

Clinical Experience Essential Handbook

**For
Supervisors and Administrators**



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 student teachers 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,

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Student Teaching Reference Guide for University Supervisors and Campus Administrators

Texas Administrative Code, Title 19: Rule 228.2 (12)

Cooperating teacher--For a clinical teacher candidate [Student Teacher], an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor [Student Teaching Faculty].

Texas Lutheran University has a rich tradition of developing professional educators who are well-prepared for successful careers in the teaching profession. This clinical experience is the culminating requirement for the undergraduate teacher education and alternative teacher education certification programs at Texas Lutheran University. This experience will provide an opportunity for student 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 student teachers to the actual teaching profession. This clinical teaching opportunity will include the following activities: (a) attendance at four required professional development seminars, (b) fourteen weeks of student teaching, and (c) additional responsibilities related to the clinical teaching experience.

Student Teaching is the capstone field experience for our students working toward teacher certification. The effort of supporting a Student Teacher can enhance the Cooperating Teacher's professional practice (evidenced either through T-TESS or another district instrument). It is an honor to have our students welcomed into your classrooms and into your professional practice. We are grateful for your willingness to share your time and expertise, as well as your classroom and your students to help our pre-service teachers gain invaluable experience.

To assist you with your roles and responsibilities, the Education Department at TLU will provide an orientation about your role as a mentor and how your role interfaces with that of the Student Teacher and the Student Teaching Faculty through the orientation meeting. The training is a companion to this guide and contains resources you will need during the semester. If you should need additional support, contact the supervisor of the student teacher or the Director of Student Teaching.

The Purpose of Student Teaching

Student teaching is the culminating experience of the teacher preparation program at Texas Lutheran University. It is a six-semester-hour experience in a classroom of a public, and in some cases private or charter, school. Single-placement Student Teachers are placed with one Cooperating Teacher in one classroom for a minimum of 70 days. Split-Placement (All-Level) Student Teachers are placed with one Cooperating Teacher for the first half of the semester, and with another Cooperating Teacher for the last half of the semester. As you begin mentoring your Student Teacher, please keep in mind that he/she is a "student of teaching". Your Student Teacher is not experienced, nor competent in all areas of teaching. This should be a semester of learning, improvement, and growth. You will be determining areas of strength and challenge for your mentee, and then assisting him/her to develop his/her full potential.

Student Teaching Assignment

Student Teacher assignments have been made in collaboration with the University and the district personnel, and campus administrators. Adjustments in assignments are not typically made after student teaching begins except in unusual circumstances. If you have any concerns regarding a Student Teacher's placement, please contact the Director of Student Teaching of Texas Lutheran University. No Student Teacher will be reassigned without the prior approval from the Director of Student Teachers from Texas Lutheran University.

TLU Director of Student Teaching
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Student Teachers understand that they are guests in the school and that the Cooperating Teacher has the final decision about what should and should not be done in the classroom. Please work with your Student Teacher to allow him/her to try innovative teaching strategies when possible.

Expectations of the Student Teacher

Student Teachers attend Texas Lutheran University seminars and meet with Student Teaching Faculty prior to campus placements to receive information about their role during the student teaching experience. For more specific information about the expectations of the Student Teacher, the Standard Experiences that Student Teachers will engage in while placed in your classroom, and the policies that guide student teaching please refer to The Clinical Experience Essential Handbook for Student Teachers and the Clinical Teaching Experience Essential Handout for Cooperating Teachers. It is suggested that all University Supervisors and Campus Administrators review these documents prior to working with a Student 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, Student Teachers must document that they have read and understood the Code of Ethics prior to reporting to their placements within the schools.

