



# **Handbook for Teacher Certification, Academic, and Professional Policies**

**2024-2025**

**University of Houston-Downtown  
Department of Urban Education  
Educator Preparation Program**

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## Department of Urban Education Mission, Core Values, and Program Objectives

### **Mission Statement**

As a premier Education Program, we aim to ensure the highest level of educator preparation through excellence in pedagogy and evidence-based high-impact practices. We are committed to strengthening justice, equity, opportunity, accessibility, and student success. We aspire to transform future educators into leaders of tomorrow, determined to contribute to the rich and diverse cultural and linguistic contexts that define our schools and community.

### **Core Values**

Collaboration & Community Engagement | Cultural Competence & Diversity | Educational & Social Justice | Excellence Innovation | Lifelong Learning | Public Service & Socioeconomic Mobility

### **Program Objectives:**

The Department of Urban Education aims to develop the following competencies in our teacher candidates by building on the University's commitment to equity, opportunity, and socioeconomic mobility.

#### **1. Content Knowledge and Technology Integration:**

- Teacher candidates will possess a proficient foundation in core academic subjects (language arts, social studies, math, and science), meeting state standards, and utilizing technology to enhance instruction and personalize student learning experiences.

#### **2. Urban Education Expertise:**

- Teacher candidates will gain in-depth knowledge of effective teaching practices specific to complex urban contexts. They will cultivate intentional and culturally responsive learning environments while addressing these settings' unique challenges and opportunities by effectively implementing evidence-based management strategies.

#### **3. Diverse Community of Learners:**

- Teacher candidates will develop the cognitive and academic skillsets to advocate, generate knowledge, and drive positive change for a just and sustainable Houston.
- Teacher candidates will develop and implement the necessary critical thinking skills to address educational inequalities.

#### **4. Field Experience and Collaborative Learning:**

- Teacher candidates will gain extensive field experience through interactive partnerships with Houston-area public schools, observing and collaborating with master teachers in diverse classrooms. This experience will be complemented by a collaborative learning environment that fosters self-reflection and cultural understanding.
- Teacher candidates will be equipped to align curriculum with state certification standards, Texas Essential Knowledge and Skills (TEKS), and state teacher education proficiencies.

#### **5. Culturally Sustaining Teaching:**

- Teacher candidates will demonstrate proficiency in teaching diverse learners by fostering inclusive learning environments that celebrate differences and empower all learners to become advocates for themselves and their communities.

#### **6. Certification Readiness:**

- Teacher candidates will be thoroughly prepared to pass the TExES exams and obtain state teaching certification in Texas.



## **Mission of Clinical Teaching**

The mission of UHD's Department of Urban Education Clinical Teaching Field Experience is to prepare an innovative generation of highly qualified teacher candidates to thrive in diverse learning environments and communities. Through a comprehensive educator preparation program (EPP), we offer various routes of teacher certification that aim to cultivate culturally responsive and socially just educators who serve as dedicated public servants. To ensure inclusivity, equity, and student success are cultivated for all students, we foster partnerships with experienced educators and school districts within the Houston metropolitan area.

**FERPA FORM**  
(Fillable form hyperlinked here)

Form No. OGC-SF-2006-02

**AUTHORIZATION TO RELEASE EDUCATIONAL RECORDS**  
**Family Educational Rights and Privacy Act of 1974 as Amended (FERPA)**

I  hereby voluntarily authorize officials in the  
[Print Name of Student]  
University of Houston - [Click Here to Select One](#) , identified below to disclose personally identifiable information from my educational records. (Please check the box or boxes that apply):

- Office of the University Registrar
- Scholarships and Financial Aid
- Student Financial Services
- Undergraduate Scholars @ UH (formally USD)
- University Advancement
- Dean of Students Office
- Other (Please Specify)

Specifically, I authorize disclosure of the following information or category of information. (Please check the box or boxes that apply):

- Academic Advising Profile/Information
- Academic Records
- All University Records
- Billing/Financial Aid
- Disciplinary
- Grades/Transcripts
- Housing
- Photos
- Scholarship and/or Honors
- Other (Please Specify)

This information may be released to:   
[Print Name(s) of Individual(s) To Whom University May Disclose Information]  
 for the purpose of informing:

[List Additional Individuals if Necessary]

- Family
- Educational Institution
- Honor or Award
- Employer/Prospective Employer
- Public or Media of Scholarship
- Other (Please Specify)

Please provide a password to obtain information via the phone: . The password should not contain more than ten (10) letters. You must provide the password to the individuals or agencies listed above. The University will not release information to the caller if the caller does not have the password. A new form must be completed to change your password.

