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Preface

This handbook has been developed to acquaint the personnel of Prairie View A&M University and area schools with the clinical teaching program as it is currently in operation at Prairie View A&M University. The program represents the cooperative efforts of Region IV Education Service Center and the following school districts: Aldine, Alief, Bellville, Brenham, Bryan, Burton, Caldwell, College Station, Conroe, Cypress-Fairbanks, East Bernard, Fort Bend, Galena Park, Goose Creek, Hempstead, Houston, Katy, Klein, La Grange, Lamar Consolidated, Magnolia, Montgomery, Navasota, Pasadena, Royal, Sealy, Sheldon, Sommerville, Spring, Spring Branch, Tomball and Waller. The assistance given by the Local Cooperative Teacher Education Center Advisory Board and the University Teacher Education Advisory Council is of immense value to the education of teachers at Prairie View A&M University. It is primarily through a joint effort that goals for improving teacher education can be realized.

This handbook has been developed to help the school administrator, the university supervisor, the cooperating teacher, and the clinical teacher to understand their functions and responsibilities. Members of the Local Cooperative Teacher Education Center Advisory Board, and the University Teacher Education Council participated in the creation of this handbook. The views of these groups have been integrated into both the practices and the principles herein presented.

It is hoped that this handbook will help to develop greater understanding and appreciation of the role played by the cooperating schools and Prairie View A&M University in the success of clinical teachers. It is intended to both guide and inspire. Included in its contents are simple, yet practical, indicators to help those concerned to manage the clinical teaching experience.

A quality clinical teaching program is a key factor in preparing teachers. Therefore, the cooperation of all persons involved in the program is necessary, and the guidelines herein presented ought to be adhered to by all. The University appreciates their willingness to participate.

Office of Clinical Teaching and Field Experiences
Purpose

The primary purpose of the Clinical Teaching program at Prairie View A&M University is to provide a planned and carefully supervised learning experience for candidates enrolled in clinical teaching. In this program the candidates demonstrate abilities as teachers in an actual school setting and develop their own teaching style under the direction of a master teacher. Having been previously prepared academically, the candidate should see this experience as the beginning of a fulfilling career. It is hoped that the clinical teaching experience will be a challenging yet relevant, useful and pleasing encounter in his/her college education.
Objectives

Clinical teaching both challenges and prepares the clinical teacher to function in the role of a professional teacher. By accepting this challenge, the clinical teacher will be given an opportunity to apply what has been learned theoretically to an actual classroom situation. The objectives listed below have been established to aid in the accomplishment of this goal.

As a beginning teacher, the clinical teacher will:

1. guide students in a teaching-learning situation;
2. effectively plan, write and implement unit and daily lessons;
3. have an overview and depth of subject matter along with a working knowledge of related subject areas;
4. display the ability to use a variety of teaching techniques successfully;
5. gain poise, confidence and self-direction as a teacher;
6. have sensitivity to human needs and social problems.

As a member of the profession, the clinical teacher will:

1. gain insights through meaningful observations of learners and teaching techniques;
2. have an awareness through participation of the total school program;
3. gain a better insight into the operation and function of the public school system and understand the proper role of the teacher;
4. clarify further his/her own philosophy of education in relation to that of other educators.

As a member of the community, the clinical teacher will:

1. be aware of the educational needs of the community;
2. further develop the ability to work with parents, other teachers, administrators, and patrons of education in the community.

With achievement of these goals, the clinical teacher will have developed a realistic concept of the rewards and satisfactions of the teaching profession, in addition to a greater understanding of the range of activities in which a teacher participates.
Matriculation into the Clinical Teacher Program

Candidates are eligible for admission to clinical teaching after the following requirements have been met:

1. Letter of Admission to Teacher Education.
2. Clinical teaching application (must be typed and signed).
3. Official transcripts from all Academic Institutions to include transfer grades.
4. Completion of the respective EC-6, EC-12, 4-8, or 8-12 major requirements with a minimum 2.50 grade point average. Only grades of “C” or above will be accepted.
5. Completion of the professional development requirements with a minimum 2.50 grade point average. Only grades of “C” or above will be accepted.
6. Documentation that both the Representative PPR and Representative Content Examinations have been passed with a score of > 90%.
7. Documentation that both the Certify Teacher PPR and Content examinations have been passed with a score of > 290.
8. Documentation of 12 hours of review outside of the classroom (6 hours of content and 6 hours of PPR review) signed by TExES Assessment Coordinator.
9. Pass criminal history background check;
10. Substitution forms for transfer courses or any course substitutions.
11. Completion of graduation application, signed by an academic advisor.
12. Copy of CUIN 3003, 3013, 4103, and 4113 validation forms and field logs, documenting completion of 60 hours of field experiences;
13. Completed Degree Plan to include grades received and semesters, completed signed by an academic advisor.
14. Copy of TB test results, no more than one year old.
15. Copy of Professional resume.
16. Banner Registration form, documenting the correct clinical teaching course number(s) per degree plan, and signed by an academic advisor.
17. Degree Program Approval for Clinical Teaching Form (Signed by the candidate’s advisor, Department Head, and the Director of Student Teaching) to include your GPA for each program area.
18. Criminal History form for school district where student teaching will take place.

The application for clinical teaching can be obtained from the Whitlowe R. Green College of Education website prior to the semester planned for clinical teaching. The Committee for Admission to Clinical Teaching reviews all applications. Upon approval (or disapproval) by the committee, the chair of the Committee will notify candidates by letter.

Clinical Teacher Placement: Clinical Teachers are placed in a local school district within a sixty-mile radius of Prairie View A&M University. Clinical teachers will not be placed outside the sixty-mile radius.

The candidate is cautioned not to contact a school district in an attempt to gain placement for clinical teaching. The placement of candidates for this experience is the
To appeal the decision of a placement, the Appeal and Grievance process below must be followed.

**Appeal and Grievance Process**

A candidate may appeal the decision made by the Committee for Admission to Clinical Teaching if denied admission to clinical teaching, or clinical teacher placement. The candidate may submit a formal appeal to the University Teacher Education Council. The following steps are to be completed:

1. Confer with the head of the Department of Curriculum and Instruction or the Director of Clinical Teaching and Field Experiences to determine the factors upon which the decision was based.
2. Confer with the faculty advisor to determine if there is evidence that may be presented to the University Teacher Education Council to support the appeal.
3. Prepare the evidence and a letter that states the request for a review and the rationale for such a request.
4. Present the materials to the Dean of the College of Education who will confer with the chairperson of the University Teacher Education Council about the request for a hearing.
5. Await notification of a hearing date by the office of the Dean of the College of Education.
6. Await a written statement of the University Teacher Education Council’s decision.

**Role of the Cooperating Teacher**

**Introduction**

The cooperating teacher is the most important person in the training of the clinical teacher. The success of the clinical teaching program and the quality of the experiences of the clinical teacher depend largely upon the understanding, assistance, and enthusiasm of the cooperating teacher.

More specifically, the cooperating teacher is given the responsibility of guiding the growth and activities of a novice and of contributing to the continuous improvement of the teacher education program. The cooperating teacher must remember that the primary responsibility is the tutelage of the pupils in the classroom.

The role of the cooperating teacher can be divided into the following general categories: (1) preparation prior to the arrival of the clinical teacher, (2) working as a team, (3) providing a good motivational atmosphere through effective orientation, (4) arranging for progressive induction through directed observation and participation in classroom activities, (5) promoting growth through demonstration teaching, (6)
planning for teaching, (7) providing assistance in developing teaching and evaluation techniques, and (8) promoting growth through continuous and cooperative evaluation.

