

Nelson University
2025-2026

Clinical Teacher Handbook



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INTRODUCTION

Clinical teaching is one of the most rewarding experiences in your professional development as an education major. It will be a challenging experience that will provide you with many opportunities to test learning theory and practice, to discover your personal strengths and weaknesses, and to increase the skill and understanding required in the teaching profession.

Everyone associated with the Nelson University Teacher Education program is committed to helping you become a professional teacher. The success of the clinical teaching semester will depend on the cooperative efforts of the clinical teacher, the cooperating teacher, and the field supervisor. This handbook contains critical information and guidelines designed to help you achieve success during clinical teaching. *Please refer to it for all questions relating to your clinical teaching semester.*

PURPOSE OF CLINICAL TEACHING AND PLACEMENT

Clinical teaching is the culminating experience in the Teacher Education program at Nelson University. The clinical teaching semester is a valuable professional experience that provides the clinical teacher with a variety of opportunities to put theory into practice. Clinical teaching experiences are designed to provide opportunities for clinical teachers to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

Once education students are approved for clinical teaching, they are placed in a supportive environment with a cooperating teacher who has three or more years of classroom teaching experience. Regardless of the type of placement, all clinical teachers will follow the Texas Education Agency requirements regarding placement length.

It is important for you to recognize that you are a guest in the school and that your cooperating teacher bears the responsibility of determining what is best for his or her students. The classroom teacher's decision about what you may or may not do is final. If you demonstrate competence, responsibility, and tact, you will likely have many opportunities to try innovative teaching strategies. If you have any problems or concerns, be sure to inform your field supervisor as soon as possible.

Clinical Teaching Placement Process

Clinical teaching placements are selected with care and attention to several factors such as previous fieldwork and certification requirements. The Teacher Education Field Experience Coordinator works in tandem with the Director of Teacher Education, relevant school administrators, and human resource offices to select classroom placements. Adjustments in placements will not be made after clinical teaching begins except in unusual circumstances. Distance education students are required to start the process by providing information to the Field Experience Coordinator in the semester prior to clinical placement.

DISPOSITION STATEMENT

Dispositions are an important component of teacher preparation. According to the Council for the Accreditation of Educator Preparation (CAEP), dispositions are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.” Pre-service teachers at Nelson University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation as professional educators.

Professional Dispositions for Teaching

1. Exhibit sound and professional judgment by the following established field supervisor or public school policies when interacting with peers, students, parents, or members of the community.
2. Maintain confidentiality of student records, correspondence, and conversations.
3. Use emotional and social self-control and self-determination during personal interactions.
4. Demonstrate professional appearance by following Nelson University dress code and/or school campus dress code as well as appropriate hygiene.
5. Maintain an appropriate professional teacher-student and teacher-parent relationship.
6. Demonstrate positive attitudes toward the profession, students, parents, other educators, etc.
7. Demonstrate ethical behavior as defined by the Texas Educator Code of Ethics.
8. Exhibit a code of conduct that includes honesty, integrity, and cooperation related to tests, assignments, and interactions with Nelson University professors.
9. Collaborate with peers, students, faculty, parents, and administration to seek solutions to problems.
10. Demonstrate an ability to work with diverse individuals.
11. Exhibit qualities of a lifelong learner through academic preparedness, professional development opportunity participation, and course requirement completion.
12. Exhibits competence and professionalism in oral, written, and electronic communications.

EXPECTATIONS OF THE CLINICAL TEACHER

As a clinical teacher, you will attend Nelson University training and meet with your field supervisor prior to your campus placement. During these sessions, you will receive information about your role during the clinical teaching experience. **A convenient checklist of clinical teacher requirements and tasks is included in the appendix of this handbook and posted on the Nelson University Teacher Education webpage at www.sagu.edu/teachereducation**

Clinical Teacher Standard Experiences

Nelson University has established a set of common experiences for clinical teachers. Due to the varying context of placements (i.e. single and dual placements) the common requirements are listed below but is by no means an exhaustive list. If necessary, more specific details regarding various placement expectations may be provided by the field supervisor.

Classroom Visit

Clinical teachers are asked to make initial contact with their cooperating teacher prior to the first day of clinical teaching. This may not always be possible. However, if an early visit can be accommodated, it will ease the transition into the classroom setting. Clinical teachers should:

- Make initial contact: Contact cooperating teacher(s) via phone or email prior to clinical teaching to arrange an on-campus meeting and classroom visit.
- Complete Agreement of Expectation: During the on-campus meeting, *and within the first week of placement*, the clinical teacher and cooperating teacher should discuss the **Agreement of Expectation (Appendix, Nelson University TE webpage)** form to plan for the clinical teaching experience.
- Exchange phone numbers with your cooperating teacher and establish a clear notification system for cases of emergency.
- Establish clear expectations about the arrival and departure times for the clinical teaching day.

Observations of the Cooperating Teacher

Clinical teachers are expected to observe the cooperating teacher teach and manage the classroom environment, especially during the early weeks of clinical teaching. These opportunities provide excellent examples of effective teaching and learning. When observing, the clinical teacher should note the following:

- Objectives of the lesson
- Ways the objectives are achieved
- Attitudes of students toward the learning experience
- Ways discipline is established and maintained
- Uses of positive reinforcement
- Management of small groups
- Methods for facilitating transitions
- Ways to accomplish closure effectively

Instructional Responsibility

Through a gradual accumulation of instructional and operational skills, clinical teachers will eventually assume responsibility for the total classroom. **A suggested Instructional Timeline is included in the appendix of this handbook and posted on the Nelson University Teacher Education webpage at www.sagu.edu/teachereducation.**

Lesson Plans

As clinical teachers begin to assume instructional responsibilities, they will be responsible for developing lesson plans using the **Nelson University Lesson Plan Template** (Appendix, Nelson University TE webpage). The purpose of the Nelson University Lesson Plan Template is to:

- Assist in organizing the thinking processes while designing an effective lesson
- Build the clinical teacher's confidence in teaching a lesson in a sequential manner
- Provide a tool for communicating lesson plans to the cooperating teacher and field supervisor

The following are requirements for constructing lesson plans:

- **2 Days prior:** Using the **Nelson University Lesson Plan Template** (Appendix, Nelson University TE webpage), the clinical teacher will write and submit the lesson plan to his or her cooperating teacher at least **three days** prior to teaching it in order to gain constructive feedback for revisions and ultimate success. The Clinical Teacher will submit the Nelson University lesson plan to the field supervisor **two days prior to the pre-conference**.
- **Modified Lesson Plan:** As the clinical teacher assumes more responsibility, lesson plans must be prepared and presented to the cooperating teacher **no later than Friday** prior to teaching. After a consistent demonstration of success in writing and teaching long lesson plans, generally five long lesson plans per subject/block of time and upon agreement by the cooperating teacher and field supervisor, the clinical teacher will be allowed to choose a "short form" lesson plan for the remainder of clinical teaching. *However, the CLT will continue to use the Nelson University Lesson Plan Template for every evaluation.*

Classroom Daily Schedule

This is a copy of your cooperating teacher's daily schedule for class instruction. Submit this schedule immediately in order to assist the field supervisor in scheduling observations.

Weekly Tasks and Time Record

Self-reflection is an important part of the clinical teaching experience. Through regular reflections and tasks submitted to the Clinical Teaching Course in Blackboard, the clinical teacher will assess his or her growth as a teacher and learner, complete weekly tasks, as well as reflect upon how to refine and expand teaching skills, classroom management techniques, and professional growth.

The clinical teacher will submit weekly tasks and weekly time records each **Friday**. The

clinical teacher will provide a weekly update to the field supervisor through email or text but does not need to provide the weekly task to the field supervisor unless requested by the field supervisor.

*Clarification of Terms on Time Record section of the **CLT Time Record** in Blackboard:*

- Observation - The time spent watching the teacher(s) at work.
- Teaching - The time spent doing such things as giving individual help, giving instructions, working with small groups, guiding learning experiences, as well as having complete charge of a class.
- Preparation - The time spent in preparation for classroom teaching. This includes your conference/prep period.
- Total **Weekly** Hours - The time spent in the classroom with students **and** during planning period. Related activities such as lunch, open house, extracurricular activities, staff meetings, etc. do not count in this total. It's imperative that this number is correct. The number of hours per week does impact being approved for certification.
- Total ***Additional*** Hours – The time spent on additional duties not included in the total weekly hours. This includes staff meeting, open house, extracurricular duties, games, etc.

CLT Daily Time Log

The CLT will keep a daily log of hours with students, in conference, in professional development, or in other school related activities as required by the district. This log is provided electronically and the CLT is responsible for maintaining correct hours each day.

Per the revisions to [19 TAC §228.67\(b\)](#) that were effective March 11, 2025, for the professional development hours to be counted as clinical teaching hours, they must occur within the assignment start and end date. Per the definition in [19 TAC §228.2\(5\)](#), the assignment start date for clinical teaching, internship, or residency is the first date of instruction with students. Candidates may complete up to 210 hours of clinical teaching through additional instructional hours during the school day and must be under the supervision of a certified educator when completing these hours.

The CLT is responsible for obtaining mandated signatures from the CT and FS. The final time log shall be submitted to the Nelson Teacher Education Department at the conclusion of clinical teaching. Failure to do so may result in not receiving credit for clinical teaching or not being approved for Texas teacher certification.

Résumé

Clinical teachers are expected to meet with the Career Development office to develop a professional résumé.

Additional Expectations

Complete any requirements assigned by the field supervisor (i.e. lesson observation forms, self-assessment/reflection forms, lesson plans, classroom management plan, program/process evaluation, etc.) and submit these on the required date.

Classroom Authority

Nelson University expects the clinical teacher to work within the context of the cooperating teacher's classroom and campus and accept that *the cooperating teacher has the ultimate responsibility* for what he or she may or may not do in the classroom. If the clinical teacher has concerns about the relationship with the cooperating teacher, these need to be discussed with the field supervisor. Clinical teachers must not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding. If needed, contact the Director of Teacher Education and/or the Field Experience Coordinator.

Campus Policies

Clinical teachers shall know and follow the policies of the campus to which they are assigned. Cooperating teachers are encouraged to prompt and coach their clinical teacher when necessary.

Arrive and depart the school site in accordance with the school's policy for all teachers (contract hours). Clinical teachers need to arrive early and stay late for all meetings, team planning, and/or preparation for class.

Required Nelson University Meetings

Clinical teachers are required to attend all Nelson University clinical teacher orientation and training sessions, block course meetings, job fair, testing sessions/meetings, etc.

Deadline and Acknowledgement Requirements

Nelson University Teacher Education keeps clinical teachers informed of important submission dates and deadlines. However, it is the clinical teacher's responsibility to meet deadlines when applying for graduation, state exams, and certification.

Clinical Teaching while Employed as Instructional Aide

Approval to clinical teach while being employed as an instructional aide shall be noted on the clinical teaching application. The Teacher Education Committee will discuss each request. The Director of Teacher Education and the ISD will enter into dialog to ensure the placement is manageable and applicable. Only in special circumstances will this be allowed.

CLASSROOM RESPONSIBILITY

Professionalism

As Christians entering the professional world, students are expected to adhere to the highest standards of personal and professional conduct. Not only do they represent Nelson University in the community, but it is vital that they uphold their own Christian testimony. Clinical teaching is an opportunity to exemplify to students and fellow teachers the character of Christ. Display the highest standards of professionalism and a commitment to improving the learning environment and the teaching profession.

Cooperative and Acceptable Work Ethic

As a guest in the cooperating teacher's classroom, the clinical teacher shall listen and observe, question respectfully, and be available for regular planning and feedback sessions with the cooperating teacher.

Writing lesson plans or using the computer for personal reasons during class time is unacceptable. This time should be used to observe the cooperating teacher and work with students. Unless otherwise directed by the cooperating teacher and for instructional purposes, cell phones are to be turned off in the classroom and sending or receiving text messages or posting to social media sites is not allowed during the school day.

Perfect attendance is expected. More information on absences appears in the Policy section of this handbook.

Ethical Behavior

Clinical teachers should never compare students with others in the school nor get involved in gossip or negative conversations. Clinical teachers are not to discuss their personal lives or any aspect of their lives that could call their behavior into question with any student or teacher. This includes any information that may be posted on the Internet, such as (but not limited to) Facebook, Twitter, Instagram, etc. that could be detrimental to their character.

Clinical teachers must not discuss or post any concerns about the school, the district, the cooperating teacher, other school personnel, or the students in any way.

Clinical teachers are expected to be honest in and out of the classroom. Remember that a partial truth is still dishonest. Clinical teachers are expected to do what they know to be Biblically right all the time and take responsibility for their actions in and out of the classroom.

Confidentiality

According to FERPA guidelines, confidentiality regarding students' information and information about parents of students must be maintained. The clinical teacher is expected to know the campus policy on the use of confidential information that may be obtained through student records, conversations, or other sources.