This is to attest that I am the student signing this form. I understand the information may be released orally or in the form of copies of written records, as preferred by the requester. This authorization will remain in effect from the date it is executed until revoked by me, in writing, and delivered to Department(s) identified above.

Student Name [please print]

PeopleSoft I.D. Number

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Please Retain a Copy for your Records  
Document may be Submitted to Registrar's Office  
FERPA Authorization Form  
OGC-SF-2006-02 Revised 11.10.2022  
Page 1 of 1

*Note: Modification of this Form requires approval of OGC*



**CLINICAL TEACHING ACKNOWLEDGMENTS**

**UNIVERSITY OF HOUSTON DOWNTOWN - DEPARTMENT OF URBAN EDUCATION  
CLINICAL TEACHING HANDBOOK ACKNOWLEDGMENT**

By signing below, I understand and accept that:

1. I have received, accessed, and read the University of Houston-Downtown Clinical Teaching Handbook. I agree to abide by the standards, policies, and procedures established in the handbook concerning goals, guidelines, and requirements for participating in the clinical teaching experience at UHD.
2. I understand the criteria of the Professional Development (PD1, PD2, PD3, PD4) structure for coursework, assignments, and the field-based experience component at UHD.
3. As a prospective educator, I will commit to the Code of Ethics and Standard Practices for Texas Educators per provisions of code §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839—code of Ethics and Standard Practices for Texas Educators. [Code of Ethics and Standard Practices for Texas Educators.](#)

**PROFESSIONAL LIABILITY INSURANCE ACKNOWLEDGMENT**

By signing below, I understand that Field-based clinical teaching experiences at UHD are not covered by professional liability insurance through the University of Houston-Downtown or the assigned school district. Liability insurance is available through free membership in the Association of Texas Professional Educators (ATPE) student branch at <https://www.atpe.org/en/student-teachers>. Students in the educator preparation program at UHD are strongly encouraged to join ATPE before placement in field-based teaching experiences.

**WAIVER OF LIABILITY**

By signing below, I understand and accept that the College of Public Service Department of Urban Education and the assigned public school district are fully released of all claims and causes of action from any liability related to accidents or any other unexpected events that may occur in conjunction with my participation in the required or voluntary activities during the field-based clinical teaching experience component at the University of Houston-Downtown (UHD). I acknowledge that the Department of Urban Education recommends obtaining general medical/health insurance if I am not already covered.

**STUDENT TRAVEL DURING FIELD-BASED CLINICAL TEACHING EXPERIENCES ACKNOWLEDGMENT**

By signing below, I understand that students driving to and from field-based experiences at UHD must hold an active Texas or other state driver’s license, current state inspection and registration, and personal vehicle insurance coverage following the Texas Department of Public Safety regulations found at <https://www.dps.texas.gov/>.

