEA Approved Supervisor Training</b> - The University Supervisors must complete a TEA approved Supervisor Training. For supervisors that have completed the three-day administrator T-TESS training, recalibration needs to occur every three years based on the guidelines set forth to earn updated certificates for each year. For those that do not have that training as an administrator, the individual needs to complete the one-day T-TESS training approved by TEA and renew it every three years.</li> <li>• <b>TLU Supervisor Training</b> – Each supervisor is required to complete a training with the Director of Student Teaching at TLU. During the training, the supervisor will sign required forms.</li> </ul>   |
|   | <p>The initial training will be provided through the use of an asynchronous online module format. Completion of the online training is a requirement of TAC; and as such, it will need to be completed at the beginning of the semester in which the clinical teacher will be in the classroom. Each CT/Mentor will also complete a similar training, so everyone will gain the same information. <i>Three CPE hours will be provided after successfully completing the training.</i></p> <p><b>a. Goals of the training:</b></p> <ul style="list-style-type: none"> <li>• <i>To help inform the university supervisor, the mentor, and campus administrator the expectations required of each role - the intern teacher, the mentor teacher, the campus administrator, and the university supervisor;</i></li> <li>• <i>To help provide a common language / definitions;</i></li> <li>• <i>To help provide mentor training and co-teach information (as per TAC) to the mentor and campus administrator, while ensuring the university supervisor gains an understanding of what they will need to be observing;</i></li> <li>• <i>To ensure everyone is on the same page when it comes to supporting the intern clinical teacher in ensuring their success in the internship year; and</i></li> <li>• <i>To provide contact information of the Director of Alternative Certification Program, in the event the mentor, campus administrator, or university supervisor would like additional support from the TLU Educator Preparation Program (EPP).</i></li> </ul> <p><b>b. Other Obligations after the Training:</b></p> <ul style="list-style-type: none"> <li>• <b>Sign the receipt of handbook / completion of training form.</b> <ul style="list-style-type: none"> <li>○ Campus administrator</li> <li>○ University supervisor</li> </ul> </li> <li>• <b>Sign the Educator Code of Ethics form.</b> <ul style="list-style-type: none"> <li>○ University Supervisor</li> </ul> </li> <li>• <i>Continue to seek out assistance if the need arises.</i></li> </ul> <p>• <b>Resources (provided during training):</b></p> <p>a. <b>Essential Handbook for Intern Clinical Teaching</b> - This document outlines</p> |

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|  | <p>program guidelines, policies, standard experiences, and participant requirements, roles, and responsibilities. It is suggested that all cooperating teachers download and review this handbook prior to hosting a clinical teacher.</p> <p>b. <b><i>Essential Handbook for Mentor Teacher / Reference Guide</i></b> - This document (which you are reading right now) outlines the roles and requirements specific to the cooperating teacher acting as host during a clinical teacher's final student teaching placement. It is suggested that all cooperating teachers review this guide prior to hosting a clinical teacher and reference it as needed during the semester.</p> <p>c. <b><i>Essential Handbook for University Supervisors &amp; Administrators / Reference Guide</i></b> - This document outlines the roles and responsibilities specific to the university supervisor and campus administrator as they pertain to supporting the clinical teacher and the CT hosting the clinical teacher.</p> <p>d. <b><i>T-TESS Appraiser Training Guide / T-TESS Rubric / Other T-TESS Resources, including Alt. Domain 1 – Lesson Internalization.</i></b></p>   |
| <p><b>Standard Experiences</b></p>   | <p><i>Today more than ever, we are working towards building up our educators to ensure they will want to stay in the profession. The level of mentoring and support a beginning teacher receives during the internship year or during the first few years of teaching plays a huge role in helping to ensure we can build quality educators for our students that want to remain in the campus learning environment.</i> The new and unknown aspects of the intern clinical teaching experience often produce anxious feelings but can be alleviated, in part, by helping your intern clinical teacher become an accepted member of the professional staff and to be perceived by others as another teacher and not the “intern” learning to be a teacher. The important thing to focus on is helping the intern clinical teacher to feel comfortable in the classroom, the school, and his/her relationship with you, while also helping them to grow as an educator.</p>  |
| <p><b>Mentoring</b></p>  | <p><b><i>Providing Support to your Intern Clinical Teacher</i></b> - The new and unknown aspects of the clinical teaching experience often produce anxious feelings that can be alleviated, in part, by facilitating conversations between your clinical teacher and the cooperating teacher, so the clinical teacher becomes an accepted member of the professional staff. The important thing to focus on is helping the clinical teacher to feel comfortable in the classroom, the school, and his/her relationship with the mentor. While each Mentor Teacher may approach the clinical teacher growth differently, the following are a few ideas for how to start this experience off right.</p>   |
| <p><b><i>What else do I need to do?</i></b></p>                            | <ul style="list-style-type: none"> <li>• Stress the importance of establishing a positive and trusting relationship through early conversations and by fostering mutual respect between the mentor and the intern clinical teacher.</li> <li>• Stress the importance of orienting the intern clinical teacher throughout the year to new opportunities and experiences. There will be a lot of information about your school and district to share with the intern clinical teacher. Suggest to the mentor that he/she space the information about over time and as needed throughout the year to allow your intern clinical teacher to absorb information.</li> <li>• Recommend that the mentor and inter clinical teacher engage in a discussion about communication preferences and expectations. In addition, encourage the mentor to share information about his/her classroom process and clinical information, if a conversation hasn't happened yet.</li> <li>• Recommend that the mentor share pertinent information about the campus / district expectations (i.e. classroom management, school wide expectations, staff hours, morning check-in process, lunch options, workroom use, dress code, and other staff</li> </ul> |
| <p><b><i>How should I provide support to the clinical teacher?</i></b></p> |   |