Conversations in the workroom, hallways, and the lounge must be professional. Nelson University Teacher Education highly recommends that you share information with parents about their child only in the presence of the cooperating teacher and with their permission.

Dress Code

Clinical teachers are expected to present a professional appearance that reflects the transition from college student to educator. Clinical teachers should exhibit professionalism in dress and grooming at all times. Good grooming is part of your professional identity and Christian witness.

Clinical teachers must identify and dress in accordance with the Nelson University dress code, as well as the assigned school's dress code. Jeans, t-shirts, and sweatshirts may only be worn on a day approved by the school for such attire.

Electronic Media Policy

Electronic media includes all forms of social media, such as text messaging, instant messaging, email, blogs, chat rooms, video-sharing websites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and web-based applications.

Clinical teachers' use of electronic media to communicate with students in their assigned placements for social reasons is prohibited.

Under no circumstances should a Nelson University clinical teacher post photos or videos of classroom students on-line or in a public forum.

If a Nelson University clinical teacher chooses to use a social network site or similar media for personal purposes, the Nelson University clinical teacher is responsible for the content on that page. This includes any content added by the Nelson University student, the student's friends, or members of the public who can access the student's page, as well as web links on the student's page. The clinical teacher is also responsible for maintaining privacy settings appropriate to the content. Failure to adhere to the content listed in the classroom responsibilities section of this document could result in termination of clinical teaching, loss of school credit, and/or removal from the Teacher Education Program or from Nelson University.

CLASSROOM MANAGEMENT

It is normal for clinical teachers to be concerned about classroom management. During the beginning week of the assignment, clinical teachers shall meet with their cooperating teachers to discuss the campus/classroom discipline plan and how it is to be carried out by the clinical teacher.

Clinical teachers may not participate in administering corporal punishment to students, nor may they serve as witnesses as staff members administer corporal punishment.

Some of the following measures may help build the type of teacher-pupil relationship that prevents management problems.

- Establish a climate that promotes fairness and respect for each student.
- Seek to attain a high degree of participation.
- Learn and make use of names quickly.
- Be alert and redirect inappropriate, off-task or disruptive behavior promptly and consistently.
- Encourage self-discipline and self-directed learning in the classroom, corridors, and lunchroom.
- Exhibit poise, dignity, and calmness at all times.
- Stop little things before they gain momentum.
- Be warm and friendly but be firm.

TEXAS EDUCATION CODE OF ETHICS

Clinical teachers have a responsibility to perform their duties in an ethical and professional manner just as certified teachers in the classroom do. All pre-service teachers are required to uphold all aspects of the Texas Education Code of Ethics which can be found at:

<https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/19-tac-chapter-247>

CLINICAL TEACHING POLICIES

Professional Liability

- The Clinical teacher is entitled to the same protection of law as the cooperating teacher and the principal in the school where he or she is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students' protection does not apply to the operation or use of any motor vehicle.
- Administering medicine to any student is not permitted at any time. Even if the cooperating teacher gives approval, the clinical teacher must decline and cite university policy as the reason for doing so.
- Clinical teachers are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
- Corporal punishment administered by the clinical teacher (even in the mildest form) is not permitted at any time. Clinical teachers are instructed to be careful of physical contact with students at all times. The cooperating teacher should discuss school policy regarding this issue with the clinical teacher, but it is ultimately the responsibility of the clinical teacher to know and abide by the school's policy.
- In the weeks before the clinical teacher assumes total instructional responsibility, he or she should not be left alone in the classroom on a regular basis. The cooperating teacher and the clinical teacher should agree regarding the clinical teacher's readiness to handle the teaching assignment and classroom behavior before the clinical teacher is left alone. In all situations, the length of time the cooperating teacher is out of the classroom should be brief early in the experience but increase over time as gradual release of the classroom to the clinical teacher becomes necessary. It is important that a clinical teacher manage classroom behavior and has a firm understanding of the classroom management expectations before being left alone. Even during the final weeks of clinical teaching, the cooperating teacher can remain in the classroom part of the time. He or she is never excluded from the classroom while mentoring the clinical teacher.
- The clinical teacher shall not be left alone on a playground or field trip with a group of students without a certified teacher nearby.
- Nelson University Teacher Education has not provided the clinical teacher with liability insurance. Nelson University Teacher Education requires that all clinical teachers obtain liability insurance coverage offered through organizations such as, but not limited to, ATPE. Clinical teachers are given the opportunity to enroll during orientation.

Substituting

If the cooperating teacher is absent during the semester, the school administrator is required to hire a substitute teacher. Depending on the clinical teacher's ability, he or she may accept total responsibility for instruction while the substitute teacher is in the room if the cooperating teacher is absent.

Clinical teachers cannot be pulled from their placement to serve as a substitute teacher for the campus.

Field Trips

Clinical teachers may assist with the planning and chaperoning of field trips for his or her

assigned class in conjunction with the cooperating teacher. Clinical teachers are encouraged to attend field trips; however, they may not drive his or her personal vehicle to carry students on a field trip.

Clinical Teacher Absences

Perfect attendance is expected during clinical teaching. If the clinical teacher must be absent, the following restrictions apply:

General Requirements

The Texas Education Agency mandates the number of hours a clinical teacher shall be in the classroom. Therefore, hours missed will be made up after the last official day of clinical teaching, regardless of the reason, unless the Director of Teacher Education approves another arrangement.

If a clinical teacher cannot avoid an absence, the clinical teacher is responsible for immediately notifying the following individuals on each day of the absence (before the beginning of the school day):

- Cooperating Teacher
- Field Supervisor
- Director of Teacher Education (as needed). *Failure to notify may result in the termination of the clinical teaching assignment.*

An **Absentee Form for Clinical teachers** (Appendix, Nelson University webpage) must be submitted prior to an absence for personal reasons and the first day back from an emergency absence. Clinical teachers must submit an absentee form for hours missed due to an unforeseen circumstance.

If a clinical teacher must leave the assigned campus during school hours, the clinical teacher is also responsible for notifying the appropriate individuals and submitting an **Absentee Form for Clinical teachers** (Appendix, Nelson University webpage).

The clinical teacher must be present in the school for the entire teaching day (exceptions are made to attend required Nelson University meetings) and follow the faculty handbook of the school for the times they are to report and leave school. **Lateness and leaving early is inexcusable.**

If at any time, in the judgment of the cooperating teacher, field supervisor, or Director of Teacher Education, *the clinical teacher's absences are excessive (more than three), the clinical teaching assignment may be terminated.* A doctor's note is required for a clinical teacher's absence due to illness for three (3) or more consecutive days.

**Participation in college sports is not permissible. Students who are wanting to complete their eligibility will be required to delay clinical teaching until there is no interference in the clinical teaching placement and responsibilities.*

Absences Due to Personal Business

- **TEExES Exams:** Clinical teachers are expected to take their TEExES exams prior to the clinical teaching semester. However, in rare AND APPROVED cases, clinical teachers may need to schedule their TEExES exams during clinical teaching. Exams shall be scheduled after school hours, during school holidays, or Saturdays. If an exam must be scheduled during a school day, the clinical teacher must gain approval from his or her field supervisor and cooperating teacher prior to test registration. In this instance, *the clinical teacher will be required to submit an absence from duty form and make up the absence.*
- **Interviews:** Absences for interviews should be limited, approved by the field supervisor and/or Director of Teacher Education, and must be made up.
- **Other:** Clinical teachers who are absent due to any other personal business must receive prior approval and must make up the absence.

Failure to adhere to the content listed in the clinical teaching policies section of this document could result in termination of clinical teaching, loss of school credit, and/or removal from the Teacher Education Program or from Nelson University.

Calendar

Clinical teachers will follow the calendar of the school district in which they are assigned. If the district has a holiday and Nelson University is in session, the clinical teacher will have a holiday unless the field supervisor schedules a meeting or seminar. If the school has scheduled professional development days, the clinical teacher is required to participate unless specifically requested not to by the district or campus or unless the Teacher Education Department requests meetings.

Clinical teachers' active participation in all school-related functions that cooperating teachers are expected to attend ensures they are taking advantage of the opportunity to learn.

Examples include (but not limited to):

- Staff meetings
- Parent and teacher meetings (i.e. ARD meetings)
- Student performances or athletic events in which the cooperating teacher is involved
- Meetings of school clubs sponsored by the cooperating teacher
- In-service meetings

Inclement Weather

- In case of inclement weather closures or late starts, clinical teachers' follow the hours and calendar of the district in which they are assigned.
- If the district is closed or starts late due to inclement weather, the clinical teacher is expected to adhere to his or her assigned district's expectations for staff, even if Nelson University continues to hold classes.
- If Nelson University implements a closure or late start, but the clinical teacher's district does not, the clinical teacher must comply with the district's expectations.
- **Any hours missed due to school being canceled will be made up if the district's weather make-up day occurs after the last day of clinical teaching. If the district's**

“weather day” falls within the clinical teacher’s official university semester and the district is in session because of previous bad weather, the clinical teacher will attend that day.

Outside Responsibilities

Outside activities (e.g., employment, personal sports (Not Nelson University), ministry, or student organizations) must be held to a minimum during clinical teaching. Students are not permitted to maintain Nelson University sports participation. During this semester, your first responsibility is to the students you teach. Outside responsibilities must not interfere with your clinical teaching responsibilities. The field supervisor or Director of Teacher Education may address conflicts that arise, and termination of extracurricular activities may be required. *No clinical teacher will be excused to leave early for personal activities and obligations.*

Additional Requirements

Undergraduate students should have no more than 15 semester hours of course work to complete, including the 9-hour clinical teaching course. Students will not be permitted to take courses requiring field-based experience during clinical teaching. Students should be in contact with the Teacher Education Department to ensure courses are taken in a timely manner.

NELSON UNIVERSITY TEACHER EDUCATION AUTHORITY

Clinical teaching is a process designed for clinical teachers to learn, improve, and grow as a professional educator. The success of the clinical teaching semester will depend on the cooperative efforts of the clinical teacher, cooperating teacher, and the field supervisor. If a clinical teacher encounters difficulties, he or she should schedule a time to discuss his or her concerns with the cooperating teacher. *Successful completion of clinical teaching requires a Statement of Proficiency signed by each Cooperating Teacher and Field Supervisor.*

Should the problem or concern occur with the clinical teacher, the cooperating teacher must contact the field supervisor to discuss his or her concerns. The field supervisor will schedule a meeting with the clinical teacher and/or cooperating teacher to discuss the concerns and collaboratively construct a plan of action, or **Nelson University Clinical Teacher Growth Plan (Appendix, Nelson University webpage)**, to address the situation.

If the problem or concerns persist, the field supervisor and Director of Teacher Education will jointly recommend options to the clinical teacher, which may involve removal from clinical teacher placement.

There may be situations where immediate removal of the clinical teacher is necessary. This determination is made by the cooperating teacher, field supervisor, and/or principal and the Director of Teacher Education. A growth plan is always preferable but may not be appropriate depending on the nature of the removal. Some actions may be subject for student conduct review by Nelson University. See Dismissal Policy for additional information.

Growth Plan

When immediate removal is not necessary but when adequate progress is less than what should be demonstrated at any given point in the clinical teaching experience, corrective actions should be suggested, and progress re-evaluated. The field supervisor, with the help of the cooperating teacher, will assess the clinical teacher's progress and develop a growth plan. These steps will be followed to establish expectations for the clinical teacher and a timeline for demonstration of expected behaviors.

Initial Stage

The clinical teacher is observed to have performance or dispositional weaknesses. The field supervisor and cooperating teacher maintain documentation on the issues of concern. The field supervisor will initiate a discussion of these issues with the clinical teacher and cooperating teacher. A written action plan, **Nelson University Clinical Teacher Growth Plan (Appendix, Nelson University webpage)**, with a timeline will be developed by the clinical teacher, cooperating teacher, and field supervisor. This growth plan, along with other relevant information, will be shared with the Nelson University Director of Teacher Education.

The **Nelson University Clinical Teacher Growth Plan** will implement one or more of the following strategies:

- Daily, detailed lesson plans using the **Nelson University Lesson Plan Template** (Appendix, Nelson University TE webpage) will be constructed and submitted to the cooperating teacher and field supervisor at least five days prior to lesson delivery for feedback and approval
- Co-teaching by the cooperating teacher and/or field supervisor
- Extended period of full-time classroom teaching
- Extended period of the clinical teaching semester if possible
- Increased formal observations, if time allows
- Unannounced supervisory visits from the field supervisor and/or Nelson University Director of Teacher Education or Field Supervisor Coordinator

If the clinical teacher satisfactorily responds to the **Nelson University Clinical Teacher Growth Plan** in the timeline provided, the field supervisor and cooperating teacher may provide a proficiency statement and a passing grade will be given to the clinical teacher for the clinical teaching semester. Certification will be supported.