\_\_\_\_\_  
Student Name Print

\_\_\_\_\_  
UHD ID Number

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

### UHD's Urban Ed EPP Terms and Definitions

- **Alternative Certification Program (ACP)** - A program that allows those with a baccalaureate degree from an accredited university to pursue initial teacher certification without completing a traditional teacher certification program.
- **Clinical Teacher (CT)**- A teacher candidate within their PD2, PD3, or PD4 semester completing their clinical field experience for one semester only.
- **Clinical Coach (CC)**- UHD's faculty member assigned to supervise, coach, and evaluate clinical teachers. Clinical coaches function as liaisons between schools, school districts, and the university.
- **Field-based Settings**- TEA-accredited schools or educational institutions within a school district where clinical teachers may satisfy field experience requirements.
- **Gators2Teachers (G2T)** - A yearlong comprehensive teacher residency program implemented during the final year (or last two semesters and blocks of courses taken) in our department's EPP. During the first semester of the G2T residency, residents will report to their field placement with a single host teacher for 2-3 full days each week. On the non-field placement days, residents will attend methods courses at UHD. During the second semester of residency, residents will work with their host teacher in the field 5 days per week and then attend SOSE 4303 or READ 4321 at a UHD campus.
- **Governance Meetings**- Quarterly meetings with district and university partners are held to discuss program data and common initiatives. The site coordinator and/or clinical coach facilitate these collaborative meetings and provides TC data from POP cycles, HT progress reports, and other data sources.
- **Host Teacher (HT) / Mentor Teacher (MT)**- These are the highly qualified EC-12 classroom teachers serving within the partner school district(s) who have volunteered/applied to mentor a teacher candidate. The HT/MT may also be called a cooperating teacher but only when working with TCs who are student teachers or residents.
- **Host/Mentor Teacher Meetings**- Regular meetings are facilitated by the site coordinator and/or clinical coach to train the HTs on T-TESS, co-teaching, and coaching strategies including reviewing TC data and discussing next steps for TC success.
- **Informal Walkthrough**- Short (about 15 minute) observation that allows the clinical coach or site coordinator to collect a "snapshot" of information on co-teaching, professionalism, and overall development of the TC.
- **Paraprofessional**: A clinical teacher employed at an accredited TEA school who provides instructional support to students (please refer to the requirements on pages 25-28; 35).
- **Performance Assessment (POP Cycle)**- The evaluation process used at the University of Houston-Downtown. A POP "cycle" consists of (a) a pre-conference to review the resident's lesson; (b) observation and scripting of the lesson by both the TC and their clinical coach or SC to gather evidence for evaluation; (c) post-conference meeting to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the TC and their clinical coach or SC into the Swivl database.

- **Performance Gates-** T-TESS benchmarks must be met to successfully complete the certification program.
- **Professional Development-** Professional development is training provided by the district, Texas Education Agency, or other educational entities.
- **Professional Development Semesters (PDs)-** PDs at UHD begin after the TC is admitted to the EPP. There are four PDs, namely, PD1, PD2, PD3 and PD4.
- **Professional Growth Plan (PGP)-** A support tool will be created by clinical coaches or site coordinators when issues arise with teacher candidates' (TCs) professionalism or when they are at risk of not meeting performance gates. PGPs can be suggested for implementation by the TC's clinical coach, site coordinator, host teacher, or the school site leader with supporting documentation and evidence of the need.
- **Residency Class:** A weekly class taught by a clinical coach or site coordinator in which TCs develop their instructional and professional knowledge. This course includes assignments that aid the TC in applying theory and best practices to the classroom.
- **Resident-** A resident at UHD is a teacher candidate enrolled in the final two semesters when they are completing the student teaching requirements as a part of the year-long residency.
- **School District(s)-** An educational and governmental institution that manages the local public, private, or independent schools and educational services.
- **Signature Assignments-** Required assignments and assessments within the PDs that TCs complete within their courses. These assignments will be uploaded in the Tk20 E-Portfolio starting in PD2. The required signature assignments are based on the TC's certification area. See the Tk20 [roadmap linked here](#).
- **Site Coordinator (SC)-** UHD faculty member collaborating with multiple stakeholders including a cohort of TCs, clinical coaches, university faculty, district leaders, and state representatives. SCs are responsible for not only mentoring TCs, teaching the seminar course, but also facilitating governance meetings and adherence to program and state requirements.
- **Site Leader-** The site leader will generally be a principal or assistant principal.
- **School Sites-** TEA-accredited schools or educational institutions, within a school district, where a cohort of clinical teachers will be assigned to complete their field placements. School sites will provide diverse teaching experiences and align to the clinical teacher's certification (e.g., ESL, SPED). Clinical coaches and site coordinators will be assigned a cohort of clinical teachers to mentor and supervise while at these school sites.
- **Swivl-** A video technology device that enables teachers to record classroom interactions for observation and reflection.
- **Student Teacher (ST)-** A clinical teacher enrolled in the PD4 semester who completes the student teaching requirements in a single semester.