Roles and Responsibilities of the University Supervisor

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

<p><i>What do I need to learn?</i></p> <p>Training</p>	<ul style="list-style-type: none">• Participate in a field supervisor training sponsored by TEA over T-TESS or complete T-TESS Appraiser Training – Submit current certificate of training / appraiser• Participate in a supervisor training with the Director of Student Teaching from TLU<ul style="list-style-type: none">• Sign the receipt of handbook form• Review the Essential Handbook for Student Teaching• Review the Cooperating Teacher Reference Guide• Review the University Supervisor and Campus Administrator Reference Guide.
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<p><i>What do I need to do?</i></p> <p>Training of Cooperating Teacher</p>	<ul style="list-style-type: none"> Remind the CT of the training that was previously sent to the CT by the Director of Student Teachers.
<p><i>What do I need to do?</i></p> <p>Mentoring</p>	<ul style="list-style-type: none"> Encourage and support the ST. Facilitate the professional learning and growth of the ST. This should include dialogue, regular co-planning when needed, observation/feedback, and collaborative problem-solving. Collaborate with ST and CT to facilitate various Standard Experiences. Collaborate with CT to promote/monitor progress of the ST.
<p><i>What specific tasks am I responsible for as an University Supervisor of Student Teachers?</i></p>	<ul style="list-style-type: none"> Drop off the Supervisor and Administrator Student Teacher Reference Guide to the office for the Campus Administrator. <ul style="list-style-type: none"> Obtain a signature from office staff on behalf of the campus administrator on the handbook receipt form. Schedule an initial meeting with the student teacher and cooperating teacher to introduce yourself and share any expectations you may have for the placement. Conduct two formal observations prior to the mid-point of the placement (one placement) or transition to the second placement. Review journal and provide feedback within the journal when visiting for an observation. Review the lesson plans to ensure that quality plans are being created and maintained. Schedule / facilitate the mid-term evaluation. Conduct two formal observations after the mid-term point. Provide support to ST and CT as needed. Facilitate a growth plan for the ST if needed to ensure ST success and discuss at a mid-term meeting (if needed); Schedule / facilitate the final evaluation with the ST and CT. Follow the suggested timeline for all observations and evaluations. Maintain documentation as expected by the Texas Lutheran University Director of Student Teaching. Submit all documentation with required signatures / dates to the Director of Student Teaching based on the timeline provided.
<p><i>How do I partner with the Campus Cooperating Teacher and Campus Administrator?</i></p> <p>Evaluations</p>	<ul style="list-style-type: none"> Collaborate with CT after each observation to answer questions and obtain required signatures. Collaborate with CT to determine ST progress throughout the placement. Collaborate with CT to determine final evaluation ratings at end of placement. Provide copies of each observation and evaluation (final) to the administrator as the observation / evaluation occurs. Obtain a signature by office staff when dropping off the documents.

Training of University Supervisors

- TEA Approved Supervisor Training** - As of September 1, 2017, University Supervisors must complete a TEA approved Supervisor Training.
- TLU Supervisor Training** – 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.

Mentoring – Provided by University Supervisors

- ***Providing Support to your Student Teacher*** - The new and unknown aspects of the student teaching experience often produce anxious feelings that can be alleviated, in part, by facilitating conversations between your Student Teacher and the cooperating teacher, so the ST becomes an accepted member of the professional staff. The important thing to focus on is helping the Student Teacher to feel comfortable in the classroom, the school, and his/her relationship with the CT. While each Cooperating Teacher may approach the ST growth differently, the following are a few ideas for how to start this experience off right.
 - Stress the importance of establishing a positive and trusting relationship through early conversations and by fostering mutual respect between the CT and the ST.
 - Stress the importance of orienting the student teacher - There will be a lot of information about your CT classroom, school, and district to share with the Student Teacher. Suggest to the CT that he/she space the orientation out over several days to allow your Student Teacher to absorb information.
 - Suggest that the CT and ST engage in a discussion about communication preferences and expectations. In addition, **encourage** the CT to share information about his/her classroom process and student information.
 - Encourage the CT to 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 expectations).
 - Discuss required meetings, such as team meetings, faculty meetings, and professional development events. If appropriate, include your student teacher in parent conferences and ARDs.
 - Develop a regular schedule for planning, addressing questions and issues that may arise, and discussing the day's events.

- ***Encouraging the Student Teacher*** - Many Student Teachers strive to be perfect and may feel that asking for help is a sign of weakness. Reassure your Student Teacher of your support as he/she begins to assume instructional responsibilities.
 - 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.
 - Sometimes it is good experience to let the Student Teacher try something, even if you think it may not work. This should be encouraged through communicating with the CT.
 - Schedule time to provide constructive feedback to the ST.
 - Student Teachers are usually most apprehensive about behavior management. Discuss discipline situations as they arise and discuss how the CT behavior management system applies. Utilize "think-alouds" to talk through decision-making. Guide your Student Teacher to anticipate and prevent potential problems.
 - Discuss how you make instructional delivery decisions. Use think-alouds as you work through the planning process. Often, Student Teachers see what the CT does, but they don't understand what thinking and decisions led the CT to that action. Think-a-louds will help him/her follow thought processes as the ST plans for instruction.
 - 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.

- **Promoting and monitoring the progress of your student teacher** - The guidance you provide when mentoring is critical to the professional growth of your Student Teacher. The frequent interactions focused on teaching and learning that you have with your Student Teacher can have a powerful positive impact on their future as educators.

Texas Lutheran University uses the research-based Danielson Framework as the evaluation tool for observations. It is similar to T-TESS (Texas Teacher Evaluation and Support System), the teacher evaluation tool currently endorsed by the Texas Education Agency. The Framework is aligned to the Texas Lutheran University Teacher Standards as well. Experience with the Framework prepares Student Teacher for entrance into the public school system of Texas.