If the clinical teacher does not respond appropriately to the growth plan, the process will move to the final stage.

Final Stage (Unsuccessful Placement)

If deemed necessary by the field supervisor (after the Initial Stage proves inadequate **and** if time allows), a conference will be scheduled with the clinical teacher, field supervisor, and Nelson University Director of Teacher Education to discuss the concerns and a plan of action. The cooperating teacher may be invited to participate in this meeting.

Documentation will be shared and discussed. Examples of documented evidence may include, but not limited to:

- Observations by the cooperating teacher or field supervisor with notes on performance deficiencies, i.e. weak content knowledge, poor planning, ineffective pedagogy, etc.
- Record of dispositional issues, i.e. failure to establish a rapport with students, inability to fit into the school professional community, and/or unprofessional behavior.
- **Nelson University Clinical Teacher Growth Plan** developed in the initial stage.
- The clinical teacher's evidence of efforts to be successful in the placement. Examples may include lesson plans, student work, and/or professional development.

When the Clinical Teacher is **not** successful in the clinical teaching placement, he or she has two options available:

Option 1: Repeat Clinical Teaching

The clinical teacher will receive a grade of NC (No Credit) for the current placement. The following steps shall be taken and clearly documented:

1. The Director of Teacher Education will convene a meeting with the Field Supervisor and the Clinical Teacher to discuss options.
2. The student shall apply in writing to the Teacher Education Committee to repeat clinical teaching the following semester. This written letter must be sent to the Director of Teacher

Education five days prior to the ending of the current semester of clinical teaching.

3. If given approval from the Teacher Education Committee, the student will be placed in a different school with a qualified cooperating teacher. The Teacher Education Field Experience Coordinator will procure a repeat placement the following semester. The Nelson University Director of Teacher Education in consultation with the current field supervisor will decide if a new field supervisor will be assigned to the student for the new placement.

4. All Clinical Teachers who repeat clinical teaching will be placed on a growth plan beginning at the start of the new placement. The Growth Plan process will be followed as stated in above section.

5. At the conclusion of the established growth plan timeline, a conference is scheduled to evaluate the clinical teacher's performance and/or professional behavior. Complete documentation of the process must be filed with the Nelson University Teacher Education Department.

6. The Field Supervisor and Cooperating Teacher will provide one of the following:

- A proficiency statement and recommendation for certification with a positive response to the second clinical teaching semester
- A non-proficiency statement to the second clinical teaching semester. This will terminate the student from clinical teaching and remove the student from the program.

A follow-up letter will be sent to the clinical teacher outlining the on-campus meeting and decision made by the professionals involved regarding the future placement.

Option 2: Change Degree Plan

The clinical teacher will receive a grade of NC (No Credit) for the current placement. After an unsuccessful clinical teaching placement, the student can decide to change their degree to possibly graduate in the current semester. Students will need to contact the Registrar's office to determine eligibility for graduation.

DISMISSAL POLICY

In some instances, a clinical teacher may be immediately dismissed from the current clinical teaching placement. Dismissal would be the final action after the cooperating teacher and field supervisor have worked with the clinical teacher to change his or her deficiencies and remediate the clinical teaching experience demonstrated by proficiency documentation.

Immediate dismissal may also occur upon request from the school district, campus administrator, or Cooperating Teaching requesting that a clinical teacher be removed from the classroom or school campus. *Immediate dismissal can occur with or without placing a clinical teacher on a growth plan.* A written request by the school district, campus administrator, or Cooperating Teaching will result in an immediate dismissal with no additional placement opportunities. This will also result in automatic removal from the Nelson University Teacher Education Program. **There is no appeal process when students are immediately dismissed from clinical teaching.**

A clinical teacher is also automatically assigned a non-proficiency status as the result of a dismissal. According to the Texas Administrative Code Title 19, Chapter 228 (C2iii), it states, "Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate." This is accomplished when the clinical teacher receives a proficiency statement from both the field supervisor and cooperating teacher.

Appropriate documentation in the following areas could lead to dismissal. Some of those areas are (but not limited to):

- Unprofessional conduct
- Poor interpersonal relationships
- Lack of organizational and planning skills
- Poor communication (oral and/or written) skills
- Poor use of appropriate teaching strategies
- Poor attendance
- Excessive tardiness
- Unacceptable completion of minimum requirements
- Unauthorized release or discussion of confidential records
- Unprofessional appearance and/or inappropriate hygiene
- Criminal charges
- Dishonesty
- Failure to improve in the classroom
- Failure to follow directives from the Field Supervisor, or Director of Teacher Education, or the Department Chair

Procedures to be followed after a dismissal from the clinical teaching semester are as follows:

1. A meeting with the clinical teacher, field supervisor, and Nelson University Director of

Teacher Education will be held to discuss the serious concerns and the final decision. Documentation is shared and all voices are heard. The cooperating teacher, as well as the Teacher Education Department Chair, may be present at this meeting.

2. A **Dismissal from Clinical Teaching** form is completed by the field supervisor, signed by the clinical teacher, field supervisor, and Nelson University Director of Teacher Education and/or Department Chair and placed in the clinical teacher's file. This form will state the non-support of the continuation in the certification program and the student will be removed from the Nelson University Teacher Education program.

3. The clinical teacher will meet with the registrar to apply for a change of degree, usually to Pre-Professional or Interdisciplinary Studies.

4. A follow-up letter will be sent to the clinical teacher from the Director of Teacher Education outlining the on-campus meeting and the protocol involved in the termination stage.

Nelson University Teacher Education Post-script:

In all deliberations involving a clinical teacher exhibiting serious concerns in performance or ethics, the well-being and academic future of both the clinical teacher and potential students are taken into consideration. A career educator will impact hundreds of students in very important and lingering ways. Nelson University Teacher Education is committed to certifying competent and skilled educators of high integrity. The reputation of Nelson University rests upon the performance of our graduates.

Student Appeal Process

There is no appeal to the dismissal of a student from clinical teaching, only removal from the Teacher Education Program. Clinical Teachers who have been removed from the Teacher Education Program, have seven (7) business days from the date of the dismissal letter and/or email. The candidate's written appeal letter should be sent to the Nelson University Director of Teacher Education who chairs the committee. The Nelson University Teacher Education committee has the final decision regarding the status of program candidates. The complaint policy is posted on the Nelson University Teacher Education website.

CERTIFICATION

Clinical teachers are required to take specific TExES exams prior to clinical teaching. The Clinical Teacher is recommended for certification upon successful completion of the Nelson University Teacher Education Program, including clinical teaching and passing all TExES exams. To begin the process, clinical teachers shall apply for certification online and contact the Nelson University Certification Officer in the Nelson University Teacher Education Department. Individuals desiring to teach in accredited public and private schools in Texas must be certified through the Texas Education Agency. The administrative functions for the certification process are conducted by the Educator Certification and Standards Division at the Texas Education Agency (TEA).

TExES

A passing grade of 240 all TExES exams for the student's area of certification is required for teacher certification. Once all requirements for initial certification are completed (which includes graduation), the clinical teacher can request a test "by examination only" for a second teaching field.

Students who graduate from the Nelson educator preparation program and do not complete the required Texas Examinations of Educator Standards (TExES) within five years of program completion may be required to complete additional coursework or training to be eligible for certification testing. Pursuant to Texas Administrative Code (TAC) §230.21(a), candidates must perform satisfactorily on comprehensive examinations to obtain educator certification, ensuring they possess the necessary content and professional knowledge for an entry-level position in Texas public schools. Additionally, TAC §228.35(b) requires that educator preparation programs provide coursework and training aligned with current Texas Essential Knowledge and Skills (TEKS) and certification standards. If a candidate's knowledge or skills are deemed outdated due to the lapse of time, the program may require updated training to meet these standards, as determined by the program director in accordance with TAC §228.33. Candidates are encouraged to contact the teacher education office to ensure compliance with all certification requirements.

Employment Opportunities in Education

Students should begin to consider employment possibilities toward the end of their junior year or at the beginning of their final year of preparation in teacher education. Nelson University's Career Development provides a wide range of services to prospective graduates and graduates, including assistance with career planning and employment in school and non-school settings. See the **Appendix** of this handbook for sample interview questions.

Take Clinical Teaching Seriously

Remember, this experience is one of the most important of your college career. Give it your best effort. You must take responsibility for your teaching career by completing this experience successfully. Be sure to always communicate with both your cooperating teacher and your field supervisor. If you encounter any serious problems, inform your field supervisor immediately.

Transfer to another EPP

There might be a time when the candidate wants to transfer to another Education Preparation Program (EPP). The candidate must be in **good standing** with the Nelson University Teacher Education Program. Good standing means the candidate has:

- No outstanding financial responsibility due to Nelson University
- No poor conduct review or pending review anywhere
- Not been removed from Clinical Teaching at Nelson University

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher (CT) is the day-to-day mentor and guide through the clinical teaching process. The CT is expected to guide, assist, and support the candidate during the candidate's clinical teaching experience in areas such as lesson planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The CT will report the candidate's progress to the field supervisor.

Qualifications and Responsibilities

- at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, Part II of §228.97;
- accomplishment as an educator as shown by student learning;
- not assigned to the candidate as a field supervisor, or site supervisor;
- trained by the educator preparation program (EPP) or the campus or district, including training in how to coach and mentor teacher candidates; and
- valid certification in the certification category in which the candidate is seeking certification.

The following section provides guidelines and expectations for the cooperating teacher.

- guide, assist, and support the candidate throughout the entirety of the placement in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and
- report the candidate's progress to the candidate's field supervisor.

Training will be provided by the Nelson University Teacher Education Department and the Nelson University appointed field supervisor. CTs are expected to:

- ☐ Attend the Nelson University Training. This training is offered face-to-face. Those not local will be provided a zoom link.
- ☐ Conduct a pre-conference meeting with the CLT prior to the observation.
- ☐ Observe the CLT a minimum of twice per semester. This observation should be completed after the first field supervisor evaluation and the second one before the Field Supervisor's last (fourth) evaluation.
- ☐ Provide oral and written feedback to the CLT on each observation.
- ☐ Connect with the field supervisor to share concerns and victories at least once a month.
- ☐ Notify the field supervisor of unacceptable behavior such as, but not limited to, habitually arriving late, sub-par lessons, failure to improve, or anything else listed in the Dismissal Policy of this Handbook.

The CT's evaluation form is located in the appendix. CTs also received forms from the Nelson University Teacher Education Department through email.

Welcoming the Clinical Teacher

- Establish a positive and trusting relationship through early conversations.
- Introduce the clinical teacher to the students on the first day. Have him/her tell the class about him/herself. Ensure to students that the clinical teacher is a beginning teacher to help establish student respect of the clinical teacher.
- Introduce him/her to the school staff – other teachers, office staff, etc.
- Provide a workspace in the classroom that the clinical teacher can consider his/her own.

Providing the Clinical Teacher Orientation to the School Environment

Share information about campus/classroom processes and procedures and student information. Complete the **Agreement of Expectation Form (Appendix, Nelson University TE webpage)** within the first week of placement. During the completion of the **Agreement of Expectation Form**, coverage of many of the following issues will occur.

- Provide copies of textbooks and other print material, as well as access to online resources.
- As allowed by the district technology policy, access to electronic lesson plan templates, gradebooks, etc.
- Provide instruction or model the use of electronic lesson plan templates, gradebooks, etc.
- Discuss the daily class schedule and how classroom time and space is arranged.
- Cover any classroom procedures, such as restroom passes and class helpers.
- Discuss the campus discipline management plan and classroom behavior management system.
- Discuss staff hours, morning check-in, lunch options, workroom use, and other staff expectations.
- Provide access to the teacher handbook, student handbook, and other appropriate campus policy resources.
- Include the clinical teacher in team meetings, faculty meetings, and professional development events. If appropriate, include the clinical teacher in parent conferences and ARDs.
- Establish communication routines with the clinical teacher and field supervisor.
- Develop a regular schedule for planning and addressing questions and issues.
- Discuss expectations for phone calls and emails. (i.e. when it is too late to call; whether text messages will be accepted, etc.)
- Provide routine communication about school events. (book fairs, pep rallies, etc.)
- Clinical teachers will send home an introductory letter to parents. Please review/approve the letter and facilitate principal approval if required.

Encouraging the Clinical Teacher

- Establish how you would like the clinical teacher to proceed with discipline and classroom management, lesson planning, and co-teaching
- Reassure and support the clinical teacher as he/she begins to assume instructional responsibilities.
- Encourage creativity and different teaching strategies.
- Provide an environment conducive to trying something new, supported through

encouragement and guidance.

Mentoring the Clinical Teacher

During the first week or two of clinical teaching the clinical teacher should observe the cooperating teacher.