- **Teacher Candidate (TC)**- A student engaged in the preparation process for professional education licensure/certification in Urban Education’s educator preparation program (EPP). At UHD, university students are considered teacher candidates from the time they are admitted to the EPP through clinical teaching or teaching residency and up to the point of program completion/graduation.
- **Tk20**- An online integrated assessment tool for documenting student's work, field experience, and student residence experience. This digital portfolio allows TCs to highlight the knowledge and skills they have gained during their time in the Professional Development Sequence, based upon the 13 Competencies for Beginning Teachers. Students will be introduced to the required signature assignments in PD2 and will be required to update their portfolios in PD3 and PD4 semesters.
- **Texas Teacher Evaluation and Support System (T-TESS)** - A comprehensive teacher educator evaluation system that has been adopted by UHD and used in most Texas public schools for supporting teacher candidates and used during the POP cycles. See [Teacher Rubric Domains and Dimensions Overview 4 Domains 16 Dimensions](#).
- **T-TESS Assessment Rubric**- A comprehensive teacher educator rubric that has been adopted by UHD and used in most Texas public schools for supporting teacher candidates and will use the rubric during the POP cycles. See [T-TESS rubric](#).

## Code of Ethics and Standard Practices for Texas Educators

The Texas Education Agency notes, “The Educators' Code of Ethics is set forth in Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community” (2024a, Educator Code of Ethics section).

The Department of Urban Education, its faculty, and its students adhere to the State of Texas licensure laws and regulations. The Department is responsible for ensuring that all candidates display ethical, professional, and personal behaviors that comply with these guidelines as aspiring Texas educators. All candidates must understand, acknowledge, and adhere to the Code of Ethics and Standard Practices for Texas Educators while completing coursework and program requirements in the Urban Education Department. Clinical Teachers and all Texas educators must comply with the Code of Ethics and Standard Practices for Texas Educators, as outlined below from the [19 Texas Educator Code C Chapter 247 §247.1](#).

### Enforceable Standards

#### (1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or responsibility based on professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy of instructing or supervising the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin,

religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standards.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student. (Texas Education Agency, 2024b, Enforceable Standards section).

### **Teaching Certificate Standards**

The Texas Administrative Code for educator standards and classroom teaching certificate standards for all classroom teaching certificates can be found [here](#) (Texas Education Agency, 2024).

# Urban Education Teacher Certification

## Teacher Certification

Earning your Bachelor of Arts in Teaching is only one step in becoming a certified teacher.

To be recommended for certification

- Successfully complete the Department of Urban Education Teacher Preparation Program (Including coursework, program requirements, and student teaching, with no holds or fees owed to UHD, and no academic or disciplinary probation.)
- Earn your Bachelor of Arts in Teaching.
- Pass all required TExES exams for Certification Area
- Apply online with SBEC for Standard Teacher Certification
- Complete the Fingerprinting/Background Check process
- Submit a [Recommendation for Certification Form](#) to alert the Certification Office that you are ready to be recommended.

*Per 19 TAC Chapter 228.31(i): An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program. UHD will support candidates in TExES testing in this time frame.*

## Expectations for Testing

In considering UHD degree programs, teacher candidates are eligible to complete their testing for certification beginning in the PD1 semester. It is the responsibility of candidates in each PD semester to follow guidelines specific to their certification area/degree plan to complete certification exams in a timely manner. It is the recommendation of the Department of Urban Education that all certification exams should be completed prior to PD4. This would enable teacher candidates to be eligible to apply for teacher certification through the state upon graduation.