- The Framework has a 4-point rubric that describes what effective teaching and learning looks like and sounds like in the classroom. Though the Framework was developed to describe the practice of a certified teacher in the classroom, Texas Lutheran University values the use of the rubric with Student Teachers to reinforce growth towards highly effective instructional practices.
 - Student Teaching Faculty use the Danielson Framework and rubric when conducting observations of Student Teacher. Post observation conferences and instructional discussions during seminars are grounded in the Framework's language.
 - By using the language within the Framework in your discussions with your Student Teacher, you can help him/her see the connection between the Framework and effective practices in planning, classroom management, instruction, and professional responsibilities.
- **Observations** - Your perception of your Student Teacher's work is one of the most important parts of your role as University Supervisor and mentor. Four formal observations followed by reflective conversations are a powerful way to guide the professional learning of your Student Teacher. Guidelines for observations are provided below.
 - **Pre-Conference Form:** 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 ST 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.
 - **Observation:** The University Supervisor will conduct four formal observations using the Danielson Framework and rubric. This framework is similar to the T-TESS model required by the state of Texas.
 - **Post-Observation Conference:** Students are expected to reflect after the observation. The University Supervisor may either have the student 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.
 - **Growth Plan:** If a Student Teacher's performance is in need of *significant intervention in*

order for the Student Teacher to complete student teaching, the Growth Plan process will be initiated and the Director of Student Teaching at Texas Lutheran University will be informed.

- Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the Student Teacher, the Cooperating Teacher, and Student Teaching Faculty is critical.
- Once it has been determined that a growth plan is necessary, a conference with the Student Teacher and Cooperating Teacher will be held. The Student Teacher will be responsible for the creation and enactment of the growth plan with guidance provided by the Cooperating Teacher and Student Teaching Faculty member.

Evaluations completed by University Supervisors

All Student 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. Because you interact with your Student Teacher every day, you are in an excellent position to collaborate with Student Teaching Faculty to provide evaluative information for the Student Teacher.

There are two formalized opportunities for Cooperating Teachers and University Faculty to collaboratively use the Danielson Framework for Teaching to provide evaluative feedback to the Student Teacher.

- **Midterm Conference** (only if needed) - Faculty are required to collaborate with each Cooperating Teacher to determine the Student Teacher's growth and to set goals if it is determined that *significant intervention in order to complete student teaching is necessary*. This information will be shared with the Student Teacher in a manner determined by you and Faculty during a midterm conference. For Student Teachers needing *significant intervention in order to be successful*, a growth plan process should be initiated at the meeting. The midterm conference is optional for students that are making sufficient progress at this time.
- **Final Evaluation** - At the end of their experience Student Teachers are evaluated based on performance descriptors that take into account their role as a student, using the Student Teacher Final Evaluation form. The final evaluation meeting must be a face-to-face meeting and include the Student Teacher, the Cooperating Teacher, and Student Teaching Faculty. Student Teaching Faculty will share a crosswalk between the Danielson rubric levels and the Texas Lutheran Final Evaluation levels of performance with you prior to the final evaluation meeting.
 - "Passing" Student Teaching - To successfully complete Student Teaching and receive credit (CR), the Student Teacher must successfully complete their minimum 70 day placement. In addition, the Student Teacher must receive a rating of "2" or higher on each of the final evaluation component and complete all requirements associated with student teaching as requested by either the University Supervisor or the Director of Student Teaching.

Roles and Responsibilities of Campus Administrator

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

<i>What do I need to do?</i>	<ul style="list-style-type: none">• Review the Essential Handbook for Student Teaching.• Review the Cooperating Teacher Reference Guide.• Review the University Supervisor and Campus Administrator Reference Guide.• Review the documents left by the university supervisor that contain feedback on the ST.• Provide constructive feedback to help the ST grow within the education field.• Communicate expectations clearly through the CT to ensure ST success.
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Additional Considerations

Communication - Regular communication between the University Supervisor and the Cooperating Teacher is essential to the mentoring partnership needed to ensure the continued growth of your Student Teacher. The training seminars and observations conducted by faculty are enhanced and supported by the CT daily involvement in the student teaching experience.

Absence Days – When a student teacher is absent, the ST will submit an absence form to the University Supervisor, the cooperating teacher, and the Director of Student Teaching. The form submitted to the University Supervisor should be signed by the student teacher, the cooperating teacher, and the university supervisor. This form, along with a daily sign in sheet will be submitted along with the other required paperwork to the Director of Student Teaching at the end of the placement. This is to ensure that the ST completes the required number of days as required by law.

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