Preparation prior to the arrival of the Clinical Teacher

A clinical teacher should begin the day’s teaching assignment with a keen desire to succeed. This desire may be enhanced or diminished during the early phases of the clinical teaching experience. Careful preparation on the part of the cooperating teacher prior to the arrival of the clinical teacher is most important.

The cooperating teacher should arrange to meet with the clinical teacher a few days prior to the first teaching day. Such a meeting should help the candidate relax and get acquainted with the cooperating teacher in a stress free environment.

At this meeting, the cooperating teacher and the clinical teacher should confer about such items as the candidate’s college preparation, major and minor fields, special interests, and the preparation and planning expected of the clinical teacher by the cooperating teacher. The clinical teacher should be given a copy of the textbook and shown areas of instruction to be covered. The clinical teacher’s information sheet should be given to the cooperating teacher by the clinical teacher upon reporting for the first day of clinical teaching.

At the same meeting, the cooperating teacher should volunteer information on his or her educational background, interests and talents, and philosophy of education.

Working as a team

Since working with a clinical teacher differs from working independently in a classroom, it is necessary that the cooperating teacher plan to work with the clinical teacher and carefully monitor the clinical teacher’s performance. The following suggestions will aid in cooperative teamwork:

1. Plan to work cooperatively with your clinical teacher from the beginning.
2. Plan to have the clinical teacher work with you in preparing and organizing teaching materials.
3. Plan to work with the clinical teacher in the interests of the pupils.
4. Plan to have many conferences with the clinical teacher, since to function as an efficient team, the cooperating teacher and the clinical teacher must keep well informed as to each other’s ideas, criticisms, and problems.
5. Plan to have conferences in which the clinical teacher, the university supervisor and the cooperating teacher, can share information and discuss the clinical teacher’s performance.
6. Inform the clinical teacher regarding school policies and activities, and prepare to share responsibilities concerning these policies and activities with the clinical teacher. It is important that the clinical teacher becomes aware of all phases of the teaching profession, including such things as cafeteria, bus, and other duties, the use of the teachers’ lounge, keeping attendance records, etc.
7. Prepare the pupils for a new personality and a “team” of teachers prior to the arrival of the clinical teacher.

Providing a good motivational atmosphere through effective orientation

The following suggestions should help maintain a good motivational atmosphere for the clinical teacher. More important than a list of suggestions for providing a good motivational atmosphere are ENTHUSIAM and INTEREST on the part of the cooperating teacher. A high degree of motivation is likely to be maintained if the clinical teacher feels the cooperating teacher is enthusiastic about assuming the role of a cooperating teacher and is genuinely interested in the candidate as a person and as a developing teacher.

1. Arrange an introductory conference during which the cooperating teacher may want to discuss personal backgrounds, school polices, objectives, and classroom procedure.
2. Familiarize the clinical teacher with the school plan (library, classrooms, lunchroom, lounge, restrooms, offices, parking area, fire exit procedures, workroom, media center, audio/visual materials, and other equipment that is available).
3. Arrange for the clinical teacher to meet the principal.
4. Introduce the clinical teacher to faculty members and other personnel.
5. Discuss the clinical teacher’s responsibilities and the method of reporting when absent. (Exchange home phone numbers).
6. Introduce the clinical teacher to the class. Explain to the class the responsibilities of the clinical teacher.

Arranging for progressive induction through directed observation and participation in classroom activities

An important phase of the clinical teaching experience is a combination of two special skills: directed observation and participation. These two skills involve the act of perceiving certain predetermined activities for a specific reason or purpose. The following suggestions will aid in directing observation and participation.

1. Generally allow about 3 weeks of observation time, gradually giving the clinical teacher more responsibility for the assumption of the actual teaching tasks. Give the clinical teacher guidance before he or she is allowed to take over the teaching of any class. Guidance may be provided by allowing the clinical teacher the opportunity to aid in the presentation of lectures or class discussions, to work in small groups, to set up demonstrations, etc. Such experiences also provide an opportunity for both you and the clinical teacher to assess teaching strengths and weaknesses.
2. Suggest that the clinical teacher take notes during the observation periods. Certain recorded ideas can serve as points for discussion during planned conferences.

3. Work closely with the clinical teacher so that maximum use can be made of observation periods.

4. Set specific goals for each observation. Whatever is to be observed should be arranged ahead of time.

5. Allocate time for the purpose of allowing the clinical teacher to examine the cumulative records of the pupils. The cooperating teacher should arrange time for the clinical teacher to visit the various service areas of the school such as; administrative, guidance, library, audio/visual, health, etc.

6. Give the clinical teacher a guide that lists specific items that may be needed during the teaching experience. The following are suggested:
   a. Patterns of interactions among pupils and between the teachers and pupils.
   b. The cooperating teacher's techniques for asking and answering questions, for administering praise and for handling disciplinary problems.
   c. The cooperating teacher’s lists of rules and routines.
   d. Behavioral problems and causes.
   e. Use of audio/visual materials.
   f. Taking care of the physical environment.
   g. Providing for focal points upon which the candidate can center attention.

7. Be at your best as the cooperating teacher during the observation period so that the clinical teacher can view an example of polished teaching techniques and effective ways of handling various problems which arise in the classroom and within the school environment.

8. Share background information and relevant experiences with the clinical teacher.

9. Do not give the clinical teacher “busy” work. The most important experiences that the clinical teacher should have consist of preparing lessons, presenting the lessons to the class and evaluating each student’s progress.

10. Allow the clinical teacher to teach three (3) classes. The rest of the clinical teacher’s school day should be spent planning, teacher aid activities, attending to duties, reports, etc.

11. Do not point out the clinical teacher’s mistake in the presence of the students. If a crisis does arise, a prearranged plan should enable the cooperating teacher to step into the situation without embarrassment to the clinical teacher.

12. Do not leave the student clinical teacher alone in the classroom until adequate strength in classroom control has been demonstrated by the clinical teacher.

13. Reinforce that the cooperating teacher is legally responsible for whatever happens in the classroom. Therefore, it is most important to impress upon the
clinical teacher that he or she never take any action in the classroom which may have legal implications.

14. Inform the clinical teacher as to where you can be located in case you have to leave the room. The cooperating teacher should always be available in the vicinity of the classroom.

15. Encourage the clinical teacher to be firm but fair in his or her approach to pupils. Caution the clinical teacher against making threats which are unreasonable and which cannot be carried out.

16. Contact the principal and the university supervisor immediately if the clinical teacher is having major problems.

17. Allow the clinical teacher to accompany you to pupil and parent conferences.

Promoting growth through demonstration teaching

Directed observation is valuable to the extent that it allows the clinical teacher opportunity to observe a variety of effective teaching procedures. The cooperating teacher serves as a model teacher during the clinical teaching experience. Although no specific techniques or strategies are prescribed by the university, it is hoped that the cooperating teacher will demonstrate varied teaching methods and confer with the candidate about the intended learning outcomes of each method.

Planning for teaching

Good planning is essential to good teaching; therefore, the cooperating teacher should guide the clinical teacher in preparing plans. Preparation should include not only the planning but execution of the plans and an evaluation of the results.

As a cooperating teacher, your expertise may be particularly important if the clinical teacher experiences difficulty in planning. The main problem may lie in the fact that many student teachers have made unit and lesson plans in preparatory courses for clinical teaching, but the clinical teacher has not tested these plans in actual practice. Your guidance and assistance in planning will be needed by the clinical teacher until he or she demonstrates planning competence for successful learning experiences.