## Texas Certification Exam Information

Teacher Candidates should regularly check emails from the teacher certification and compliance officer regarding approvals for testing. For approval process, remediation, and FAQs pertaining to TExES exams, please see [Texas Certification Exam Information](#). For the required certification exams, see Road Map (Figure 1), Sequence (Figure 2), and Codes and Fees (Figure 3).

**Figure 1**

*TExES Certification Exam Roadmap: Required Exams for Texas Certification*

<b>Core Subjects EC-6 w/ Bilingual Supplemental</b>	<ul style="list-style-type: none"> <li>✓ Core Subjects EC-6</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> <li>✓ Bilingual Supplemental</li> <li>✓ Bilingual Target Language Proficiency Test (BTLPT)</li> <li>✓ Science of Teaching Reading (STR)</li> </ul>	<b>Core Subjects EC-6 w/ ESL Supplemental</b>	<ul style="list-style-type: none"> <li>✓ Core Subjects EC-6</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> <li>✓ ESL Supplemental</li> <li>✓ Science of Teaching Reading (STR)</li> </ul>	<b>Special Education EC-12 &amp; Core Subjects EC-6 w/ ESL Supplemental</b>	<ul style="list-style-type: none"> <li>✓ Special Education EC-12</li> <li>✓ Core Subjects EC-6</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> <li>✓ ESL Supplemental</li> <li>✓ Science of Teaching Reading (STR)</li> </ul>
<b>Core Subjects 4-8 w/ ESL Supplemental</b>	<ul style="list-style-type: none"> <li>✓ Core Subjects 4-8</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> <li>✓ ESL Supplemental</li> <li>✓ Science of Teaching Reading (STR)</li> </ul>	<b>Secondary 7-12 Certifications</b>	<p><b>History 7-12 or Social Studies 7-12</b></p> <ul style="list-style-type: none"> <li>✓ History 7-12 or Social Studies 7-12</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> </ul> <p><b>Science 7-12</b></p> <ul style="list-style-type: none"> <li>✓ Science 7-12</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> </ul>	<b>English 7-12</b>	<ul style="list-style-type: none"> <li>✓ English 7-12</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> </ul>
				<b>Mathematics 7-12</b>	<ul style="list-style-type: none"> <li>✓ Mathematics 7-12</li> <li>✓ Pedagogy &amp; Professional Responsibility (PPR) EC-12</li> </ul>

**Figure 2**

*Sequence of Certification Exams*

During PD I	After PD I	During PD II	After PD II	After PD III
Core Subjects EC-6	ESL Supplemental	Secondary Content	Pedagogy & Professional Responsibility (PPR) EC-12	Science of Teaching Reading (SPED)
Core Subjects 4-8	Science of Teaching Reading (4-8)		Special Education EC-12	
Bilingual Supplemental	Bilingual Target Language Proficiency Test (BTLPT)		Science of Teaching Reading (EC-6 ESL, EC-6 Bil.)	

**Figure 3**

*Exam Codes and Costs of TExES Certification Exams*

Certification Exam Code	Certification Exam Name	Price as of Fall 2024
391	EC-6 Core Subjects/4-8 Core Subjects/Secondary Content	\$116.00
160	Pedagogy and Professional Responsibilities (PPR)	\$116.00
154	English as a Second Language (ESL) Supplemental	\$116.00
164	Bilingual Education Supplemental	\$116.00
190	Bilingual Target Language Proficiency Test (BTLPT) Spanish	\$116.00
293	Science of Teaching Reading (STR)	\$136.00
161	Special Education EC-12  Teacher candidates EC-12 may take this.	\$116.00

*Note.* For all certification exams above, the passing score is 240. Additional fees may apply to the above prices. SPED majors should consult their degree plan to determine which READ course is required.



## TEA Notifications and Requirements

### Exit Policy for the Dismissal of Candidates

19 TAC §228.20(h) requires all educator preparation programs to have an exit policy for the dismissal of candidates published, reviewed, and signed by candidates when they are admitted to the program.