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|--|---|------------------------|--|-----------------------|--|------------------|--|-------------------|--|-----------------------|--|----------------------|--|---------------|---|--------------|--|
| <p><b>Co-Teaching Information If Additional Faculty are In the Intern Room</b></p> | <p>expectations, if this hasn't already been done.</p> <ul style="list-style-type: none"> <li>• Discuss required meetings, such as team meetings, faculty meetings, and professional development events.</li> <li>• Ensure that the mentor has set a regular schedule for planning, addressing questions and issues that may arise, and discussing the day's events with the intern clinical teacher.</li> </ul> <p><b>Co-Teaching</b> <i>[More information will be shared during the training.]</i></p> <ul style="list-style-type: none"> <li>• <i>Co-Teaching is an attitude... an attitude of sharing the classroom and student. Co-Teachers must always be thinking... <u>We're both teaching!</u></i></li> <li>• <u>Co-Teaching is defined as:</u> two teachers working together with groups of students – sharing the planning, organization, delivery, assessment, and reflection of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.</li> </ul>  |                        |  |                       |  |                  |  |                   |  |                       |  |                      |  |               |   |              |  |
| <p><b>Co-Teaching Strategies / Definitions</b></p>                                 |   |                        |  |                       |  |                  |  |                   |  |                       |  |                      |  |               |   |              |  |
| <p><b>Co-Teaching Strategy</b></p>   | <p><b>Definition</b></p> <table border="1"> <tr> <td data-bbox="99 779 388 846">One Teach, One Observe</td><td data-bbox="388 779 1547 846">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 focus the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</td></tr> <tr> <td data-bbox="99 846 388 903">One Teach, One Assist</td><td data-bbox="388 846 1547 903">One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.</td></tr> <tr> <td data-bbox="99 903 388 951">Station Teaching</td><td data-bbox="388 903 1547 951">The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.</td></tr> <tr> <td data-bbox="99 951 388 999">Parallel Teaching</td><td data-bbox="388 951 1547 999">Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.</td></tr> <tr> <td data-bbox="99 999 388 1047">Supplemental Teaching</td><td data-bbox="388 999 1547 1047">This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</td></tr> <tr> <td data-bbox="99 1047 388 1096">Alternative Teaching</td><td data-bbox="388 1047 1547 1096">Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.</td></tr> <tr> <td data-bbox="99 1096 388 1173">Team Teaching</td><td data-bbox="388 1096 1547 1173">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 are available to assist students and answer questions.</td></tr> <tr> <td data-bbox="99 1173 388 1213">Combinations</td><td data-bbox="388 1173 1547 1213">Merging two or more strategies to better meet student needs.</td></tr> </table> | 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 focus the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles. | One Teach, One Assist | One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments. | Station Teaching | The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations. | Parallel Teaching | Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach 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 other teacher works with those students who need the information and/or materials re-taught, extended or remediated. | Alternative Teaching | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there 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 are available to assist students and answer questions. | Combinations | Merging two or more strategies to better meet student needs. |
| 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 focus the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.  |                        |  |                       |  |                  |  |                   |  |                       |  |                      |  |               |   |              |  |
| One Teach, One Assist  | One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.  |                        |  |                       |  |                  |  |                   |  |                       |  |                      |  |               |   |              |  |
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| Combinations   | Merging two or more strategies to better meet student needs.  |                        |  |                       |  |                  |  |                   |  |                       |  |                      |  |               |   |              |  |
| <p><b>Understanding the Stages of Intern / Beginning Teachers</b></p>              | <p><b>Stages of Concern for Teacher Candidates.</b></p> <ul style="list-style-type: none"> <li>• <b>The first stage is <u>Pre-Teaching Concern</u>.</b><br/>At this stage, intern teacher candidates are still closer to the student role, rather than the teacher role. The real concerns of pupils and teachers are very remote to the teacher candidates. Teacher candidates are often highly critical of the teacher with whom they are working. They may seem unsympathetic or even hostile to the teacher. At this point the teacher candidate has only their idealism to go on (Company in Your Classroom, 2000). There are often concerns about their personal life that interfere and inhibit growth.</li> <li>• <b>The second stage is <u>Concerns about Survival</u>.</b><br/>As intern teacher candidates become more involved in the classroom and begin to understand the magnitude of the profession, there is a concern about their own survival as teachers. Idealized, “book-learned” concerns about pupils are replaced by concern about class management and mastery of content. There is also concern about the evaluations by supervisors and cooperating teachers. Being observed causes a great deal of stress at this stage.</li> <li>• <b>The third stage is <u>Teaching Situation Concerns</u></b><br/>At this stage the intern teacher candidates are beginning to feel a mastery of the areas of concern from the second stage. They are, however, feeling the frustrations and limitations of the teaching situation. Concerns about methods and materials, which are the focus of education courses taken before their student teaching experience, are now taken seriously.</li> </ul>  |                        |  |                       |  |                  |  |                   |  |                       |  |                      |  |               |   |              |  |