- Schedule time to discuss what he/she is observing and experiencing.
- Clinical teachers are usually most apprehensive about behavior management. Discuss situations as they arise and talk about how the behavior management system applies. Utilize “think-alouds” to talk through decision-making. Guide the clinical teacher to anticipate/prevent potential problems.
- Discuss how instructional delivery decisions are made. Use think-alouds to work through the planning process.
- Let the clinical teacher see that teachers make mistakes, too. Talk about how adjustments are made.
- As areas for improvement are identified, provide positive and constructive feedback as specific as possible to help the clinical teacher clearly understand expectations.

Guiding the Clinical Teacher to Assume Instructional Responsibility

One of the major goals of the clinical teaching experience is for the clinical teacher to assume full responsibility of the classroom for at least 4 weeks. However, there is some flexibility on this schedule when needed. Please communicate with the field supervisor on any concerns you may have. (See Timeline for Teaching, Appendix, Nelson University TE webpage).

Planning Together

To guide the clinical teacher’s progress toward self-planning and teaching, regularly and cooperatively plan together – one session at the beginning of the semester followed by weekly and/or daily sessions. Facilitate planning time with other teachers if shared planning occurs. Provide the clinical teacher with a copy of weekly plans to help him/her see the big picture – especially during the first weeks while he/she is becoming acquainted with classroom expectations.

Agreement of Expectation/Timeline of Teaching Release of Responsibility

Using the Agreement **of Expectation** (Appendix, Nelson University TE webpage), jointly develop a schedule of how the clinical teacher will assume instructional responsibility. Tasks should be assumed as he/she exhibits readiness to do so.

Discuss ways to work together during the clinical teacher’s full-time teaching time. This includes co-teaching and/or the cooperating teacher being present to facilitate classroom management while still providing the clinical teacher with “space” needed to exercise his/her independence. However, clinical teachers are expected to assume *total responsibility* of the instructional day.

Lesson Plans

Clinical teachers are required to develop and submit lesson plans as directed by their field supervisor and the Nelson University Teacher Education Department. Clinical teachers have been provided with the **Nelson University Lesson Plan Template** (Appendix, Nelson University TE webpage) format for constructing lesson plans.

The purpose of the **Nelson University Lesson Plan Template** is to:

- Assist in organizing the thinking processes while designing an effective lesson.
- Build the clinical teacher's confidence in teaching a lesson in a sequential manner.
- Provide a tool for communicating lesson plans to the cooperating teacher and field supervisor.

Nelson University Teacher Education has also familiarized clinical teachers with other lesson plan formats, i.e. 5E Model, Madeline Hunter Model, mini lesson, etc. However, during the clinical teaching process, the cooperating teacher and/or field supervisor could require the following for constructing lesson plans:

- Using the **Nelson University Lesson Plan Template** (Appendix, Nelson University TE webpage), the clinical teacher will write and submit the lesson plan to his or her cooperating teacher at least **two days** prior to teaching it in order to gain constructive feedback for revisions and ultimate success.
- As the clinical teacher assumes more responsibility, lesson plans must be prepared and presented to the cooperating teacher **no later than Friday** prior to teaching.
- After a consistent demonstration of success in writing and teaching long lesson plans, generally five long lesson plans per subject/block of time and **upon agreement by the cooperating teacher and field supervisor**, the clinical teacher will be allowed to choose a "short form" lesson plan for the remainder of clinical teaching.

Observing and Evaluating the Clinical Teacher

Informal Observations

Informally observe the clinical teacher on a daily basis. Take note of strengths and areas for improvement. At least every two weeks provide oral and written feedback as well as a time for discussion exchanges. *Provide the field supervisor with written documentation on areas for growth at least once a month during the clinical teaching placement.*

The field supervisor will also informally observe the clinical teacher. These are unscheduled visits where the clinical teacher is unaware, but the field supervisor will communicate with you when he/she plans to visit.

Formal Observations

If the clinical teacher is in a **single placement**, formally observe the clinical teacher **twice** before the final evaluation by the field supervisor—once within the first eight (8) weeks of placement and once within the second eight (8) weeks of placement (but at least 3 weeks apart). If the clinical teacher is in a **dual placement**, *each* cooperating teacher will formally observe the clinical teacher **once**.

These observations should be announced ahead of time with written feedback and time for discussions of strengths and suggestions for improvement. Provide the CT formal evaluation form(s) to the field supervisor. (The formal evaluation can be found in the appendix section of this document.)

All formal observation forms must be given to the Nelson University Field Supervisor to be stored in the candidate's permanent file.

Statement of Proficiency

The goal of clinical teaching is to be first-day ready. This means that by the end of clinical teaching, the candidate shows proficiency and is ready to be a first-year teacher. If the cooperating teacher cannot state that the clinical teacher is proficient, the cooperating teacher must have documentation of communication with the clinical teacher and field supervisor throughout the placement with evidence of failure to meeting program requirements, professionalism, instruction, etc.

Provide the statement of proficiency to the field supervisor along with any documentation needed if proficiency is not supported. This document will be stored in the candidate's permanent file.

ROLES AND RESPONSIBILITIES OF THE FIELD SUPERVISOR

Clinical teacher field supervisors (FS) have extensive experience in observing, mentoring, and training, with an enthusiasm for working with pre-service teachers. They serve as a liaison between the school and the university to create the best possible clinical teaching experience for Nelson University Teacher Education students. Supervisor duties encompass working with clinical teachers within the district/campus environment, providing external support and training, and completing all required documentation.

Qualifications

- hold a current certification in which supervision is provided or, at a minimum, a master's degree in the academic area or field related to the certification area being supervised and compliance with continuing professional education requirements in Chapter 232, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements;
- accomplishment as an educator as shown by student learning;
- not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum;
- not assigned to the candidate as a mentor, cooperating teacher, or site supervisor;
- three years of creditable experience, as defined by Chapter 153, Subchapter CC, of §228.101 (relating to Commissioner's Rules on Creditable Years of Service), in the class in which supervision is provided;
- trained annually by the EPP (Nelson University Teacher Education); and
- has completed Texas Education Agency (TEA)-approved training for field supervisors supporting teacher candidates, or is a currently certified Texas Teacher Evaluation and Support System (T-TESS) appraiser.

Duties of a Field Supervisor:

- Meet with each clinical teacher at the required orientation or before to share contact information and plans for meetings
- The field supervisor shall verify the candidate's placement within the first three weeks and shall notify the EPP if the placement does not meet the requirements of the EPP, including assignment of a qualified cooperating.
- Conduct four (4) formal evaluations *per semester* that are 45 minutes or more in duration. (Template provided in the Appendix). This must be within the first four weeks of all clinical teaching assignments BUT on or after September 1. *CLTs with two subject area certifications will have a qualified FS for each certification subject. Contact the Teacher Education Department for more information.* Provide the CLT with written feedback provided during the post-conference with feedback on targeted skills. See important dates for guidance on when to conduct evaluation.
- Complete three (3) informal observations that are 15 minutes or more in duration *per semester* with post-conference discussion informed by the areas identified for improvement. The first informal observation must occur after the first formal evaluation. Provide the intern with written feedback provided during the post-conference with feedback on targeted skills
- Provide ongoing coaching as appropriate and as needed

- Provide the CT and Principal copies of the formal evaluations
- Communicate regularly with the CLT. A communication log is provided in the appendix. This log shall be submitted with final paperwork to be placed in the CLT's permanent file.
- Communicate regularly with the cooperating teacher and with the principal if needed.
- Notify campus principal and Director of Teacher Education of conduct listed in the Dismissal Policy of this Handbook.
- Notify the Director of Teacher Education if inappropriate conduct transpired and the CT or campus Principal is requesting a removal of the CLT
- Collect and submit all required documentation with required signatures to the Nelson University Teacher Education Department.

Communication

Provide multiple means for communication with the clinical teacher (email, phone, text message) and offer guidelines for contact. Pre- and post- evaluation conferences provide situations for more significant discussions to occur.

Respond to clinical teachers' communications within two school/business days.

Contact each Cooperating Teacher within the first two weeks of the assignment to clarify Cooperating Teacher responsibilities, information, answer questions, and share contact information.

Maintain contact with the cooperating teacher on the growth of the clinical teacher. If any issues arise, document the steps the cooperating teacher has taken to correct problems of the clinical teacher. If issues persist, discuss action steps with the clinical teacher in order to help the clinical teacher be successful.

At times, the field supervisor may have to place a clinical teacher on a growth plan. If this occurs, notify the Nelson University Director of Teacher Education to set up a meeting between the clinical teacher, field supervisor, and/or department chair. *See Growth Plan section of this handbook for more information.*

Other Responsibilities

- Support clinical teachers by responding to their needs, helping them to solve problems and acting as their advocate. Document each interaction by maintaining a communication log with the clinical teacher and other contacts, starting from the first of the semester. *It is critical that dates, times, and incidences be documented in case any action is to be taken.*
- Share expectations for the observation with the clinical teacher prior to each observation.
- Provide opportunities for clinical teachers to reflect on their performance during observation conferences and regular reflection assignments.
- Obtain a weekly update from the clinical teacher and respond to concerns as necessary.
- Any problems that warrant moving a clinical teacher's placement after the beginning of the semester must be discussed with the Nelson University Director of Teacher Education.

Contact the Teacher Education Office or Director of Teacher Education if you have any concerns with the Clinical Teacher's placement.

Statement of Proficiency

The goal of clinical teaching is to be first-day ready. This means that by the end of clinical teaching, the candidate shows proficiency and is ready to be a first-year teacher. If the field supervisor cannot state that the clinical teacher is proficient, the FS must have documentation of communication with the clinical teacher and CT throughout the placement with evidence of failure to meeting program requirements, professionalism, instruction, etc.

Required Forms to Turn into the Teacher Education Office

- Field Supervisor Responsibilities Checklist
- Pre-conference, Evaluations, and Post-conference forms (4)
- Informal observation and post-conference forms (3)
- Copy of communication log with clinical teacher and with cooperating teacher
- Proficiency statements from FS and CT
- CT's observation forms (2)
- Growth Plan (when applicable)
- Agreement of Expectation (between the CLT and CT)
- Absence from Duty (when applicable)
- Signed Clinical Teacher Hour Log
- Lesson Plans if CLT has ESL or SPED certification(s)
- W-9 for payment
- Resume showing experience in the education field
- Copies of current T-TESS training or FS Observation Training, and copy of Local Training certificate

CLINICAL TEACHER HANDBOOK APPENDIX

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NOTE: This handbook is a PDF. Therefore, all forms contained in this appendix are in PDF form. These forms can also be accessed on the Nelson University Teacher Education webpage at www.sagu.edu/teachereducation or by contacting the Nelson University Teacher Education department.

Clinical Teacher Checklist

Read and review the Nelson University Clinical Teacher Handbook

Register for and take TExES exams

Visit assigned classroom prior to first day of clinical teaching, if possible

Attend mandatory Nelson University Meetings

Review the campus policies for your assigned campus

Send introductory letter to parents by end of first week of clinical teaching

Submit a copy of the Agreement of Expectation Form to Field Supervisor

Submit a copy of your class schedule to your Field Supervisor

Maintain an organized resource system for collected resources

Complete and submit lesson plans as per your Field Supervisor's direction

Create resume

Apply for certification after completion of clinical teaching

End of Clinical teaching

NOTE: Do not leave school each day until you are ready for the next day!

Acknowledge each of your Field Supervisor's observations:

Observation 1 (date: _____)

Observation 2 (date: _____)

Observation 3 (date: _____)

Observation 4 (date: _____) (*ONLY IF GROWTH PLAN IMPLEMENTED*)

Submit weekly Time Records and Tasks to blackboard and check in with your field supervisor.

Clinical Teaching Experience Checklist

The following are suggested orientation experiences and teaching activities. It is not essential to complete all the items listed, but efforts should be made to address those appropriate to your situation and grade or subject level. **Items with an asterisk* shall be completed. If participating in a dual placement, use first space for placement I and second space for placement II. Check each item when completed.