Teacher candidates may be dismissed from the University of Houston-Downtown educator preparation program if they show behavior inconsistent with professional and ethical expectations of an educator in Texas. Dismissal from the program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements, including during field placements. Students wishing to appeal a course grade must first attempt to reconcile any grading error that might have occurred with the course Instructor. If the student still wishes to appeal a course grade, they can do so by contacting the Department Chair. According to UHD policy, course grades can only be changed due to mistaken grade entry, miscalculation of grade, or misapplication of syllabus criteria.
2. Failure to abide by policies and/or procedures established by the University of Houston-Downtown educator preparation program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators, and/or;
4. Any action deemed a violation of the University of Houston-Downtown Student Code of Conduct; and/or;
5. Any action deemed a violation of school district and/or campus policy during field-based experiences or clinical teaching or internship.

Dismissal from the program based upon one or more of the above factors is determined by a committee composed of program faculty. This may occur at any time and must include a meeting with the teacher candidate and the faculty committee. The final determination will be communicated through a formal letter outlining the causes for dismissal, which the teacher candidate and committee must sign. Teacher candidates who are dismissed from the University of Houston-Downtown Department of Urban Education will also be automatically dismissed from the educator preparation program. All decisions of dismissal can be appealed following College policies.

Failure to be recommended for certification and/or failure to meet requirements for professionalism in the field are addressed through professional growth plans. If, after development of a professional growth plan, the teacher candidate has not met designated performance gates or professionalism requirements, teacher candidates may not be recommended for certification or the dismissal process may be initiated (For full detail, see professional growth plans as described in appropriate program path).

## Appealing a Dismissal Decision

Teacher candidates wishing to appeal a dismissal decision must submit their appeal in writing to the Chair of the Department of Urban Education. They must make a clear and convincing case that they have the ability and potential to be successful in the EPP. According to UHD policy PS 03.B.07, an appeal of the Chair's final decision must be submitted in writing to the Dean of the College of Public Service.

## Voluntary Withdrawal from the Educator Preparation Program

A teacher candidate who voluntarily decides to withdraw from the educator preparation program must send a written notice of that intent from a University of Houston-Downtown email account to [urbaneducation@uhd.edu](mailto:urbaneducation@uhd.edu) including their PeopleSoft ID and TEA number. The teacher candidate will be required to meet with the EPP's Teacher Certification and Compliance Officer to complete an exit interview where documents will be completed and signed.

To voluntarily withdraw from clinical teaching experiences, clinical teachers must do the following:

1. Meet with their UHD clinical coach. The clinical coach will discuss the clinical teacher's decision with the cooperating teacher, the clinical teacher's faculty advisor, the site coordinator, and the director of field experience. The clinical teacher is informed of any action by the site coordinator.
2. Send a written notice of intent to withdraw from a University of Houston-Downtown email account to their clinical coach, the director of field experience, their advisor, and the certification officer. The notice should include their PeopleSoft ID. The clinical teacher must also submit a signed form provided by the certification officer.
3. The director of field experience will communicate with the district regarding the clinical teacher's withdrawal.

Credit can be assigned commensurate with the time spent in the student teaching experience. When this action is taken, the clinical teacher becomes ineligible for certification but retains the possibility of satisfying graduation requirements.

### **Postponements from the EPP, Including Clinical Teaching Experiences**

- a. If teacher candidates have been admitted to the educator preparation program and need to postpone, they should communicate in writing with their UE advisor and with the certification officer.
- b. If a teacher candidate has been assigned a clinical teaching experience and needs to postpone, this should be communicated through email as soon as possible to the clinical coach, site leader and director of field experience.
- c. According to UHD policy, students who have not been enrolled for 14 months will be removed from the UHD system and will need to reapply. Students who need to be readmitted should contact their academic advisor to determine steps for reapplication.

# Professional Development Semesters PD1, PD2, PD3, and PD4

## Professional Development Semesters PD1, PD2, PD3 and PD4

Professional Development Semesters (PDs) at UHD begin after the teacher candidate is admitted to the EPP. There are four PDs, namely, PD1, PD2, PD3 and PD4.