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|  | <p>This is the “Why didn’t I pay closer attention?” Lament that is so common. The difference between theory and practice is being felt.</p> <ul style="list-style-type: none"> <li>• <b>The final stage is <u>Concerns about Pupils</u>.</b><br/>At this point the intern teacher candidates begin to see the trees in the forest. There is a concern for the individual pupil. Understanding individual learning styles and social-emotional needs of pupils is of concern. There is also an understanding that “he or she can be caring and strong, flexible and consistent, child-centered and in-control” (Company in Your Classroom, 2000, p. 69). There is also an awareness of the broader issues in education and a connection to how these issues impact individual students.</li> </ul> <p>Adapted by The Academy for Co-Teaching and Collaboration from Fuller, F. F. (1969). Concerns of Teachers: A Developmental Conceptualization, American Educational Research Journal</p>   |
| <p><b>Developing an Exceptional Educator</b></p>   | <p><b><i>Encouraging the Intern Clinical Teacher</i></b> - Many intern clinical teachers strive to be perfect and may feel that asking for help is a sign of weakness.</p> <ul style="list-style-type: none"> <li>• Include reflective dialogue, self-reflection, and collaborative problem-solving in your conversations with the intern clinical teacher.</li> <li>• Encourage creativity and different teaching strategies. Welcome discussion (but not necessarily implementation) of changes in the classroom organization or instructional planning and delivery that would fit his or her style.</li> <li>• Sometimes it is good experience to let the intern clinical teacher try something, even if you think it may not work.</li> <li>• Schedule time to provide constructive feedback to the intern clinical teacher.</li> <li>• Intern clinical teachers are usually most apprehensive about behavior management. Discuss discipline situations as they arise and discuss how the behavior management system in the mentor’s class or other classes applies. Utilize “think-a-louds” to talk through decision-making. Guide your intern clinical teacher to anticipate and prevent potential problems.</li> <li>• If needed, discuss how you might make instructional delivery decisions using think-a-louds as you work through the planning process. Often, intern clinical teachers see what the mentor does, but they don’t always understand what thinking and decisions led the mentor to that action. Think-a-louds will help him/her follow thought processes as the intern clinical teacher plans for instruction.</li> <li>• Provide both positive comments and constructive feedback. Sometimes just a little praise about something you have noticed will help him or her through the rest of the day or make the experience more meaningful. As you identify areas for improvement, providing constructive feedback as specific as possible will help him or her clearly understand your expectations.</li> </ul> |
| <p><b>T-TESS Rubric</b></p> <p><i>How can I help the intern clinical teacher continue to grow and learn what it means to truly be an exceptional educator?</i></p> | <p><b><i>Promoting and monitoring the progress of your intern clinical teacher</i></b> - The guidance you provide when mentoring is critical to the professional growth of your intern clinical teacher. The frequent interactions focused on teaching and learning that you have with your Intern Teacher can have a powerful positive impact on their future as educators.</p> <p>Texas Lutheran University uses the T-TESS rubric (Texas Teacher Evaluation and Support System with the Domain 1 Alt. – Lesson Internalization) - the teacher evaluation tool currently endorsed by the Texas Education Agency - as the guide for the evaluation used during observations and for the final evaluation. The Framework is aligned to the Texas Lutheran University Teacher Standards as well. Experience with the Framework prepares clinical teachers for entrance into the public school system of Texas.</p> <ul style="list-style-type: none"> <li>• The Framework has a 5-point rubric that describes what effective teaching and learning looks like and sounds like in the classroom. The Framework was developed to describe the practice of a certified teacher in the classroom. Due to</li> </ul>  |