The cooperating teacher may assist the clinical teacher in the initial attempts at effective planning by using the following suggestions:

1. Give the clinical teacher an overview of the goals of each class and discuss the present status of each class.
2. Provide related materials for the clinical teacher to read and use as resources.
3. Acquaint the clinical teacher with available teaching aids and resources.
4. Provide an outline of the year’s work:
   a. Indicate what part of the outline already has been covered.
   b. Indicate the approximate time to be spent on each of the units in the outline.
   c. Discuss the outline prior to the development of unit plans.
5. Provide an outline of a unit previously taught or currently being taught.
a. Encourage the study and use of several different methods of developing units of work.

b. Encourage the study of a unit outline prior to having the clinical teacher develop one.

6. Request that the clinical teacher make an extra copy of each lesson plan that is to be reviewed by the cooperating teacher. The cooperating teacher should review the plans and make suggestions prior to the presentation of the lesson by the clinical teacher. Provide a model daily lesson plan and unit plan for the clinical teacher.

In making lesson plans to be used in the classroom, the clinical teacher and the cooperating teacher should be aware of the need to include: (1) objectives, (2) content, (3) pupil activities, (4) teacher activities, and (5) procedures for pupil evaluation. Through cooperative analysis of the planned activities, many potential difficulties may be resolved before the clinical teacher implements the lesson. Favorable results will be obtained through earnest cooperative planning and hard work. Frequent conferences are recommended to ensure that the overall objectives of the courses are being achieved and that students in the classroom are benefiting at an optimum level.

Providing assistance in developing teaching and evaluation techniques

One of the functions of the teacher is to create a democratic setting for learning. In creating this setting, a teacher may use a variety of methods in a given learning situation, keeping in mind that one learns best by doing; therefore pupils need to be involved mentally and physically in the learning experiences no matter which method is used.

Some approaches which may be used singly or jointly in presentation are: (1) lecture method, (2) recitation method, (3) socialized recitation, (4) problem solving, (5) laboratory techniques, (6) educational television, (7) individualized instruction, (8) learning center approach, (9) micro-teaching, (10) non-grading, (11) inquiry approach, and (12) programmed instruction.

A major objective of the clinical teaching program is to help the clinical teacher develop an effective personal teaching style. If this objective is to be achieved, several conditions for growth should be provided. The following are suggested:

1. The clinical teacher should have a great many opportunities to teach. It is through adequate experience in actual teaching that a teaching style is developed.

2. The clinical teacher should have opportunities to observe and to experiment with a variety of teaching strategies and materials. Rigid teaching patterns should be avoided. The clinical teacher and cooperating teacher should feel free to learn from each other.

3. The clinical teacher should be encouraged to test the workability of an idea(s) and to show initiative in implementing ideas. Experimental ideas or teaching strategies should not detract from the learning situation.
4. The clinical teacher should be assisted in his or her attempts to perceive the classroom situation realistically. An ability to realistically perceive the total environment is sometimes limited, particularly when one is a novice teacher.

5. The cooperating teacher then can be of great assistance in helping the clinical teacher analyze personal teaching behaviors and determine their influence on the total learning situation. The clinical teacher is more likely to develop an effective teaching style if he or she has accurate knowledge about the pupils. How the students perceive the clinical teacher as well as the clinical teacher’s perception of self are also influential factors linked to the development of an effective teaching style.

6. The clinical teacher who has gained confidence in his/her ability as a teacher usually will not feel a need to adhere to prescribed teaching methods or textbooks and other external materials. Spontaneity should be encouraged. The ability to be flexible, to depart from predetermined plans, and to make independent judgments in the classroom are important elements in developing a classroom personality and a personal teaching style.

7. It is important to remember that the clinical teacher is learning to teach. The clinical teacher is expected to make some mistakes. During this crucial period of the beginning teacher’s professional life, the cooperating teacher can be of great assistance in contributing to the clinical teacher’s sense of security and success. When mistakes are made, encourage the clinical teacher to try different approaches in an attempt to resolve a problem.

Promotion growth through continuous and cooperative evaluation

The cooperating teacher should assess the progress of the clinical teacher on a daily basis. This assessment serves as a basis for conferences in an effort to help the clinical teacher conduct a self-appraisal. Both strong and weak points should be noted (a positive approach with strong points given first is suggested).

Anything that is short of the cooperating teacher’s expectations should not come as a surprise at mid-term evaluation, but should be discussed with the candidate as soon as it is noticed. No final grade should be unsatisfactory unless it has been brought to the attention of the university supervisor and the clinical teacher prior to the mid-term evaluation.

The descriptive evaluation, consisting of personality, loyalty and cooperation, professional zeal, social qualities, voice and speech, and use of oral and written English, gives the cooperating teacher any opportunity to set an example for the clinical teacher.
Role of the Clinical Teacher

The most significant professional experience of college students preparing to be teachers is their clinical teaching. Although many candidates have had some experience in observation, presentation, and participation, this new experience of full-time clinical teaching carries with it many additional responsibilities. The public school to which the clinical teacher will be assigned will provide the best possible learning environment and experience. The cooperating teachers, the school principal and other personnel of the school, and the university supervisor will all do their best to make the clinical teaching experience successful. Nevertheless, each candidate should approach clinical teaching with an honest and sincere desire to learn and to show the utmost responsibility to the teaching profession.

The moment a clinical teacher enters a public school, he/she is no longer just a college student, but is a teacher, especially in the eyes of the pupils, the parents and the community. Thus every clinical teacher must understand his/her duties, responsibilities and relations with the various members of the professional staff with whom he/she works as a member of the clinical teaching team in the cooperating school.

The following suggestions and recommendations will assist the clinical teacher to have a profitable professional experience:

1. Enter clinical teaching with an honest desire to learn.
2. Reduce other activities to a minimum while doing clinical teaching as it requires time for preparation and evaluation.
3. Have a positive, professional, and ethical attitude.
4. Keep all records and reports up-to-date.
5. Be punctual and plan all activities carefully.
6. Develop the ability to work with others.

The public school is cooperating because most professions take responsibility to train its members entering the profession. Clinical teachers are advised to recognize their responsibilities and are expected to respond in an appropriate manner.

The responsibilities of the clinical teacher to the cooperating school

1. Learn immediately about the school plant (location of special offices, cafeteria, building entrance, exits, lavatories, auditorium, etc.).
2. Become acquainted with the people with school personnel (principal, counselors, program directors, cooperating teacher, secretary, nurse, custodians, and other teachers, etc.).
3. Maintain an ethical, professional and positive attitude toward all members of the school community (avoid gossiping about anyone, particularly school staff).
4. Become acquainted with rules, regulations, policies, and curriculum at the assigned school.
5. Maintain high standards at the school including personal appearance, modes of dress, manners, speech, moral character, and professional ethics.
6. Report ahead of time any absences or irregularities in the daily schedule.
7. Begin immediate observation of the school program and become familiar with the activities of the whole school.
8. Learn the proper use and care of all school equipment and facilities.

The cooperating teacher has volunteered to accept the extra responsibility of having a teacher observe and teach in his/her classroom. The clinical teacher should recognize that the cooperating teacher has a right to expect certain duties from his/her clinical teacher. The clinical teacher should make every effort to understand the responsibilities and work with the cooperating teacher.