Orientation Experiences

Met building personnel:

- Principal*
- Secretary*
- Cooperating Teacher*
- Other Teachers
- Special Teachers
- Custodian
- Cafeteria Workers
- Other Staff
- Located building areas:
- Toured the building*
- Examined curriculum material*
- Located library
- Observed playground area
- Observed lunchroom area
- Informed about copiers, projectors, etc.*

Discussion with Cooperating Teacher

School policy:

- Discipline*
- Daily Schedule*
- Safety Procedures*
- Injuries & Illness
- Absence

Rules (Classroom & School) *

- Faculty Meetings
- Ethics/Legal Issues
- Purchasing & Budget
- School & Community Resources
- Social Media & Acceptable Use Policy

Room policy:

- Testing Practices*
- Transitions*
- Students with special needs/referrals*
- Housekeeping
- Record Keeping & Curriculum Records*
- Social and Work Climate
- Grouping

- Curriculum materials*
- Cultural & linguistic factors
- District standards/benchmarks*

Observation of Cooperating Teacher with Attention To:

- Lecture
- Use of textbook
- Discussion
- Media (videos)
- Whole class
- Small group
- Groups working simultaneously
- Individual student
- Disabled student
- Gifted student
- Use of information technology
- Budgeting time
- Questions
- Restatements & Reinforcement
- Experiment
- Interaction
- Directions
- Listening
- Conclusions
- Evaluations
- Parent & Teacher communication

Planning Performance

- Submitted written plans for daily lessons to cooperating teacher in advance (according to teacher's request) so that revisions can be made if needed*
- Made long-range plans for units and full-time teaching

Teaching

- Taught one group in one subject
- Taught the whole class in one subject area
- Taught an individual student or small group with special needs
- Assisted in planning and conducting a field trip
- Taught the entire day for four or more weeks with full responsibility*

Other Activities

- Read quality literature
- Set up an interest area
- Collected material for Instruction Materials File
- Observed a resource room or special classroom
- Attended faculty meeting
- Attended professional meetings or in-services
- Observed a parent-teacher conference

- Attended open house/school assembly

Evaluation

- Evaluated performance with cooperating teacher*
- Assessed daily activities and learning with students*

Nelson University Clinical Teaching Timeline

Single Placement

A standard experience requirement for the clinical teacher is to collaborate with the cooperating teacher and field supervisor to develop a timeline to reach the minimum four-week full time teaching responsibility experience. Curriculum, class organization, planning, student needs, and expectations vary among campuses, and these timeline guidelines should be adjusted to suit the placement. The clinical teacher and cooperating teacher, with collaboration from the field supervisor, may adapt this timeline to develop the best plan for the classroom and the clinical teacher's readiness.

The timeline is based on the clinical teacher assuming responsibility in instructional segments. These segments may be:

- Traditional content areas and/or class periods such as ELA, math, science, and social studies.
- Components of the day's schedule, such as guided reading, problem of the day, phonics/spelling, and writing workshop.
- Learning segments, such as calendar, read-aloud, Daily 5, letter of the week, writing center, and math.
- A combination of the above.

The method of assuming instructional responsibility also varies, depending upon the classroom structure and the readiness of the clinical teacher. However, the process for each instructional segment typically follows this sequence:

- Co-planning an instructional segment (cooperating teacher and clinical teacher collaborative planning)
- Independent planning and co-teaching above-mentioned instructional segment (clinical teacher plans segment, with oversight and mentoring from cooperating teacher; cooperating teacher and clinical teacher teach together)
- Independent planning and teaching above-mentioned instructional segment (clinical teacher planning and teaching; cooperating teacher mentoring and overseeing) This process continues until the clinical teacher has assumed responsibility of all learning segments.

Below is a suggested timeline of clinical teacher responsibility over the course of a single 14-week placement.

Suggested Timeline for Single Placement Clinical teaching

Week	Activities/Responsibilities
1	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs
2	Observe CT teach; co-plan instructional lessons

3	Observe CT teach; plan and co-teach as directed by CT
4	Observe CT teach; plan and co-teach as directed by CT
5	Observe CT teach; plan and teach 1 & 2 classes
6	Observe CT teach; plan and teach 4-5 classes
7	Plan and teach all segments; assume full-day co -teaching responsibilities
8	Plan and teach all segments; assume full-day co -teaching responsibilities
9	Plan and teach all segments; assume full-day teaching responsibilities
10	Plan and teach all segments; assume full-day teaching responsibilities
11	Plan and teach all segments; assume full-day teaching responsibilities
12	Plan and teach all segments; assume full-day teaching responsibilities
13	Plan and co-teach all segments; assume full-day co -teaching responsibilities
14	Reduce teaching load; Complete all activities; Schedule summative evaluation with Field Supervisor
15	Reduce teaching load; Observe other classes/grade levels
16	Teaching load reduces to zero; Observe other classes/grade levels; prepare for graduation.

Nelson University Clinical Teaching Timeline

Dual Placement

A standard experience requirement for the clinical teacher is to collaborate with the cooperating teacher and field supervisor to develop a timeline to assume instructional responsibilities. Curriculum, class organization, planning, student needs and expectations vary among campuses and these timeline guidelines should be adjusted to suit the placement. The clinical teacher and cooperating teacher, with collaboration from the field supervisor, may adapt this timeline to develop the best plan for the classroom and the clinical teacher's readiness.

The goal of the clinical teacher in the dual placement setting is to assume full-time teaching responsibility for at least two weeks during the first placement and likewise for the second placement.

The timeline is based on the clinical teacher assuming responsibility in instructional segments. These segments may be:

- Traditional content areas and/or class periods such as ELA, math, science, and social studies.
- Components of the day's schedule, such as guided reading, problem of the day, phonics/spelling, and writing workshop.
- Learning segments, such as calendar, read-aloud, Daily 5, letter of the week, writing center, and math.
- A combination of the above.

The method of assuming instructional responsibility also varies, depending upon the classroom structure and the readiness of the clinical teacher. However, the process for each instructional segment typically follows this sequence:

- Co-planning an instructional segment (cooperating teacher and clinical teacher collaborative planning).
- Independent planning and co-teaching above-mentioned instructional segment (clinical teacher plans segment, with oversight and mentoring from cooperating teacher; cooperating teacher and clinical teacher teach together).
- Independent planning and teaching above-mentioned instructional segment (clinical teacher planning and teaching; cooperating teacher mentoring and overseeing). This process continues until the clinical teacher has assumed responsibility of all learning segments.

Below is a suggested timeline of clinical teacher responsibility over the course of a dual 16-week placement.

Suggested Timeline for Dual Placement Clinical Teaching

Week	Activities/Responsibilities
1	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs

2	Observe CT teach; co-plan instructional lessons
3	Observe CT teach; plan and co-teach as directed by CT
4	Plan and teach all segments; assume full-day teaching responsibilities
5	Plan and teach all segments; assume full-day teaching responsibilities
6	Reduce teaching load to half; Begin transitioning classroom back to CT
7	Reduce teaching load to one-fourth; finish transitioning classroom back to CT
8	Teaching load is as zero; observe other classes and assist CT as directed
Begin Second Placement	
9	Observe Cooperating Teacher (CT) teach and plan; assist where CT directs
10	Observe CT teach; co-plan instructional lessons
11	Observe CT teach; plan and co-teach as directed by CT
12	Plan and teach all segments; assume full-day teaching responsibilities
13	Plan and teach all segments; assume full-day teaching responsibilities
14	Reduce teaching load to half; Begin transitioning classroom back to CT
15	Reduce teaching load to one-fourth; Schedule summative evaluation with Field Supervisor
16	Teaching load reduces to zero; Observe other classes/grade levels; prepare for graduation

Single Placement

1. The clinical teacher will be required to arrive on campus at _____ a.m.

3. Duties of the clinical teacher, i.e. lesson plans due dates, recess duty, after school duty, etc. are as follows:

4. Formal observations of the clinical teacher *by the cooperating teacher*: a. Observation 1
Date/subject:

b. Observation 2 Date/subject:

5. Classroom management system is as follows (If you allow the CLT to explore options, please state that here):

6. Classroom schedule (provide a copy for field supervisor)

7. Special activity dates, i.e. open house, conferences, etc.

8. Schedule for Taking Over the Classroom:
(See timeline for suggestions.)

**Nelson University Agreement of Expectation
Single Placement**

This agreement was completed on between _____ (CLT) and
_____ (CT).

Note: A copy of this agreement must be given to the field supervisor for approval.

Clinical Teacher Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____ Field

Supervisor Signature _____ Date _____

Dual Placement—First Placement

1. The clinical teacher will be required to arrive on campus at _____ a.m.

2. ***IF*** all lesson plans, materials, etc. are prepared for the next teaching day, then the clinical teacher may leave campus at _____ p.m. (If the cooperating teacher chooses to work late and the clinical teacher's responsibilities are complete, then the clinical teacher may leave for the day.)

3. Duties of the clinical teacher, i.e. lesson plans due dates, recess duty, after school duty, etc. are as follows:

4. Formal observations of the clinical teacher *by the cooperating teacher* : Observation 1
Date/subject: _____

5. Classroom management system is as follows (If you allow the CLT to explore options, please state that here):

6. Classroom schedule (provide a copy for field supervisor)

7. Special activity dates, i.e. open house, conferences, etc.

8. Schedule for Taking Over the Classroom:
(See timeline for suggestions.)

**Nelson University Agreement of Expectation
Dual Placement—First Placement**

This agreement was completed on between _____ (CLT) and
_____ (CT).

Note: A copy of this agreement must be given to the field supervisor for approval. Clinical

Teacher Signature _____ Date _____ Cooperating

Teacher Signature _____ Date _____ Field Supervisor

Signature _____ Date _____

Nelson University Agreement of Expectation

Dual Placement—Second Placement

This agreement will serve as a vehicle for dialogue between the clinical teacher, cooperating teacher, and field supervisor. The agreement will also be a guide for planning throughout the semester.

1. The clinical teacher will be required to arrive on campus at _____ a.m.
2. ***IF*** all lesson plans, materials, etc. are prepared for the next teaching day, then the clinical teacher may leave campus at _____ p.m. (If the cooperating teacher chooses to work late and the clinical teacher's responsibilities are complete, then the clinical teacher may leave for the day.)
3. Duties of the clinical teacher, i.e. lesson plans due dates, recess duty, after school duty, etc. are as follows:
4. Formal observations of the clinical teacher *by the cooperating teacher* : Observation 1
Date/subject: _____
5. Classroom management system is as follows (If you allow the CLT to explore options, please state that here):
6. Classroom schedule (provide a copy for field supervisor)

7. Special activity dates, i.e. open house, conferences, etc.

8. Schedule for Taking Over the Classroom:
(See timeline for suggestions.)

**Nelson University Agreement of Expectation
Dual Placement—Second Placement**

This agreement was completed on between _____ (CLT) and
_____ (CT).

Note: A copy of this agreement must be given to the field supervisor for approval. Clinical

Teacher Signature _____ Date _____ Cooperating

Teacher Signature _____ Date _____ Field Supervisor

Signature _____ Date _____

Nelson University Absence from Duty Form

For Clinical Teachers

Clinical Teacher: _____

Cooperating Teacher: _____

Date(s) of absence: _____

If absence was for a partial day, what hours were missed?

To be completed the 1st day back from an emergency absence and given to field supervisor.

Emergency absence (unavoidable and unexpected, i.e. illness or accident) Reason for absence:

Date/time Cooperating Teacher was notified: _____

Date/time Field Supervisor was notified: _____

Obtain approvals and complete prior to absence for personal reason. Obtain these approvals as far in advance as possible. Give to Field Supervisor and Nelson University Teacher Education Department prior to absence.

Personal need absence (planned in advance, i.e. interviews, doctor appointments)

Explanation of absence:

Date(s) made up: _____

Cooperating Teacher Approval: _____ Date: _____

Sample Interview Questions

Below are interview questions you may encounter when seeking a teacher position. Please contact Nelson University Career Development office for further assistance.

Why do you want to be a teacher?

What skills would you bring to make the team/grade level better? What is your area of certification?

Do you have any experience in this area?

Did you enjoy that grade level?

What have you learned during your clinical teaching experience? Give an example of a teaching strategy that works best for you. What is your classroom management style? How do you know what you want your students to know?

How do you know if they know it?

What are your strengths?

What are your weaknesses?

What motivates you?

What do you think children and/or young people like most about you? Define collaboration and provide examples of how you collaborated with other professionals.

If I came to your classroom, what would I see?

Why should I hire you?

Why do you want to work for this district?

How do you communicate with parents?

Nelson Teacher Education Lesson Plan Template

This lesson plan template aligns with Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College, Career, and Military Readiness (CCMR) standards to support pre-service teachers in creating inclusive, effective lessons for Texas classrooms. It ensures compliance with IDEA and Section 504, emphasizing proactive planning and evidence-based practices for all students, including those with disabilities, while preparing them for post-secondary success.

Lesson Plan Information

- **Teacher Name:** Your Name
- **Grade Level:** e.g., 4th Grade, High School
- **Subject:** e.g., Mathematics, English Language Arts
- **Lesson Title/Topic:** e.g., Multiplying Fractions, Analyzing Poetry
- **Date:** e.g., MM/DD/YYYY
- **Duration:** e.g., 50 minutes, 90 minutes
- **Unit:** e.g., Fractions, American Literature
- **Time Allocation Table:**

Section	Duration	Notes
Introduction	e.g., 5-10 min	Engage all students, including SWD
Guided Practice	e.g., 15-20 min	Monitor pacing for scaffolding
Independent Practice	e.g., 10-15 min	Adjust if CCMR tasks need more time
Closure	e.g., 5-10 min	Ensure accessible reflection

- **Guidance:** Use the table to plan pacing. Adjust durations based on student needs, CCMR activities, or IEPs/504 Plans. Allow flexibility for deeper engagement or reteaching.