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|   | <p>the guidance given in <b>§228.67 (c)</b>, “<i>Intern teaching is successful when the candidate demonstrates <u>proficiency in each of the educator standards</u> for the assignment and the field supervisor and campus administrator recommend to the EPP that the intern teacher should be recommended for a standard certificate.</i>” At Texas Lutheran University, we value the use of the rubric with intern clinical teachers to reinforce growth towards highly effective instructional practices and to help us document that the clinical teacher is proficient in the educator standards.</p> <ul style="list-style-type: none"> <li>• Clinical teaching faculty use the T-TESS Framework and rubric when conducting observations of intern teachers. Pre and post observation conferences and instructional discussions during seminars are grounded in the Framework’s language.</li> <li>• By using the language within the Framework in your discussions with your Intern Teacher, you can help him/her see the connection between the Framework and effective practices in planning, classroom management, instruction, and professional responsibilities.</li> <li>• Encourage and support the intern teacher.</li> <li>• Facilitate the professional learning and growth of the intern teacher. This should include dialogue, regular co-planning when needed, observation/feedback, and collaborative problem-solving.</li> <li>• Collaborate with intern teacher, mentor, and campus administrator to facilitate various Standard Experiences.</li> <li>• Collaborate with mentor and campus administrator to promote/monitor progress of the clinical teacher.</li> </ul>   |
| <p><b>Specific Tasks Required</b></p> <p><i>What specific tasks am I responsible for as a University Supervisor of Clinical Teachers?</i></p> | <p><b><i>Other tasks are required of the university supervisor.</i></b></p> <ul style="list-style-type: none"> <li>• Conduct a minimum of three formal observations prior to the end of the first semester and two in the second semester – all at least 45 minutes in length. Provide feedback to aid in the intern teacher’s professional growth.</li> <li>• Conduct three informal observations each semester [<i>Refer to the next section for specific information related to the informal observations.</i>]</li> <li>• Review the lesson plans before an observation to ensure that quality plans are being created. Intern teachers are required to use the TLU lesson plan template, unless their district / campus requires them to use a detailed plan already. In which case, that plan can be submitted in advance of an observation. The pre- and post-questions need to be completed before an observation in pre- and post- observation conferences. The lesson internalization template should also be completed. Provide guidance when needed.</li> <li>• Schedule / facilitate the mid-term collaborative evaluation meeting with the intern, mentor, and campus administrator.</li> <li>• Provide support to intern teacher and mentor as needed.</li> <li>• Schedule / facilitate the mid-term evaluation by the end of the first semester or the beginning of the second semester.</li> <li>• Facilitate a growth plan for the intern teacher if needed to ensure the intern teacher success and discuss at a mid-term collaborative meeting with all involved;</li> <li>• Schedule / facilitate the final summative evaluation with the intern teacher, mentor, and campus administrator.</li> <li>• Maintain documentation as expected by the Texas Lutheran University Director of Alternative Certification Program.</li> <li>• Submit all documentation with required signatures / dates to the Director of Alternative Certification Program based on the timeline provided.</li> </ul> |
| <p><b>Observations</b></p> <p><i>What observations am I required to</i></p>   | <ul style="list-style-type: none"> <li>• <b><i>Formal Observations</i></b> - Your perception of your intern teacher’s work is one of the most important parts of your role as University Supervisor and mentor. At least five formal observations followed by reflective conversations are a powerful way to guide the professional learning of your Intern Teacher. Guidelines for observations are provided below.</li> </ul>   |