The responsibilities of the clinical teacher to the cooperating teacher

1. Have a positive and courteous relationship with the cooperating teacher.
2. Carry out all responsibilities agreed upon with the cooperating teacher.
3. Observe carefully the cooperating teacher’s demonstration lessons and analyze them with the teacher.
4. Confer on a regular basis, make instructional plans and establish criteria for work evaluation cooperatively with the teacher to insure a continuity of learning experiences for the students.
5. Hand in and discuss unit plans with the cooperating teacher about the lesson that is being taught.
6. Talk to the cooperating teacher about utilizing special talents, abilities and interests.
7. Be willing to plan and use creative teaching strategies.
8. Discuss deviations from standard procedures in advance.
9. Be prompt and regular for class and conference periods.

Notify the cooperating teacher when illness or an unavoidable absence occurs (All absences must be made up. The prescribed period for clinical teaching must be honored.).

a. Assist in keeping the register, grade book, cumulative records, attendance records, and planning parent conference records.

b. Assist in grading papers, scoring tests, making reports and graphing students’ progress.

c. Confer weekly with the cooperating teacher for guidance and suggestions. Be objective and present a positive attitude during the conferences.

d. Work toward overcoming weaknesses and profit from constructive criticism.

e. Understand that the professional and legal responsibilities of the classroom remain in the hands of the regular classroom teacher.

f. Avoid unscheduled and unsupervised conferences or discussions with parents.

g. Convey a sincere desire to learn, willingness to cooperate, and an appreciative attitude toward suggestions and criticisms.
h. Realize that cooperating teachers are human and extend frequent and genuine expressions of appreciation for the help given.

i. Assume more responsibility as the semester progresses.

j. Attend at least one parent conference.

Classroom management, control, order and discipline are all interrelated and they act and interact upon one another. Your responsibility as a clinical teacher should seek to eliminate many problems before they arise. To be a successful teacher one should be able to inspire the students and create interest in the subject.

The responsibilities of the clinical teacher to the students in the classroom

1. Show enthusiasm for knowledge of the subject matter.
2. Assist pupils who need special help and participate in routine duties.
3. Accept responsibility for the classroom environment - proper lighting, temperature, ventilation, housekeeping, bulletin boards, seating arrangements, etc.
4. Realize that each child is an individual with a unique growth and developmental pattern.
5. Become acquainted with pupils by discussing with the cooperating teacher the home background, problems and abilities of the pupils.
6. Be discrete in using records and other pupil data and avoid divulging any professional information.
7. Learn the names of the students quickly and establish rapport with them.
8. Try not to be a “regular guy” with the students before winning their respect.
9. Become acquainted with the work (homework, class-work, etc.)
   a. Become familiar with school and classroom policies concerning discipline.
   b. Accept the responsibility for classroom control (the pattern of discipline set up by the cooperating teacher should be followed).
   c. Make every effort to provide for individual differences and to respect the personality of each pupil.
   d. Prepare and plan thoroughly before assuming classroom teaching responsibilities.
   e. Develop procedures for motivating students to want to learn (visual materials, demonstrations, bulletin board displays, etc.).
   f. Practice correct usage of English grammar, good sentence structure, accurate spelling and legible penmanship.
   g. Develop an outline for the work with time allocations (topical outline, guiding questions, materials and equipment, seating of pupils on the basis of individual or group work, etc.).
   h. Avoid the threat of a test as motivation. Discuss with the cooperating teacher any alternative you wish to try in place of paper and pencil tests that are intended to be used to evaluate the students’ performance.
i. Avoid engaging in personal arguments and emotional discussions with students.

It is important to remember that the clinical teacher in a cooperating school is looked upon by the students, parents and community as a teacher. Since the clinical teacher is dealing with the public as a professional person, he/she should be acquainted with his / her responsibilities based on the Code of Ethics for the teaching profession.

The responsibilities of the clinical teacher to the community

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

The university supervisor assumes the major responsibility for the general welfare of the clinical teacher and serves as the liaison between the school system to which the candidate is assigned and the university. He/she works closely with the clinical teacher, the school and the cooperating teacher so as to ensure that the interests and responsibilities of each are being satisfied.

The responsibilities of the clinical teacher to the university supervisor / content supervisor

1. Help the university supervisor arrange an observation schedule by providing copies of both college and class schedules.
2. Comply with requests for seminars, records, resource files, and notebooks.
3. Arrange for the necessary introduction of the cooperating teacher and school staff.
4. Provide a copy of unit plans to assist the university supervisor in his/her observation. Arrange with the cooperating teacher a time and place for a conference after the university supervisor’s observation.
5. Seek to understand constructive designs to improve the instructional proficiency of the clinical teacher.
6. Keep the university supervisor informed of schedule irregularities or other difficulties.

The responsibilities of the clinical teacher to the university

1. Demonstrate high ethical and professional conduct.
2. Follow the dress codes rules and regulations of the university and of the cooperating school.
3. Avoid gossip and /or making comparisons with other clinical teaching situations.
4. Comply with the rules and regulations set forth by the university and fulfill all the requirements for clinical teaching.
5. Attend teachers’ meetings, workshops and orientation programs at the request of the school, cooperating teacher, university supervisor or the University.

Records and reports
Each candidate is required to keep accurate, up-to-date records including a weekly schedule. The schedule should contain activities scheduled for each period of each day of the week. A copy of this schedule should be made available to the cooperating teacher, university supervisor and the Director of Clinical Teaching in advance.

Significant learning experiences of clinical teaching
Clinical teaching is a supervised learning experience which allows the clinical teacher to use, in a real school setting, the methods he or she has been studying. Clinical teachers can achieve the objectives of the program by utilizing several types of learning experiences.

Learning through observation
The clinical teacher uses observation as a learning tool. Observation will deepen the meaning of ideas and principles of education as well as help the clinical teacher become oriented to the teaching situation and needs of the students. Through observation, the clinical teacher will be able to assess techniques, analyze strengths and weaknesses, and examine ways to improve teaching effectiveness.

Learning through participation
The role of the teacher involves many activities and responsibilities other than the daily activities usually thought of as “teaching.” Participating in some of these activities, as well as in actual classroom activities, can be an important learning experience.

It is assumed that the clinical teacher will begin early to participate in teaching activities. However, if the clinical teacher is not ready to begin teaching during the earliest part of the laboratory experience, he or she can become involved in some of the routine tasks by participating with the cooperating teacher in various extracurricular activities, such as club meetings, hall duty, bus duty, and other similar activities.

An active participation program helps the clinical teacher feel part of the classroom and helps the pupils view him/her as a teacher. It also helps the clinical teacher to view himself/herself as a teacher and helps prevent boredom if he/she is ready to assume responsibilities. Therefore, the clinical teacher should not wait for the cooperating teacher to assign the responsibilities. The clinical teacher is expected to show willingness to take an active part in the activities beginning with the setting up of the teaching assignment.
Learning by planning

Careful planning is necessary for good teaching. In fact, the best learning is derived from the best planning. This planning should be a cooperative endeavor between the clinical teacher and the cooperating teacher. Long-term objectives should be kept in mind and referred to often. Short-term objectives should be sought daily or weekly.

The clinical teacher should prepare a written plan for each teaching activity. The plans should be submitted to the cooperating teacher for approval.

The teacher should use a variety of methods to present the materials, and should plan to help individual students. This should result in more time allotment for slow learners or other special needs students to achieve goals and for worthwhile enrichment activities for the brighter students.