Standards

- **TEKS Standards:** List specific TEKS standards addressed, including standard number and description (find at tea.texas.gov).
 - Example:
 - 4.3(B): Solve problems involving multiplication of fractions and mixed numbers.
 - ELAR.9.4(F): Analyze how literary devices contribute to meaning in poetry.
- **ELPS Standards:** Include relevant ELPS for English Language Learners (ELLs).
 - Example:
 - ELPS 2(C): Develop basic sight vocabulary and listening comprehension.
- **CCMR Standards:** Identify outcomes preparing students for college, career, or military pathways (reference TEA's CCMR Framework).
 - Example:
 - Demonstrate problem-solving skills for real-world scenarios (e.g., budgeting with fractions).

- Develop analytical writing skills for college coursework (e.g., poetry analysis essays).
 - Practice collaboration for workplace/military environments (e.g., group discussions).
- **Guidance:** Ensure standards are specific, measurable, and aligned with district curriculum. Use TEA resources to verify TEKS, ELPS, and CCMR alignment.

Objectives

- **Learning Objective(s):** State what students will know/do using measurable verbs (e.g., solve, analyze). Align with TEKS and CCMR.
 - Example:
 - Students will solve fraction multiplication problems with 80% accuracy, applying to budgeting scenarios (CCMR: career readiness).
 - Students will analyze a poem's theme using two literary devices, preparing for college writing (CCMR: college readiness).
- **Language Objective(s):** Specify language use for learning, especially for ELLs, aligned with ELPS.
 - Example:
 - Students will explain problem-solving steps in writing using mathematical vocabulary (CCMR: workplace skills).
 - Students will discuss poetic devices in groups using sentence stems (CCMR: military readiness).
- **Guidance:** Use SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound) and Bloom's Taxonomy verbs for rigor. Connect to CCMR post-secondary skills.

Materials and Resources

- **Materials:** List all needed items (e.g., technology, handouts, manipulatives, texts).
 - Example:
 - Whiteboard, markers
 - Fraction manipulatives (bars, circles)
 - Poem anthology, graphic organizers
 - Projector for visuals
- **Technology Integration:** Specify tools supporting CCMR and accessibility, tested in advance.
 - Example:
 - Kahoot for formative assessment
 - Google Slides for visuals
 - Texas Career Check for career exploration
 - Read&Write software for SWD
 - Naviance for college planning
 - Virtual simulations (e.g., PhET for math/science)
- **Guidance:** Prepare backups (e.g., printed handouts). Use TEA-approved tools (tea.texas.gov/resources) and assistive technologies per IEPs/504 Plans. Select CCMR-aligned tools to expose students to career/college pathways.

Proactive Instructional Planning for Inclusive Practices

- **Universal Design for Learning (UDL):** Use UDL principles for multiple means of engagement, representation, and action/expression.
 - Example:
 - Provide content via visuals, audio, text (e.g., narrated fraction slides).
 - Offer response options (e.g., written/oral poetry analysis).
- **Pre-Lesson Collaboration:** Consult special education staff, review IEPs/504 Plans to incorporate accommodations/modifications.
 - Example:
 - Align fraction tasks with modified math goals.
 - Plan peer-support for poetry discussions.
- **Evidence-Based Practices:** Use research-supported strategies (e.g., explicit instruction, co-teaching, peer-assisted learning).
 - Example:
 - Explicit instruction for fraction steps with repeated modeling.
 - Co-teaching for poetry analysis with scaffolds for SWD.
- **Guidance:** Ensure IDEA/Section 504 compliance. Use UDL checkpoints (cast.org) and evidence-based practices (ies.ed.gov/ncee/wwc) to support all learners.

Lesson Introduction (Engage/Hook)

- **Duration:** e.g., 5-10 minutes
- **Description:** Describe an engaging, accessible activity/question connecting to prior knowledge and CCMR.
 - Example:
 - Show a catering scenario (splitting pizza fractions) and ask, “How can we divide this for budgeting?” (CCMR: career readiness). Use visuals/audio.
 - Read a poem aloud, ask, “How does this prepare you for college?” (CCMR: college readiness). Provide large-print/braille texts.
- **Connection to Objective:** Link hook to lesson goals and CCMR.
 - Example:
 - Introduces fraction multiplication for career budgeting.
 - Activates literary device knowledge for college analysis.
- **Guidance:** Keep engaging, culturally relevant, and accessible (e.g., captions, simplified language). Tie to CCMR outcomes.

Guided Practice (We Do)

- **Duration:** e.g., 15-20 minutes
- **Description:** Describe collaborative tasks with teacher support, incorporating CCMR skills and evidence-based strategies (e.g., peer-assisted learning).
 - Example:
 - Pairs solve fraction problems on whiteboards, simulating team budgeting, with teacher feedback.
 - Groups annotate poem sections with checklists, practicing college-prep analysis, co-taught with special education staff.

- **Scaffolding:** Detail supports (e.g., sentence starters, graphic organizers) for diverse learners.
 - Example:
 - Fraction multiplication template (numerator × numerator / denominator × denominator).
 - Sentence stems: “This metaphor compares ____ to ____ because ____.” Tactile organizers for SWD.
- **Guidance:** Bridge instruction to independent work with clear instructions and feedback. Align with objectives, CCMR, and IEPs/504 Plans.

Independent Practice (You Do)

- **Duration:** e.g., 10-15 minutes
- **Description:** Describe tasks for mastery, reflecting CCMR skills with UDL options.
 - Example:
 - Worksheet with 5 fraction problems, including career-based scenarios, in digital/paper formats.
 - Paragraph analyzing poem’s theme, citing two devices, with voice-to-text/oral options.
- **Assessment:** Explain evaluation method (e.g., rubric) aligned with IEPs/504 Plans.
 - Example:
 - Worksheet graded for 80% accuracy.
 - Paragraph scored for evidence/clarity, modified per IEPs.
- **Guidance:** Ensure tasks match rigor, objectives, and CCMR goals. Provide accessible formats and collect work for assessment.

Closure

- **Duration:** e.g., 5-10 minutes
- **Description:** Describe how to reinforce learning, connect to future lessons, and highlight CCMR with accessible methods.
 - Example:
 - Students share fraction problem solutions for career applications (written/oral).
 - Exit ticket: “Name one literary device and its college relevance” (digital/large-print).
- **Connection to Objective:** Link to lesson goals and 放射
- **Guidance:** Use quick, accessible reviews (e.g., exit tickets) to solidify learning. Preview next lesson’s CCMR connections.

Differentiation for Special Populations

- **English Language Learners (ELLs):**
 - Example:
 - Bilingual word banks for math/career terms.
 - Visuals/gestures for poetry analysis.
 - Pair with fluent peers.
- **Students with Disabilities (SWD):**

- Example:
 - Extended time for worksheets (per IEP).
 - Audio poems for reading difficulties.
 - Large print or speech-to-text.
- **Gifted and Talented (GT):**
 - Example:
 - Complex fraction problems with career scenarios.
 - Compare two poems' themes for college prep.
- **Other (e.g., 504 Plans, At-Risk):**
 - Example:
 - Breaks for attention challenges.
 - One-on-one check-ins for at-risk students.
- **Guidance:** Review IEPs/504 Plans and ELPS. Use flexible grouping and evidence-based practices (e.g., peer support) to ensure access and compliance.

Modifications

- **For Significant Needs:** Alter expectations/delivery per IEPs/504 Plans.
 - Example:
 - Manipulatives for dyscalculia instead of written problems.
 - Oral poetry explanations instead of writing.
- **Accommodations vs. Modifications:** Accommodations maintain expectations (e.g., extended time); modifications change tasks/outcomes.
- **Guidance:** Align with legal requirements, maintain dignity, and document for compliance. Consult special education staff.

Assessment and Evaluation

- **Formative Assessment:** Ongoing checks for CCMR skills and accessibility.
 - Example:
 - Thumbs-up/down with response cards for SWD.
 - Group discussion responses with visual prompts.
- **Summative Assessment:** Evaluate mastery with diverse, CCMR-aligned methods (e.g., quizzes, projects, portfolios).
 - Example:
 - Fraction quiz with career problems, modified for SWD.
 - Poetry analysis portfolio, with oral options.
 - Industry-aligned task (e.g., budgeting simulation).
- **Feedback Plan:** Provide timely, accessible feedback (verbal, written, audio).
 - Example:
 - Verbal feedback during practice.
 - Written/audio comments on worksheets within 48 hours.
- **Guidance:** Align assessments with objectives, TEKS, CCMR, and IEPs/504 Plans. Use varied methods (e.g., project-based learning, industry tasks) to capture progress.

Classroom Management Strategies

- **Expectations:** Set clear behavioral standards fostering CCMR skills and inclusivity.

- Example:
 - Raise hands during instruction.
 - Respect diverse abilities in group work.
- **Procedures:** Outline routines with supports for SWD.
 - Example:
 - Bell signal for transitions with visual timers.
 - Group roles (scribe, speaker) suited to needs.
- **Positive Reinforcement:** Encourage CCMR behaviors and inclusion.
 - Example:
 - Praise collaboration (e.g., “Professional teamwork!”).
 - Class points for supporting peers.
- **Guidance:** Prevent disruptions with consistent routines and proactive strategies (e.g., proximity, visual cues).

Reflection (Post-Lesson)

- **What Worked Well:** Reflect on successful strategies, CCMR, and inclusive practices.
- **Areas for Improvement:** Note challenges, especially for CCMR/inclusivity.
- **Student Outcomes:** Summarize data, engagement, and skill development.
- **Next Steps:** Plan to address gaps or extend learning.
- **Guidance:** Use data (e.g., exit tickets, scores) to inform future lessons and support diverse learners.

Additional Notes for Pre-Service Teachers

- **Teacher Preparation Requirement:** Complete all tasks you teach/require (e.g., solve fraction problems, annotate poems) to ensure clarity and feasibility.
- **Lesson Pacing:** Use the Time Allocation Table for flexibility. Adjust for CCMR/inclusive activities as needed.
- **Cultural Responsiveness:** Include diverse perspectives (e.g., culturally relevant texts, community-based career examples) for CCMR inclusivity.
- **CCMR Integration:** Connect to real-world applications (e.g., industry scenarios, college tasks) using TEA’s CCMR resources.
- **Collaboration:** Work with mentors, special education, or CTE staff for alignment.
- **TEA Compliance:** Align with district guides, TEKS, ELPS, CCMR, and IDEA/Section 504. Include required components (e.g., accommodations, evidence-based practices).
- **Professionalism:** Submit plans on time, use professional language, and seek feedback.
- **Resources:** Visit tea.texas.gov, cast.org (UDL), ies.ed.gov/ncee/wwc (evidence-based practices), or consult mentors.

Nelson University Clinical Teacher Weekly Communication for Field Supervisor Due every Friday

It's important for the clinical teacher to have frequent communication with their field supervisor. The CLT is required to send a weekly update to their FS. This form can be saved and sent through email or it can be texted each week.

The following questions should be addressed to the field supervisor.

1. Highlights of my week:

2. Challenges of my week: (personal concerns, pressures, ineffective methods of discipline or teaching strategies, time management problems, frustrations, etc.)

3. Short Term Goals for my Growth:

4. Self Evaluation: (reflection on lesson plan creation or integration, delivery, student outcomes, ect)

Cooperating Teacher Observation of Clinical Teacher

Clinical Teacher: _____

Field Supervisor: _____

Date of Observation: _____

Domain 1: Planning	
Dimension	Evidence (check all that apply)
1.1 Standards and Alignment	☐ Lesson objective is clear, displayed in developmentally appropriate language, and standards driven. ☐ Lesson is well organized and sequential.
1.2 Data and Assessments	☐ Teacher consistently checks for understanding and scaffolds lesson accordingly. ☐ Teacher uses data and assessments to drive instruction.
1.3 Knowledge of Students	☐ Lesson is differentiated to meet the needs of all learners. ☐ Teacher sets high expectations and creates challenging learning experiences. ☐ Teacher connects learning to prior knowledge. ☐ Teacher connects learning to life experience and/or meaningful context.
1.4 Activities	☐ Teacher uses a variety of student engagement methods. ☐ Teacher provides opportunity for students to engage in critical thinking and problem solving ☐ Teacher integrates technology in order to help students master lesson objective. ☐ Teacher promotes literacy across the curriculum. ☐ Teacher selects appropriate grouping practices to meet learning objectives.
Additional Notes:	

Domain 2: Instruction	
Dimension	Evidence (check all that apply)
2.1 Achieving Expectations	☐ Teacher utilizes random calling methods and equitable practices communicating high expectations for all students. ☐ Teacher creates a mutually respectful, collaborative and safe community of learners.
2.2 Content Knowledge and Expertise	☐ Teacher identifies appropriate content specific vocabulary. ☐ Teacher adjusts instruction to address common misunderstandings and preconceptions. ☐ Teacher promotes literacy across the curriculum.
2.3 Communication	☐ Teacher communicates clearly. ☐ Teacher integrates technology in order to help students master lesson objective. ☐ Teacher uses a variety of verbal and non-verbal techniques to communicate lesson objectives and directions clearly. ☐ Teacher displays enthusiasm and energy.
2.4 Differentiation	☐ Lesson is differentiated to meet the needs of all learners. ☐ Teacher uses various instructional techniques to meet the needs of diverse learners. ☐ Teacher demonstrates knowledge and understanding of subject area taught.
2.5 Monitor and Adjust	☐ Teacher uses a variety of student engagement methods. ☐ Teacher sets high expectations and creates challenging learning experiences. ☐ Teacher consistently checks for understanding and scaffolds lesson accordingly. ☐ Teacher demonstrates appropriate and responsive pacing of instruction (i.e., pace, wait time, questioning, probing, etc.) ☐ Teacher adjusts instruction to address common misunderstandings and preconceptions.