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| complete? | <ul style="list-style-type: none"> <li>■ <b>Pre-Conference Form:</b> Students should complete the pre-conference form and submit it to the university supervisor prior to the observation. Time should be allotted to check in with the clinical teacher prior to the observation to facilitate dialogue related to the upcoming observation. Signatures by the university supervisor and the student document the completion of the pre-conference. This conference can be held in person or over the phone.</li> <li>■ <b>Formal Observation:</b> The University Supervisor will conduct four formal observations (one placement) and six total formal observations (two certification areas and/or two district placements) using the T-TESS rubric as a guide for the evaluations.</li> <li>■ <b>Post-Observation Conference / Form:</b> Intern teachers are expected to reflect after the observation. The University Supervisor may either have the intern teacher reflect and email the answers to the questions prior to the post-observation conference or this may be done immediately after the observation in the presence of the University Supervisor. This conference can be held in person or over the phone / by Zoom.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Informal Observations.</b> As per §228.101, field supervisors of candidates in an internship shall provide informal observations and ongoing coaching as appropriate and needed and, at a minimum, include the following: <ul style="list-style-type: none"> <li>(A) at least three informal observations that are 15 minutes or more in duration per semester of the internship, clinical teaching, or practicum assignment;</li> <li>(B) the first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous;</li> <li>(C) informal observations of practicum candidates may be virtual, either synchronous or asynchronous;</li> <li>(D) are informed by written feedback provided during post-observation conferences; and</li> <li>(E) include observation and feedback on targeted skills.</li> </ul> <p><b>What will informal observations look like at TLU.</b></p> <ul style="list-style-type: none"> <li>● <b>First Informal Observation:</b> As per TAC, the first informal observation will be done in person following the timeline listed in TAC. The university supervisor will use the areas recommended for refinement in the first observation to help guide the focus for the first informal observation. The informal observation will be at least 15 minutes (or longer) in length. Feedback will be provided to the intern teacher and the cooperating teacher.</li> <li>● <b>Second and/or Third Informal Observations:</b> The second and/or third informal observations may be done using an asynchronous format using a video recording of the mentor teacher's observation or they can be done in person. If asynchronous is chosen, the intern teachers will be required to video record two of their lessons (one in the first semester and one in the second semester). The recordings of the lessons will be shared with the university supervisor for review and feedback. This feedback may be counted as one of the required informal observations.</li> </ul> </li> </ul> |
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## Evaluations / Meetings Led by University Supervisors

*What meetings is the university supervisor required to hold with the intern teacher, Mentor, and Campus Administrator?*

All Intern teachers require some degree of support. Some may need very little guidance, and some may be reliant on your modeling and assistance for a longer period of time.