Learning by teaching

Through clinical teaching, the clinical teacher will develop a personal teaching style. A variety of teaching approaches is encouraged. The following approaches may be considered for use by clinical teachers:

1. Individualized instruction
2. Questioning techniques
3. Educational television
4. Motivational techniques
5. Audio-visual techniques
6. Inquiry approach
7. Learning center approach
8. Reinforcement techniques
9. Making transitions from one activity to another

Since each teacher has unique abilities and talents, everyone will utilize these techniques differently. The following guidelines may be helpful in choosing a particular teaching method:

1. The technique must ensure that objectives of the lesson are achieved.
2. The clinical teacher should avoid overuse of a teacher-centered approach.
3. The clinical teacher should experiment with a variety of strategies and behaviors.
4. The method chosen should incorporate sound principles of psychology and learning.
5. The clinical teacher should learn to choose the most appropriate methods for the desired learning outcomes.
6. The clinical teacher should develop the ability to self-evaluate and determine how effectively he or she is able to use specific teaching techniques.

Learning through evaluation

The clinical teacher’s progress should be evaluated continuously through self-evaluation as well as by the cooperating teacher, the university supervisor, and the
students. The clinical teacher should adopt an attitude that encourages constructive criticism and suggestions.

One of the most useful techniques for evaluation is the conference. The type and structure of the formal conference will probably be decided on by the cooperating teacher, but the clinical teacher should be able to initiate informal or impromptu conferences when necessary.

Through the conference, the clinical teacher can learn about the background of the students, the progress of the classes, the behavior of the students, and the classroom materials that are available. After the clinical teacher has become familiar with the students and the classroom, the conference period may be used for discussing lesson plans and for evaluating the clinical teacher. The clinical teacher and cooperating teacher should understand that time must be planned for the conferences.

Self-evaluation is perhaps the most important part of the evaluation process. Continued growth of any teacher requires the cultivation of an ability to evaluate individual teaching behavior. The clinical teaching experience can help the beginning teacher to develop this skill of self-evaluation in the following ways:

1. Use suggestions from the cooperating teacher concerning planning procedures, empathy with students, and personal characteristics.
2. Use video-tape or audio-tape recorders to help candidates engage in self-evaluation.
3. Use a personal daily log to record immediate reactions or impression of personal teaching behaviors.
4. Use reactions or comments taken from the observations of other clinical teachers.
5. Use pupil comments concerning teaching effectiveness.

Principles of evaluation

The clinical teacher and the cooperating teacher should review and agree upon the interpretation of the following principles of evaluation:

1. The fundamental purpose of evaluation is to promote growth.
2. Evaluation is a cooperative process in which the standards for learning and competence are observed.
3. Evaluation should be objective, focusing on activity rather than on the person.
4. Evaluation should be based on both quantitative and qualitative evidence and employ a variety of techniques for recording and interpreting behavior.
5. Evaluation should take place in a cooperative manner.
6. Evaluation, an integral and important part of the learning process, should be continuous.
7. Effective evaluation focuses on the concern for student progress and improvement.
8. Evaluation should prepare the candidate to engage in self-evaluation.
9. Areas of achievement, as well as those that need improvement, should be identified.

Principles of conferences

1. Conferences should be arranged when the cooperating teacher is free from other duties.
2. Conferences should be thought of as meetings between a master teacher (cooperating teacher) and a professional novice (clinical teacher).
3. Conferences should relate to the clinical teacher’s concerns and purposes.
4. Conferences should allow opportunity for the clinical teacher to become acquainted with the school’s rules and regulations, the school’s philosophy, and other matters of general orientation.
5. Conferences should take into account the clinical teacher’s special interests, abilities and needs.
6. Conferences should deal with specific teaching techniques.
7. Conferences should allow the clinical teacher to share in the planning and to be actively involved in the work conducted during conferences.
8. Conferences should be held prior to the first day of clinical, at the end of the first week of clinical teaching, and before any written evaluation of the clinical teacher. Other conferences should be scheduled and held periodically.
9. Conferences should include the discussion of the following topics: (1) self-evaluation, (2) all available evaluation forms.

Final Evaluation

The final evaluation is a summing up of all that has been done during the clinical teaching experience. To arrive at the final evaluation, there is a need for specific, objective, and cumulative evidence based on observation of the clinical teacher at work while planning, teaching and executing any other related responsibilities. If evaluation has been a continuous and cooperative process and conferences have been held so that the clinical teacher is aware of strengths and weaknesses, the final evaluation should not pose a great threat to anyone. The final grade should indicate "total growth" and not merely an averaging of check marks on an evaluation sheet. The cooperating teacher may make recommendations for the final grade; however, the clinical teacher’s university supervisor has official responsibility for the final grade.

Summary of Evaluation

In summary, the evaluation of a clinical teacher involves more than just a grade. The evaluation is a continuous process beginning with the initiation of the clinical
teacher into the classroom. Evaluation is accomplished through the cooperative efforts of the university supervisor, cooperating teacher, and the clinical teacher. These three people are guided by specific principles which will eventually lead to the clinical teacher becoming an effective classroom teacher.

It is the responsibility of the university supervisor and the cooperating teacher to confer with the clinical teacher throughout the practicum experience. In turn, the clinical teacher should evaluate himself/herself in regard to his/her preparation, teaching skills, and attitude toward the school and the children.

Finally, at the end of the period, the cooperating teacher will complete specific evaluation forms concerning the progress of the clinical teacher. The university supervisor, after a careful study of the evaluation forms and in consulting with the cooperating teacher, will give the clinical teacher his/her final evaluation—a grade.

Roles of Others Involved in the Experience of Clinical Teaching

Director of Clinical Teaching

1. To coordinate the clinical teaching program with the entire program of teacher education.
2. To coordinate pre-clinical teaching laboratory experiences.
3. To coordinate the assignment of clinical teachers to public schools.
4. To confer with public school officials in regard to clinical teaching policies and programs.
5. To determine eligibility of clinical teaching applicants.
6. To advise candidates about matters concerning their clinical teaching experience.
7. To coordinate the assignments and activities of the supervisory staff.
8. To serve as a consultant to all personnel involved in the clinical teaching program.
9. To develop forms and materials that facilitate administration of the clinical teaching program.
   a. To receive reports from university supervisors and cooperating teachers.
   b. To plan, coordinate, and conduct clinical teaching seminars.
   c. To provide effective clinical teaching orientation experiences.
   d. To improve university-school relations through visitations and effective communications.
   e. To develop and conduct research to provide a basis for improvement of the clinical teaching program.

Role of the Content supervisor / University supervisor
It is the responsibility of the content supervisor to assist and work closely with the cooperating teacher to establish the most desirable, educational experiences possible for clinical teachers. He or she may establish special requirements for assigned clinical teachers but will, in all cases, respect the planning of the cooperating teacher and the policies of the school. The following tasks are the responsibilities of the content supervisor:

1. To set the stage for the get-acquainted meeting prior to clinical teaching.
2. To help clinical teachers plan experiences in which they will wish to participate during the semester in order to realize their objectives.
3. To give the clinical teacher a preview of the experiences that might be expected during clinical teaching.
4. To serve as a liaison officer between the university and the school.
5. To observe the clinical teacher while teaching in the classroom for a minimum of 5 clock hours.
6. To distribute the mid-term and final evaluation forms to the cooperating teacher and return them to the clinical teaching office.
7. To assist in developing a comprehensive evaluation of each clinical teacher.
8. To determine the final grade for the clinical teacher by negotiations between the content supervisor and the cooperating teacher.
9. To hold periodic conferences with clinical teachers to discuss their problems and their progress.
   a. To help clinical teachers develop desirable standards of conduct while in the school.
   b. To discuss the clinical teacher's appropriate dress and grooming.
   c. To serve as a consultant to the staff at the school on such problems as they may wish assistance.
10. To complete evaluations of the clinical teacher.