Additional Notes:	
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Domain 3: Learning Environment

Dimension	Evidence (check all that apply)
3.1 Classroom Environment, Routines and Procedures	☐ Teacher creates a mutually respectful, collaborative and safe community of learners. ☐ Teacher establishes effective routines and procedures. ☐ Teacher maintains effective transitions. ☐ Teacher manages time effectively.
3.2 Managing Student Behavior	☐ Teacher actively monitors student engagement. ☐ Teacher appropriately reinforces and redirects student behavior. ☐ Teacher consistently implements classroom management plan.
3.3 Classroom Culture	☐ Teacher handles conflict and/or disagreement in a calm manner. ☐ Teacher selects appropriate grouping practices to meet learning objectives.
Additional Notes:	

Overall	
Area of Strength	Suggestions to increase effectiveness
Area of Weakness	Suggestions to increase effectiveness

Clinical Teacher Signature

Cooperating Teacher Signature

Date of Conference with Clinical Teacher



Field Supervisor Responsibilities Checklist

Clinical Teacher (CLT) / Semester:	Clinical Teacher Email:															
Cooperating Teacher (CT):	CT Email:															
Principal:	Principal Email:															
Field Supervisor (FS):	FS Email:															
School Address:	School Phone Number:															
	District (if applicable):															
Role / Responsibility																
Field Supervisor Initial Meeting with Clinical Teacher (within 1 st 3 weeks of placement) Date:																
#1 PEP Cycle <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Pre-Conference: Date:</td> <td style="width: 33%;">Beginning Time:</td> <td style="width: 34%;">End Time:</td> </tr> <tr> <td>Evaluation: Date:</td> <td>Time Begin:</td> <td>End: Total Minutes:</td> </tr> <tr> <td colspan="3">(min. 45 min.)</td> </tr> <tr> <td>Post-Conference: Date:</td> <td>Beginning Time:</td> <td>End Time:</td> </tr> <tr> <td colspan="3">Evaluation Received: (initial) CLT _____ CT _____ Principal/Designee _____</td> </tr> </table>		Pre-Conference: Date:	Beginning Time:	End Time:	Evaluation: Date:	Time Begin:	End: Total Minutes:	(min. 45 min.)			Post-Conference: Date:	Beginning Time:	End Time:	Evaluation Received: (initial) CLT _____ CT _____ Principal/Designee _____		
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#1 Informal Observation (Walk Through) <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">IO/WT Date:</td> <td style="width: 60%;">Length of time:</td> </tr> <tr> <td>Post-Conference: Date:</td> <td>Beginning Time: End Time:</td> </tr> </table>		IO/WT Date:	Length of time:	Post-Conference: Date:	Beginning Time: End Time:											
IO/WT Date:	Length of time:															
Post-Conference: Date:	Beginning Time: End Time:															
#2 PEP Cycle																

Pre-Conference: Date:	Beginning Time:	End Time:
Evaluation: Date:	Time Begin:	End:
(min. 45 min.)		Total Minutes:
Post-Conference: Date:	Beginning Time:	End Time:
Evaluation Received: (initial) CLT _____ CT _____ Principal/Designee _____		

#2 Informal Observation (Walk Through)

IO/WT Date: _____ **Length of time:** _____

Post-Conference: Date: _____ Beginning Time: _____ End Time: _____

#3 PEP Cycle

Pre-Conference: Date: _____ Beginning Time: _____ End Time: _____

Evaluation: Date: _____ Time Begin: _____ End: _____ Total Minutes: _____

(min. 45 min.)

Post-Conference: Date: _____ Beginning Time: _____ End Time: _____

Evaluation Received: (initial) CLT _____ CT _____ Principal/Designee _____

#3 Informal Observation (Walk Through)

IO/WT Date: _____ **Length of time:** _____

Post-Conference: Date: _____ Beginning Time: _____ End Time: _____

#4 PEP Cycle

Pre-Conference: Date: _____ Beginning Time: _____ End Time: _____

Evaluation: Date: _____ Time Begin: _____ End: _____ Total Minutes: _____

(min. 45 min.)

Post-Conference: Date: _____ Beginning Time: _____ End Time: _____

Evaluation Received: (initial) CLT _____ CT _____ Principal/Designee _____

Field Supervisor:

Descriptive Word/Phrase for Clinical Teacher (Will be entered into their TEA Certification file):

Statement of Proficiency (Complete even if you have the proficiency statement)

The clinical teacher demonstrated requirements and skills necessary for teaching. My initials indicate agreement that the clinical teacher is proficient and ready for standard certification.

(initial) FS _____ Date: _____ CT or Campus Personnel _____ Date: _____

Submitted ALL Required Documents to Nelson University Teacher Education Office

Field Supervisor Signature: _____ Date Submitted: _____

Nelson University Teacher Education Office (*Completed after Paperwork is Received*)

Date Accepted:

Date Reviewed:

CT TEA ID #:

FS TEA ID #:

CLT

ID#:



Nelson University Teacher Education Clinical Teacher Pre-Conference Form 2025-2026

Clinical Teacher Name: _____

Date: _____

Field Supervisor Name: _____

Subject/Grade Level: _____

Pre-Conference: ☐ 1 ☐ 2

☐ 3

☐ 4

☐ 5 (if on growth plan)

Reflective Questions for Lesson Planning and Development

(These are sent to the clinical teacher to answer as they prepare the lesson for the pre-conference and their responses can be sent back to the field supervisor before the pre-conference meeting along with the lesson plan.)

1. What are the specific learning objectives for this lesson?
2. How does this lesson align with the overall unit goals and standards?
3. What prior knowledge or skills do students need before this lesson?
4. How have you differentiated your lesson to meet diverse student needs?
5. What instructional strategies will you use to engage students actively?
6. What materials and resources will support student learning?
7. How will you assess student understanding during and after the lesson?
8. How will technology be integrated to enhance learning?
9. What potential challenges do you anticipate, and how will you address them?
10. How does this lesson promote higher-order thinking and student inquiry?

Reflective Questions for Lesson Integration

(These questions are for clinical teachers who have pre-planned lessons given to them from the district or Cooperating Teacher. These questions can be sent to the student to answer as they prepare the lesson for the pre-conference and the response can be sent back to the field supervisor before the pre-conference meeting along with the lesson plan.)

1. How does this lesson connect to previous lessons and future learning?
2. How will you incorporate cross-curricular connections?
3. What opportunities are there for student collaboration and communication?
4. How will you support students in applying learning beyond the classroom?
5. How have you planned for formative feedback during the lesson?

Domain 1: Lesson Planning Evaluation from Field Supervisor

Domain 1 Dimension	Proficient	Developing	Improvement Needed	Look For...
1.1 Knowledge of Content and Pedagogy	☐	☐	☐	Lesson objectives align with standards and content is accurate and well understood.
1.2 Knowledge of Students	☐	☐	☐	Lesson reflects awareness of students' prior knowledge, needs, and learning styles.
1.3 Setting Instructional Outcomes	☐	☐	☐	Outcomes are clear, measurable, and appropriate for students' level.
1.4 Knowledge of Resources	☐	☐	☐	Materials and resources, including technology, are suitable and effectively planned.
1.5 Designing Coherent Instruction	☐	☐	☐	Instructional strategies are varied, engaging, and aligned with objectives. Questions indicate that several levels of thinking will be targeted.
1.6 Designing Student Assessments	☐	☐	☐	Assessment methods are appropriate for monitoring student understanding.
1.7 Diverse Student Needs	☐	☐	☐	Lesson reflects differentiation for gifted and talented, ESL students, and special education students.
1.8 Cross-curricular connections and/or College, Career, & Military Readiness	☐	☐	☐	Lesson demonstrates preparedness to connect to other disciplines, to career, college, or military.

Field Supervisor Feedback

Comments on Lesson Plan and Preparation:

Suggestions for Improvement:

Post-Conference Notes (Summary from CLT and FS)

Signatures

By signing below, the clinical teacher and field supervisor acknowledge the discussion of the upcoming evaluation, lesson plan, and suggestions for improvement during the post-conference.

Clinical Teacher (CLT): _____ Date: _____

Field Supervisor (FS): _____ Date: _____

If choosing to sign electronically, please select the appropriate box: ☐ CLT ☐ FS



Nelson University Teacher Education
Clinical Teacher Evaluation Form from Field Supervisor
2025-2026 School Year

Clinical Teacher Name: _____

Field Supervisor: _____

Evaluation Number: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 (if on growth plan)

Date: _____

Start Time: _____

End Time: _____

Domain 2: Instruction

Criteria	Proficient	Developing	Improvement Needed	Comments (Evidence to support)
2.1 The teacher communicates and delivers clear, well-organized lessons aligned to learning objectives. Clearly identifying learning objective throughout the lesson.	☐	☐	☐	
2.2 The teacher uses instructional strategies that engage students actively, connecting to prior knowledge and identifying appropriate content specific vocabulary.	☐	☐	☐	
2.3 The teacher differentiates instruction to meet diverse student needs, including disabilities, while responding to students' learning or social/emotional needs.	☐	☐	☐	
2.4 The teacher uses formative assessments to monitor student progress and adjust instruction. The teacher also incorporates probing questions to clarify and elaborate learning.	☐	☐	☐	
2.5 The teacher provides feedback that guides students toward improvement.	☐	☐	☐	
2.6 The teacher creates a learning environment that encourages student participation and respect and allows opportunities for students to take initiative of their own learning.	☐	☐	☐	
2.7 The teacher displays enthusiasm and energy, while demonstrating appropriate and responsive pacing of instruction.	☐	☐	☐	

Comments on Domain 2: Instruction

Domain 3: Learning Environment

Criteria	Proficient	Developing	Improvement Needed	Comments (Evidence to support)
3.1 The teacher establishes classroom routines that promote a positive and productive environment, demonstrating clear and efficient procedures, routines and transitions.	☐	☐	☐	
3.2 The teacher manages classroom behavior effectively, using proactive and consistent strategies.	☐	☐	☐	
3.3 The teacher promotes a culture of respect and rapport among all students, including disabilities.	☐	☐	☐	
3.4 The teacher arranges the physical environment to support learning and accessibility for all, which allows students to participate in groups, manage supplies and equipment with limited teacher direction.	☐	☐	☐	
3.5 The teacher handles conflict and/or disagreement in a calm manner.	☐	☐	☐	
3.6 The teacher sets high expectations for all students, including students with disabilities.	☐	☐	☐	

Comments on Domain 3: Learning Environment

Overall Performance Comments

(General evaluation of the teacher's overall performance based on proficiency standards)

Signatures

Role	Signature	Date
Field Supervisor		
Clinical Teacher		
Principal/School Representative		

**I have read the above assessment; my signature does not imply I agree or disagree with this evaluation, only that I have received it.*

If choosing to sign electronically, please select the appropriate box: ☐ CLT ☐ FS ☐ Rep



Nelson University Teacher Education Post-Conference Form for Clinical Teacher

2025-2026 School year

Clinical Teacher: _____

Field Supervisor: _____

Post-Conference Time: _____

Date: _____

Number: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 (if on growth plan)

Purpose

This post-conference form is designed to facilitate reflection and professional growth for clinical teachers based on the T-TESS rubric. It includes reflective questions, areas of reinforcement, and areas for refinement with improvement suggestions. Reflective questions can be sent to the clinical teacher prior to the post-conference with responses sent back before the meeting or to be answered during the post-conference meeting.