There are opportunities for mentor teachers, the campus administrator, and university faculty to collaboratively provide evaluative feedback to the intern teacher. As per **§228.101(b)(9)**, *in an internship teaching experience, the field supervisor shall collaborate with the candidate and campus administrator throughout the internship teaching experience and request and document feedback about the candidate from the candidate's campus administrator at least two times each semester and throughout the clinical teaching experience.*

- **Meeting to Review of Observations completed by University Supervisor** – This meeting will occur for each observation when feedback is provided to the intern teacher. Signatures on the form document that the meeting occurred.
- **Midterm Conference / Mid-Point Meeting**- The mid-term meeting will serve as one of the required collaborative meetings between the university supervisor, mentor, campus administrator, and intern teacher. The meeting is designed to share strengths, goals/recommendations for improvement, and to determine overall progress towards completing the requirements to ensure proficiency of the educator standards and other TLU requirements expected within the intern teaching experience. During this meeting the educator standards will be reviewed.
- **Growth / Intervention Plan** – For intern teachers needing *significant intervention to be successful*, a growth plan process should be initiated at the midterm collaborative meeting. The growth plan shall include targeted areas needing refinement as well as goals / measurable ways it can be determined whether or not the clinical teacher is making progress in meeting the goals set within the plan. If a growth plan is warranted or being considered, the Director of Alternative Certification Program should be consulted.
- **Final Summative Evaluation** - At the end of their experience intern teachers are evaluated based on performance descriptors that take into account their role as a teacher candidate, using an evaluation based on the T-TESS rubric and the Educator Standards Checklist. The final evaluation meeting can either be a face-to-face meeting or done virtually and include the clinical / intern teacher, the cooperating/mentor teacher, campus administrator, and university clinical teaching faculty.

“Passing” Clinical Teaching - To successfully complete an internship and receive credit (CR), the intern teacher must:

- Receive a rating of “proficient” or higher on each of the final evaluation components. [§228.73 (j). *Intern Teaching. An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.*]
- Complete all requirements associated with intern teaching as requested by either the University Supervisor or the Director of Alternative Certification Program; and

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|   | <ul style="list-style-type: none"> <li>▪ Earn a “recommended” status [§228.73 (j)] by both the campus administrator and the university supervisor on the final summative evaluation in the area noting that the intern teacher has been recommended for the Standard certification based on the observations during the internship placement.</li> </ul>   |
| <p><i>How do I partner with the Campus Mentor Teacher and Campus Administrator?</i></p> <p><b>Evaluations</b></p> | <ul style="list-style-type: none"> <li>• Collaborate with the mentor and campus administrator after each observation to answer questions and obtain required signatures.</li> <li>• Collaborate with mentor teacher and campus administration to determine the intern teacher’s progress throughout the placement through collaborative meetings.</li> <li>• Collaborate with mentor teacher and campus administration to determine final evaluation ratings at end of placement.</li> </ul> |

## Roles and Responsibilities of Campus Administrator

The University Supervisor, Mentor Teacher, and Campus Administrator will need to partner together to ensure the success of the intern teacher. The table below provides an overview the role of an administrator.

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| <p><i>What do I need to do?</i></p> | <ul style="list-style-type: none"> <li>• Review the Essential Handbook for Intern Teaching.</li> <li>• Review the Mentor Teacher Reference Guide.</li> <li>• Review the University Supervisor and Campus Administrator Reference Guide.</li> <li>• Review the documents provided by the university supervisor that contain feedback on the intern teacher.</li> <li>• Provide constructive feedback to help the intern teacher grow within the education field.</li> <li>• Communicate expectations clearly through the mentor to ensure intern teacher success.</li> <li>• Participate in the collaborative meetings with the intern teacher, mentor teacher, and university supervisor.</li> </ul> |
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## Additional Considerations

**Communication** - Regular communication between the University Supervisor and the Cooperating /Mentor Teacher is essential to the mentoring partnership needed to ensure the continued growth of your intern teacher.

**Absence Days** – When an intern teacher is absent, the intern teacher will follow the district’s policy for absences. In addition, the intern teacher should communicate with the university supervisor on the day of the absence, if it hasn’t already been reported.



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