Role of the Principal

The principal is an important member of the clinical teaching team. While in the school, the clinical teacher is responsible to the principal in a similar manner as is the regular teacher. Therefore, the principal should assume the following responsibilities:

1. Provide the leadership necessary for the professional growth of both the cooperating teacher and the clinical teacher.
2. Share in the responsibility of selecting cooperating teachers and in the placement of clinical teachers.
3. Provide orientation for the clinical teacher by discussing the basic philosophy of the school, cafeteria policies, and curriculum offerings.
4. Directly administer the clinical teaching program in his/her school.
5. Serve as a liaison and resource person who communicates freely with the clinical teacher, the cooperating teacher, and the university supervisor.
INSTRUCTIONS:
8-digit* TWS Scoring Identification Number:
*Last 4 digits of PVAMU ID + birth month & year in MMYY format
Include TWS Scoring ID, Certification & Specialization, and page number on each page of TWS (example of footer: 49730361 EC-4 Generalist/Reading Language Arts 1)

Date Submitted
(Late submissions will be considered a “1”)
Assemble and submit your Teacher Work Sample (must be spiral bound)

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PVAMU ID Number</td>
<td></td>
</tr>
<tr>
<td>Permanent Address</td>
<td></td>
</tr>
<tr>
<td>*Certification (i.e. EC-4)</td>
<td></td>
</tr>
<tr>
<td>*Specialization/Teaching Field (i.e. ESL, ELAR, History, etc.)</td>
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<tr>
<td>University Supervisor</td>
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<tr>
<td>Clinical Teaching Campus</td>
<td></td>
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<tr>
<td>School District</td>
<td></td>
</tr>
<tr>
<td>TWS Classroom - grade level(s)</td>
<td></td>
</tr>
<tr>
<td>TWS subject(s) taught</td>
<td></td>
</tr>
</tbody>
</table>

I agree and testify that all materials included in this Teacher Work Sample were completed by me. I understand that submission of materials identical to those another teacher education candidate constitutes academic dishonesty and may lead to dismissal from the teacher education program. (I also grant permission for my TWS to be used for faculty research and as an example for future education candidates.)

Signature: _______________________________ Date: ________________
(required on hard copy only) Teacher Candidate

Signature: _______________________________ Date: ________________
(required on hard copy only) Classroom Mentor Teacher

Candidates should be prepared to ALSO electronically submit (by the due date) their TWS two times:
1) Through E-Portfolio
2) On jump drive to be turned in with hard copy.
The Prairie View A&M University Teacher Work Sample (TWS) is a descendant of the Teacher Work Sample designed through Kentucky State University and the Renaissance Partnership.

A completed TWS is one of several culminating activities leading to a degree from the Whitlowe R. Green College of Education. Concepts and terms from the TWS are embedded into every CUIN course, and portions of the TWS are completed by teacher candidates throughout education curricula, across specialties. A well-conceived, fully implemented TWS is an integral component of the electronic portfolio submitted by every clinical teacher.

<table>
<thead>
<tr>
<th>Teaching Process</th>
<th>Goal for Candidate Performance</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong> Learning Context</td>
<td>The candidate describes a specific learning context, including community, school, classroom, teacher, and student characteristics, which might affect student learning.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Section 2</strong> Learning Goal &amp; Objectives</td>
<td>The candidate sets a learning goal and multiple learning objectives that offer variety and are appropriate to the learning context, challenging to students, and aligned with Texas Essential Knowledge and Skills (TEKS).</td>
<td>15</td>
</tr>
<tr>
<td><strong>Section 3</strong> Assessment Plan</td>
<td>The candidate plans appropriate assessment strategies for each learning objective to evaluate student learning before, during, and after instruction.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Section 4</strong> Design for Instruction</td>
<td>The candidate designs instruction for specific learning objectives, taking into account the entire learning context.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Section 6</strong> Instructional Decisions</td>
<td>The candidate makes instructional decisions based on analysis of her or his teaching, student learning, and the learning context.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Section 7</strong> Analysis of Student Learning</td>
<td>The candidate uses assessment results to profile student learning and presents an analysis of student progress for each learning objective.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Section 8</strong> Reflections &amp; Self Evaluation</td>
<td>The candidate reflects on his or her instruction and student learning to improve teaching practice.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Section 9</strong> Competent Communication</td>
<td>The candidate communicates about his or her teaching through a document that reflects clarity of thought and competence in written English.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Format

Your Teacher Work Sample should reflect your knowledge and skills in teaching, as well as in communicating about your teaching, through written expression. Follow the guidelines presented in the Publication Manual of the American Psychological Association, Sixth Edition (2009) for the mechanics of writing, abbreviations, headings, series, quotations, footnotes, and references. Use 11-12 pt. font and one inch margins and tabs, and since this document is not being prepared for publication, single space the lines.

Write your TWS clearly and concisely in standard English and attend closely to your concept development, grammar, and mechanics. Concept development includes thesis, coherence, clarity, support, and transitions. Grammar includes parallelism, agreement, verb tense, and word choice. Mechanics include spelling, punctuation, and capitalization. Using your computer software to check spelling and grammar is necessary, yet not a sufficient step to accomplish this objective. Print, proofread, and edit a hard draft, and then enter the edits into the soft draft on your computer before you submit your final TWS in your electronic portfolio. You will find American Psychological Association Publication Manual as an excellent resource for many aspects of writing.

Section 1: Learning Context

Goal for Candidate Performance: Learning Context

The candidate describes a specific learning context, including community, school, classroom, teacher, and student characteristics that might affect student learning.

Objectives & Scoring Guide: Learning Context

<table>
<thead>
<tr>
<th>Objective for Candidate Performance</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate describes specific community characteristics that might affect student learning.</td>
<td>2</td>
</tr>
<tr>
<td>The candidate describes specific school characteristics that might affect student learning.</td>
<td>2</td>
</tr>
<tr>
<td>The candidate describes specific classroom characteristics that might affect student learning.</td>
<td>2</td>
</tr>
<tr>
<td>The candidate describes characteristics of the classroom teacher and herself or himself that might affect student learning.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate describes specific student characteristics that might affect student learning.</td>
<td>5</td>
</tr>
<tr>
<td>The candidate documents literary support of two of the specific, context characteristics predicted to affect student learning during this unit of activities.</td>
<td>1</td>
</tr>
</tbody>
</table>
Guidelines: Learning Context