Reflective Questions on Teaching Practice

1. What do you think went well in this lesson and why do you believe it was successful?
 2. How do you feel the students responded to the lesson? What evidence supports your perspective?
 3. What challenges did you encounter during the lesson, and how did you address them?
 4. How well do you think the lesson objectives were met? What would you do differently to ensure those objectives are achieved next time?
 5. How did you assess student understanding during the lesson, and what adjustments did you make or will you make based on those assessments?
 6. What classroom management techniques did you employ to maintain a positive learning environment, and how did they impact student behavior? If behavior did not improve, what strategies can you try next time?
 7. What strategies did you use to differentiate instruction for diverse learners and how effective were they?
 8. How do you plan to use the feedback from this evaluation to inform future lessons?
-

Reinforcement

- **Area of Strength (T-TESS Dimension):** _____
Description: The Field Supervisor (FS) describes a specific teaching practice observed during the lesson that aligns with the T-TESS rubric and demonstrates proficiency or distinction. Provide

evidence from the observation (e.g., student engagement, effective questioning, clear alignment with objectives).

- **Impact on Student Learning:** The FS explains how this strength positively influenced student outcomes or the classroom environment.
-

Refinement

- **Area for Growth (T-TESS Dimension):**

Description: The FS identifies a specific teaching practice that could be improved to better align with the T-TESS rubric. Provide evidence from the observation (e.g., missed opportunities for differentiation, unclear instructions, or inconsistent classroom management).

- **Suggestions for Improvement:** The FS provides actionable strategies to address the identified area for growth. Examples may include:
 - *Planning Domain:* Develop lesson plans with clear, measurable objectives and anticipatory sets to enhance student engagement (Dimension 1.1).
 - *Instruction Domain:* Incorporate varied questioning techniques (e.g., Bloom's Taxonomy) to promote higher-order thinking (Dimension 2.3).
 - *Learning Environment Domain:* Establish consistent routines to minimize disruptions and reinforce positive behavior (Dimension 3.2).
 - *Professional Practices Domain:* Attend professional development workshops or collaborate with colleagues to enhance content knowledge (Dimension 4.3).
-

Signatures

By signing below, the clinical teacher and field supervisor acknowledge the discussion of the observation, reflection, reinforcement, and refinement areas during the post-conference.

Clinical Teacher: _____ Date: _____

Field Supervisor: _____ Date: _____

If choosing to sign electronically, please select the appropriate box: ☐ CLT ☐ FS



Informal Observation of Clinical Teacher

Clinical Teacher: _____

Field Supervisor: _____

Date of Observation: _____

Time Start/Stop: _____

☐ In Person (1st is required)

☐ Virtual — ☐ Synchronous

☐ Asynchronous

☐ First

☐ Second

☐ Third

NOTE: if using this on the computer, the fillable form will expand as you type. There is no need to limit your responses.

Previous Post-Conference Notes & Conversations Around Skills

In our last meeting, we discussed the following steps for improvement...

Co-Teaching Strategies Previously Discussed and then Observed (Details in each domain below)

- ☐ One Teach, One Observe
- ☐ One Teach, One Assist
- ☐ Station Teaching
- ☐ Parallel Teaching
- ☐ Supplemental Teaching
- ☐ Alternative or Differentiated Teaching
- ☐ Team Teaching

Domain 1: Planning

Dimension	Evidence (check all that apply)
1.1 Standards and Alignment	☐ Lesson objective is clear, displayed in developmentally appropriate language, and standards driven. ☐ Lesson is well organized and sequential.
1.2 Data and Assessments	☐ Teacher consistently checks for understanding and scaffolds lesson accordingly. ☐ Teacher uses data and assessments to drive instruction.

1.3 Knowledge of Students	☐ Lesson is differentiated to meet the needs of all learners. ☐ Teacher sets high expectations and creates challenging learning experiences. ☐ Teacher connects learning to prior knowledge. ☐ Teacher connects learning to life experience and/or meaningful context.
1.4 Activities	☐ Teacher uses a variety of student engagement methods. ☐ Teacher provides opportunity for students to engage in critical thinking and problem solving ☐ Teacher integrates technology in order to help students master lesson objective. ☐ Teacher promotes literacy across the curriculum. ☐ Teacher selects appropriate grouping practices to meet learning objectives.
General Notes & Observations: (Be sure to list any co-teaching observed.)	

Domain 2: Instruction	
Dimension	Evidence (check all that apply)
2.1 Achieving Expectations	☐ Teacher utilizes random calling methods and equitable practices communicating high expectations for all students. ☐ Teacher creates a mutually respectful, collaborative and safe community of learners.
2.2 Content Knowledge and Expertise	☐ Teacher identifies appropriate content specific vocabulary. ☐ Teacher adjusts instruction to address common misunderstandings and preconceptions. ☐ Teacher promotes literacy across the curriculum.
2.3 Communication	☐ Teacher communicates clearly. ☐ Teacher integrates technology in order to help students master lesson objective. ☐ Teacher uses a variety of verbal and non-verbal techniques to communicate lesson objectives and directions clearly. ☐ Teacher displays enthusiasm and energy.
2.4 Differentiation	☐ Lesson is differentiated to meet the needs of all learners.

	☐ Teacher uses various instructional techniques to meet the needs of diverse learners. ☐ Teacher demonstrates knowledge and understanding of subject area taught.
2.5 Monitor and Adjust	☐ Teacher uses a variety of student engagement methods. ☐ Teacher sets high expectations and creates challenging learning experiences. ☐ Teacher consistently checks for understanding and scaffolds lesson accordingly. ☐ Teacher demonstrates appropriate and responsive pacing of instruction (i.e., pace, wait time, questioning, probing, etc.) ☐ Teacher adjusts instruction to address common misunderstandings and preconceptions.
General Notes & Observations: (Be sure to list any co-teaching observed.)	

Domain 3: Learning Environment

Dimension	Evidence (check all that apply)
3.1 Classroom Environment, Routines and Procedures	☐ Teacher creates a mutually respectful, collaborative and safe community of learners. ☐ Teacher establishes effective routines and procedures. ☐ Teacher maintains effective transitions. ☐ Teacher manages time effectively.
3.2 Managing Student Behavior	☐ Teacher actively monitors student engagement. ☐ Teacher appropriately reinforces and redirects student behavior. ☐ Teacher consistently implements classroom management plan.
3.3 Classroom Culture	☐ Teacher handles conflict and/or disagreement in a calm manner. ☐ Teacher selects appropriate grouping practices to meet learning objectives.
General Notes & Observations: (Be sure to list any co-teaching observed.)	

Highlights of what I saw during my walk-through...	
Area of Strength	Things I liked Seeing today ...
Area of Weakness	Strategies To Consider Adjusting ...

Post-Conference for Informal Observation

Action Plan	
Area of Focus	Action Steps to Improve Area of Focus

Clinical Teacher Signature

Field Supervisor Signature

Date of Informal Conference with Clinical Teacher

Nelson University Clinical Teaching Growth Plan

Clinical Teacher _____ Date Initiated _____
 Campus _____
 Field Supervisor _____
 Cooperating Teacher _____

Area(s) of Need:	Reasons for Needed Improvement

Plan for Improvement: List goals to address the area(s) of need, activities to support improvement in the area(s), how the improvement will be measured, and a timeline for achieving improvement. **SMART Goals:** Specific, Measurable, Attainable, Relevant, Time-based.

Goals* <i>"By (ID a specific time period) I will (ID how the practice will improve) and in so doing, the students will (ID how the students will benefit)."</i>	Activities/Resources <i>Outline the plan to show growth; list any support or resources needed.</i>	Measurement <i>How to determine whether goal was successful.</i>	Review <i>Checkpoint to determine improvement.</i>

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My field supervisor and I have discussed this plan.

Clinical Teacher Signature _____ Date _____

Field Supervisor Signature _____ Date _____

Director of Teacher Education or Dept. Chair _____ Date _____

Recommendation After Review:

FS Communication Log with Intern

Clinical Teacher _____

FS: _____

☐ Fall

☐ Spring

(Boxes will expand with text.)

DATE	Type of Interaction (F2F, Phone, Email, ect)	Interaction/Discussion Overview <i>*Summary of discussion and any next steps for the CLT with due dates</i>

****Communication logs should be turned in with the CLT's paperwork at the end of each semester.**

This form is provided to the FS in their welcoming email.

FS Communication Log with Cooperating Teacher

Clinical Teacher: _____

CT: _____

FS: _____

Communication between the CT and FS is required at least once a month.

(Boxes will expand with text.)

DATE	Type of Interaction (F2F, Phone, Email, ect)	Interaction/Discussion Overview <i>*Summary of discussion and any next steps for the CLT with due dates</i>

****Communication logs should be turned in with the CLT's paperwork at the end of each semester.**

This form is provided to the FS in their welcoming email.

Field Supervisor Checklist of Materials

- ☐ Nelson University Field Supervisor Responsibilities Checklist for each placement
 - Date of Initial Meeting with CLT
 - **4** Evaluations with pre-conference date and times, observation times and minutes, post-conference date and times, and initials from CLT, CT, and Principal
 - 3 Informal Observations (walk throughs) with date, length of time spent in the room, and post-conference date and times
 - Descriptive Word/Phrase for CLT at the end of the form (examples include, but not limited to: life-long learner, passionate about children, takes feedback well, ect)
 - Initials or signature on Proficiency with date
- ☐ Communication Logs (2 total)
 - Clinical Teacher
 - Cooperating Teacher
- ☐ Pre-Conference Form
 - First Pre-conference form with CLT and FS signatures/dates
 - Second Pre-conference form with CLT and FS signatures/dates
 - Third Pre-conference form with CLT and FS signatures/dates
 - Fourth Pre-conference form with CLT and FS signatures/dates
- ☐ Evaluations (Formal)
 - First Evaluation Rubric with CLT, FS, and Principal Signatures/dates
 - Second Evaluation Rubric with CLT, FS, and Principal Signatures/dates
 - Third Evaluation Rubric with CLT, FS, and Principal Signatures/dates
 - Fourth Evaluation Rubric with CLT, FS, and Principal Signatures/dates
- ☐ Post-Conference Form for Evaluations
 - First Post-conference form with CLT and FS signatures/dates
 - Second Post-conference form with CLT and FS signatures/dates
 - Third Post-conference form with CLT and FS signatures/dates
 - Fourth Post-conference form with CLT, and FS signatures/dates
- ☐ Observations/Walk-throughs with Post Conference forms
 - First Observation Form with CLT, and FS Signatures/dates
 - Second Observation Form with CLT, and FS Signatures/dates
 - Third Observation Form with CLT, and FS Signatures/dates
- ☐ Cooperating Teacher Evaluation
 - **Two** CT Evaluation forms with all required signatures/dates (or one for each teacher in a split placement)
- ☐ Growth Plan (if used)
 - Detailed steps with signatures and dates
- ☐ Other Required Forms
 - Nelson University Agreement of Expectation from Clinical Teacher Handbook with CLT, CT, and FS signatures and dates—CLT is responsible for providing this to the FS
 - Nelson University Absence from Duty Form (if needed) from Clinical Teacher Handbook with CT and FS signatures and dates—CLT is responsible for providing this to the FS
 - Proficiency Document signed by FS and CT and/or Principal
 - CLT Hour Log—CLT is responsible for getting signatures and sending to Ed Dept.
- ☐ Additional Forms (not required unless stated below)
 - Lesson Plans or Evaluation Scripts—required for ESL or SPED supplemental certification



Training Requirements & Signature Form

Clinical Teacher or Intern / Semester:	Semester Dates:
<i>Cooperating Teacher or Mentor</i>	
Training: <i>Clinical Teacher or Intern</i> *I hereby certify that I was trained by a Nelson University Teacher Education Administrator as to the role and responsibility of a Clinical Teacher on (DATE) _____ (CLT/Inern) _____ (Nelson University DoTE)	
Training: <i>Field Supervisor</i> *I hereby certify that I was trained by a Nelson University Teacher Education Administrator as to the role and responsibility of a Field Supervisor on (DATE) _____ (FS) _____ (Nelson University DoTE)	
Training: <i>Cooperating Teacher or Mentor</i> *I hereby certify that I was trained by a Nelson University Teacher Education Administrator as to the role and responsibility of a Cooperating Teacher on (DATE) _____ (CT/Mentor) _____ (Nelson Univ Dept. Chair)	

Nelson University Teacher Education Dismissal from Clinical Teaching

Clinical Teacher:

Field Supervisor:

Cooperating Teacher:

Date of Meeting:

Concern(s) and Documentation:

Summary of Discussion:

Action(s) to be taken:

- Meet with the registrar's office to apply for a change of degree (suggestions include Pre-professional Education or Interdisciplinary Studies)
- Appeal in writing, the removal from the Teacher Education Program to the Teacher Education Committee Chair. This does not allow the student to continue clinical teaching.
Note: The committee chair will call a meeting within 10 business days from the date in which the letter was received.

Clinical Teacher Signature: _____

Field Supervisor Signature: _____

Director of Teacher Education: _____

Department Chair Signature: _____

Acknowledgement of Clinical Teaching Handbook

Name: _____

Field Supervisor: _____

My signature acknowledges that I have received, read, and fully understand the Nelson University Clinical Teacher Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the handbook.

I also accept responsibility for contacting my supervisor if I have any questions, concerns, or need further explanation.

Signature _____ Date _____