Instructional Implications of the Community
Describe community characteristics that might affect your teaching and your students’ learning during this unit. Consider the community’s geographic characteristics, size, population, ethnic percentages, socioeconomic profiles, stability, educational resources, culture, and political climate. How does the community support your school? Make certain that your information is correct and current, so as to avoid biases and over-generalizations. When you quote facts or statistics, cite your source. Helpful sources might include state, county and city websites, as well as a visitor’s bureau. Analyze clearly the specific ways you predict these community characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the School
Describe the school, including its age and physical appearance; number of students; number of teachers; support personnel; administration; student to teacher ratio; media and educational resources (e.g., computer lab, library, teacher resource room); parent involvement; enrichment activities; sports; and extracurricular activities. Helpful sources might include the schools website and the district school board, as well as school staff, administrators, and your classroom teacher. Analyze clearly the specific ways you predict these school characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the Classroom
Describe the physical classroom, including room size, arrangement, graphics, light, temperature, and educational resources. Then, describe management factors such as schedules and routines, rules, and grouping practices. Analyze clearly the specific ways you predict these classroom characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the Classroom Teacher and Teacher Candidate
Describe the classroom teacher and yourself, including genders, ethnic groups, approximate ages, teaching experience, and teaching styles. Analyze clearly the specific ways you predict these classroom characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the Students
Provide the number of students, grade level, as well as basic, student demographics (e.g., gender, ethnicity, age). Then, discuss your students’ cultures, primary languages, interests, achievement levels, and learning styles. Make certain to include any special needs you have noted, whether or not students qualify for special services, and explain any and all instructional modifications needed. Describe your students’ prior learning in the unit’s academic area and other related areas, which will prepare them for this unit of instruction. Analyze clearly the specific ways you predict these student characteristics will affect your teaching and student learning, during this unit of instruction.
Literary Support

Choose one context characteristic from each of two context categories and support your assertion that the context characteristics might affect student learning. Site your literary source. For example, if you predict that community support will positively affect student learning in this activity, support your prediction with evidence that community support affects student learning. If you plan to rearrange your classroom for this unit, cite your source(s) for the benefits of the changes. If you predict that gender will affect learning in this activity, provide support for your prediction.

Section 2: Learning Goal and Objectives

Goal for Candidate Performance: Learning Goal and Objectives

The candidate sets a learning goal and multiple learning objectives that offer variety and are appropriate to the learning context, challenging to students, and aligned with Texas Essential Knowledge and Skills (TEKS).

Objectives & Scoring Guide: Learning Goal and Objectives

<table>
<thead>
<tr>
<th>Objective for Candidate Performance</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate sets a learning goal that identifies levels and areas of learning that address the grade-level curriculum.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate sets multiple learning objectives that will lead the students to meet the learning goal.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate sets learning objectives that describe areas and levels of learning that are appropriate to the students.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate sets learning objectives, each of which could be met by a variety of learning activities.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate aligns each learning objective with the Texas Essential Knowledge and Skills (TEKS).</td>
<td>3</td>
</tr>
</tbody>
</table>

Guidelines: Learning Goals and Objectives

Appropriate Learning Goal

Contemplate the big picture and determine the overall goal you want your students to meet through their participation in this unit of activity. State the goal in clear terms that avoid educational jargon and would be understood easily by your students. Explain how this goal addresses one or more crucial components of the curriculum and how it is appropriate, in terms of your students’ learning levels.

Multiple Objectives Lead to the Goal
Determine what your students will need to know and do to reach the goal you have set. State each type of knowledge or skill as a separate objective.

Objectives Match Learner Context

Consider each aspect of the learning context you described in Section I to assure that each objective is appropriate for your specific community, school, classroom, classroom teacher, and students. Pay particular attention to the achievement levels, prior knowledge, and learning styles of your students.

Objectives Suggest Multiple Learning Activities

Make certain that your objectives describe learning outcomes rather than specific activities. Each objective should be attainable through a variety of interesting activities that would address the different characteristics of your students.

Objectives Align with Texas Essential Knowledge and Skills (TEKS)

Show the alignment of each objective with Texas Essential Knowledge and Skills (TEKS). Write the code and the Core Content indicator directly below each objective.

Section 3: Assessment Plan

Goal for Candidate Performance: Assessment Plan

The teacher candidate plans appropriate assessments for each learning objective to evaluate student learning before, during, and after instruction.

Objectives & Scoring Guide: Assessment Plan

<table>
<thead>
<tr>
<th>Objective for Candidate Performance</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate plans and implements an appropriate pre-assessment and presents the results in a table and chart.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate uses pre-assessment results to plan, select, or design appropriate formative assessment and post-assessment strategies for assessing each learning objective.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate develops reliable assessment strategies to evaluate the learner’s performance on each learning objective.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate plans assessment and scoring procedures that will yield valid results for determining progress toward the learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>The candidate plans adaptations in assessment procedures to meet the needs of each student.</td>
<td>3</td>
</tr>
</tbody>
</table>
Guidelines: Assessment Plan

Pre-assessment

Develop a pre-assessment strategy that is aligned with your unit goal and objectives. Administer the pre-assessment well in advance of implementing your instructional unit. Develop a table and chart that reflect the pre-assessment results.

Assessment Plan Overview

Develop a table that will reflect an overview of the assessment plan. Include four columns in the table with these headings: Learning Objective(s), Type of Assessment, Assessment Format, and Adaptations. The purpose of the first two columns is to depict the alignment between the learning objectives and the planned assessments. The format column should summarize the type of assessment (e.g., objective test, essay response, authentic performance, checklist, running record, project) to be used to assess the learning objectives. The adaptations column should explain any procedures that will be used to meet the individual needs of the learners in the administration of the assessment(s). Make certain that the planned assessments are appropriate for the level of objective intended to be assessed. For example, knowledge objectives might best be assessed by questions which require the learner to respond with the correct knowledge; whereas, skills objectives might best be measured by requiring the learner to practice or demonstrate the learned skill; and thinking skills, such as analyzing or evaluating, might best be assessed through some writing activity that requires that thinking process.

Reliable Assessment

Describe each of the assessment strategies (pre-assessment, formative assessments, post-assessment) that you will use to evaluate learning along each of the learning objectives. Verify your judgments by collaborating with a colleague.

1. Justify why you are choosing each of the assessment strategies.
2. If the pre-assessment and post-assessment are not the same, explain how each assesses the same knowledge or skills.
3. Make sure to plan enough items or procedures to reliably assess each learning objective.
4. Explain how the assessment items or procedures will reliably assess the stated learning objectives they are designed to measure.
5. Select one of the formative assessment strategies you plan to use for each learning objective and explain its purpose and implementation.

Valid Assessment and Scoring Procedures

Describe the scoring procedures for each of the assessment strategies. Explain how you will use assessment results to draw valid conclusions about each learner’s progress. State the criteria you will use to determine learner progress.
The criteria may include a mastery scale, rubric, raw scores, percentage scores, gain scores, performance rating scale, observation checklist, anecdotal record, or a combination of any of these. Regardless of the chosen criteria, be sure to determine in advance of the pre-assessment how you will measure the students’ learning progress. You will use a form for recording learner responses (e.g., rubric, checklist, rating scale), include it in the appendices and explain its use in the description of this section. Next, select two (2) subgroups (e.g., males vs. females, learners with IEPs vs. typical learners, high vs. low performers) that you wish to compare for learning progress. You will present the results of this comparison later, in the Analysis of Student Learning section.

Adaptations in Assessment Administration Procedures

Based on the learning context for differences in student learning characteristics, describe any and all planned adaptations for the administration of each of the assessments. If you plan to use a different procedure for some of the learners, describe precisely what adaptation will be made for those learners and why the adaptations are necessary.
Section 4: Design for Instruction

Goal for Candidate Performance: Design for Instruction

The candidate designs instruction for specific learning objectives, taking into account the entire learning context.

Objectives & Scoring Guide: Design for Instruction

<table>
<thead>
<tr>
<th>Objective for Candidate Performance</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate clearly describes how pre-assessment data inform content level and choice of key teaching/learning activities.</td>
<td>5</td>
</tr>
<tr>
<td>The candidate utilizes relevant professional literature to plan for instruction that aligns with learning objectives and utilizes a variety of teaching strategies and resources to facilitate student learning.</td>
<td>4</td>
</tr>
<tr>
<td>The candidate discusses how most of the salient context characteristics will impact instruction and student learning.</td>
<td>4</td>
</tr>
<tr>
<td>The candidate integrates appropriate technology and highlights how it will enable teaching and learning or provides a clear rationale for not using technology.</td>
<td>2</td>
</tr>
</tbody>
</table>

Guidelines: Design for Instruction

Interpretation and Application of Pre-assessment Data

Discuss what the pre-assessment data suggests or reveals about students’ strengths and weaknesses in relation to the learning objectives. Then show how the inferences you draw from the pre-assessment data guide you to select appropriate level(s) of content and learning strategies.

Plan for Instruction

Draw upon your knowledge of professional theories, principles, best practices, and research to design a block plan that shows the topic of each learning activity and the learning objective(s) addressed. Be certain that your plan includes a variety of teaching strategies and resources. Then, write a narrative that explains the block plan by presenting the scope and sequence (the flow) of the activities and provides clear rationales for your choices of activities. Explain how your plan reflects the contributions of relevant authorities and/or professional literature, citing your sources.
Impact of Learning Context

Identify the contextual characteristics you are addressing, as you plan for instruction. Describe the possible impact of each identified characteristic and how your instructional plan deals with it.

Use of Technology

Explain how you will use technology during instruction. Discuss how it will contribute to teaching and learning. If you cannot use technology, provide justification.
Section 5: Instructional Decisions

Goal for Candidate Performance: Instructional Decisions

The candidate makes instructional decisions based on analysis of his or her teaching, student learning, and the learning context.

Objectives & Scoring Guide: Instructional Decisions

<table>
<thead>
<tr>
<th>Objective for Candidate Performance</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate makes sound instructional decisions/modifications to address individual student or group performance.</td>
<td>4</td>
</tr>
<tr>
<td>The candidate connects instructional decisions/modifications to achievement of the learning objective(s).</td>
<td>4</td>
</tr>
<tr>
<td>The candidate presents evidence that clearly demonstrates the impact of the learning on student attitudes and/or behavior in the classroom resulting from the overall instructional unit or any specific learning activity or lesson(s).</td>
<td>2</td>
</tr>
</tbody>
</table>

Guidelines: Instructional Decisions

Instructional Decisions Informed by Student Performance

Discuss two modifications you made in terms of content level, pacing, sequencing, instructional strategy, classroom management, etc., in response to individual student or group performance, as indicated by formative assessment data or instructional feedback during instruction. Were the modifications effective? Discuss the impact of the modifications.

Instructional Decisions and Learning Goals

Discuss how each of the instructional decisions/modifications contributed to the realization of any of the unit learning objectives.

Instructional Impact on Student Attitudes and/or Behavior

Describe changes in student attitudes and/or behavior that occurred during or after the instruction of the unit. These may be either positive or negative in nature. Did any students become more active participants in the learning process as the unit progressed or did they become less active and seem to lose interest as the instruction progressed? Was there any observable increase or decrease in desire to learn by any student(s)? Did any student(s) demonstrate more problem behaviors, as the unit progressed? Identify possible reasons for any of the changes in student attitudes and/or behavior that you identify.
Section 6: Analysis of Student Learning

Goal for Candidate Performance: Analysis of Student Learning

The candidate uses assessment results to profile student learning and presents an analysis of student progress for each learning objective.

Objectives & Scoring Guide: Analysis of Student Learning

<table>
<thead>
<tr>
<th>Objective for Candidate Performance</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate graphically presents the results of the assessments clearly and accurately for each learning objective, comparing the pre-assessment data and the post-assessment data.</td>
<td>4</td>
</tr>
<tr>
<td>The candidate analyzes assessment results from the data for both the whole class and two subgroups, using the criteria identified in the Assessment Plan.</td>
<td>4</td>
</tr>
<tr>
<td>The candidate interprets and draws meaningful and appropriate conclusions that are based upon analysis and interpretation of assessment results.</td>
<td>5</td>
</tr>
<tr>
<td>The candidate presents evidence that clearly demonstrates the impact of the learning on student behavior resulting from the overall instructional unit or any segment thereof.</td>
<td>2</td>
</tr>
</tbody>
</table>

Guidelines: Analysis of Student Learning

Graphic Presentation of Assessment Results

To analyze the progress of your whole class, create a table using computer technology that shows pre- and post-assessment data on every student on each of the learning objectives. Then create a graphic (chart) summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning objective, in the Assessment Plan section.

Analysis of Student Learning

Whole Group - Using the assessment data, analyze and describe student progress for the whole class, along each learning objective, according to the criteria you identified in the Assessment Plan section. For example, if your criterion for one or more of your objectives was a rubric, how many of the students showed learning progress to the higher levels of the rubric? If you used a mastery, partial mastery, no mastery scale, how many of the students increased their mastery of the criterion set for each objective?

Sub-Groups - Remind the reader of the two (or more) sub-groups you decided, during your planning, to compare for progress on each learning objective. Describe group similarities and differences in achieving the criterion set for each objective.
Did one of the sub-groups do better than the other(s) on any objective? Explain possible reasons for similarities and differences.

**Interpretation of Assessment Results**
Pull from the details of your assessment results and discuss what your students learned during this unit of instruction. How well did they accomplish your learning objectives? What new knowledge and skills did they demonstrate?
Section 7: Reflection and Self-Evaluation

Goal for Candidate Performance: Reflection and Self-Evaluation

The candidate reflects on his or her instruction and student learning to improve teaching practice.

Objectives & Scoring Guide: Reflection and Self-Evaluation

<table>
<thead>
<tr>
<th>Objectives for Candidate Performance in Reflection and Self-Evaluation</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate reflects on the need for changes in the learning objectives, instruction, and assessments to improve student learning.</td>
<td>5</td>
</tr>
<tr>
<td>The candidate reflects on implications for professional development resulting from the experience of planning and teaching this unit of instruction (the TWS).</td>
<td>5</td>
</tr>
</tbody>
</table>

Guidelines: Reflection and Self-Evaluation

Reflection on Modifications to the Unit of Instruction

Reflect back over the entire unit, both the planning process and the actual instruction, and discuss any changes that you now believe would improve student learning. These modifications may relate to the learning objectives, assessments (pre-, formative, or post-), or the instruction and/or planned learning activities.

Reflection on Implications for Professional Development

What has the planning and implementation of this unit of instruction revealed to you about yourself? Consider these questions as you reflect on this issue: What strengths and/or weaknesses emerged with regards to:

1. Your planning skills and abilities for a lengthy unit of instruction;
2. Your knowledge of assessment and developing assessment criteria;
3. Your knowledge of the subject area covered by this unit;
4. Your ability to select effective learning activities related to specific learning objectives;
5. Your teaching skills for affecting learning;
6. Your ability to attend to the attitudes and behaviors of the students during instruction;
7. Your ability to meaningfully analyze and interpret assessment results to determine student learning;
8. Your ability to manage the learning environment (classroom management skills) to keep learning on track.

Identify any three of these areas of consideration and present evidence for your personal need for improvement in these areas that emerged from this unit planning and instruction. Finally, describe specific steps you would take to meet the goal of improving in these areas.
A good teacher is like a candle – it consumes itself to light the way for others.
~Author Unknown~