### Overview of Professional Development 1 (PD1)

Upon admission to the Department of Urban Education, teacher candidates can register for PD1 courses. Once admitted into the PD semesters, teacher candidates must seek course approval from their advisor before registering for courses each semester; see [here](#). During the PD1 semester, candidates in the EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, 4-8 Core Subjects with ESL, and EC-12 Special Education certification areas will be required to take four courses/12 hours as noted on their [respective degree plans](#). Candidates may choose to take courses at the time and location of their choice as cohort classes do not begin until PD2. Additionally, secondary certification students will not join the PD semesters in Urban Education until PD2.

Teacher candidates will be introduced to signature assignments and will be required to save them until they gain access to the Tk20 portfolio the following semester.

Teacher candidates must maintain a cumulative 2.5 GPA and earn no more than one grade of “C” in PD1 courses for successful PD1 completion and advancement to Professional Development Semester 2 (PD2). Students receiving a grade of “D” or lower will not advance to the next PD semester.

### Overview of Professional Development 2 (PD2)

Each teacher candidate is required to successfully complete three professional development semesters in field-based settings starting in PD2. For EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, 4-8 Core Subjects with ESL, and EC-6 with Special Education, Professional Development 2 consists of four courses (12 semester credit hours) each semester. For secondary teacher candidates, Professional Development 2 consists of three courses (9 semester credit hours) each semester.

- EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, and 4-8 Core Subjects with ESL, and EC-6 with Special Education teacher candidates take 12 semester credit hours of coursework. The primary focus of the PD2 courses is to understand the learner, practice professionalism, and develop content methodology.
- Secondary candidates take 9 semester credit hours of coursework which focus on understanding the learner and classroom management (PED 3305, PED 4380, SED 3312).
- During PED 4380, teacher candidates receive a placement in a TEA-accredited classroom setting with an assigned mentor during regular school hours throughout the Professional Development 2 semester. If teacher candidates are currently employed by a TEA accredited school as instructional teacher’s aides, they may request to use their employment as their field-based placement to satisfy PD2 field experience requirements.

- Teacher candidates must maintain a cumulative 2.5 GPA and earn no more than one grade of “C” in PD2 courses for successful PD2 completion and advancement to Professional Development Semester 3 (PD3). Students receiving a grade of “D” or lower will not advance to the next PD semester.
- Teacher candidates will upload signature assignments introduced in PD1 to the Tk20 portfolio in PD2 under the supervision of their PED 3305 instructor. Additional signature assignments will be introduced in PD2 to be uploaded to Tk20.

### **Overview of Professional Development 3 (PD3) and 4 (PD4)**

PD3 and PD4 semesters provide immersion into the field of teaching by offering coursework and fieldwork during both semesters. Content-area methods learned in coursework will be applied in the field as each is assigned to a host teacher in their certification area. Through the provided field experiences, clinical teachers will apply into practice by engaging in activities such as co-planning, co-teaching, creating materials, participating in professional development, supporting the campus community, and reflecting on experiences.

To fulfill all course and field requirements, clinical teachers are encouraged to consider PD3 and PD4 as a full-time commitment to properly allocate the time and resources needed for these semesters.

- EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, and 4-8 Core Subjects with ESL, and EC-6 with Special Education teacher candidates take 12 semester credit hours of coursework in PD3 and 9 semester credit hours in PD4. The primary focus of the PD3 and PD4 courses is to develop and become proficient in [T-TESS dimensions](#) in order to provide high quality instruction to students
- Secondary candidates take 9 semester credit hours of coursework in PD3/PD4 which focus on developing and becoming proficient in T-TESS dimensions in order to provide high quality instruction to students.
- In PD3, teacher candidates who are currently employed by a TEA accredited school as instructional teacher’s aides may request to use their employment as their field-based placement to satisfy PD3 field experience requirements and complete a single semester of student teaching in PD4.
- Teacher candidates who are not currently employed as instructional teacher’s aides are assigned to a mentor teacher and complete a year-long residency starting in PD3.
- Teacher candidates must maintain a cumulative 2.5 GPA and earn no more than one grade of “C” in PD3 courses for successful PD3 completion and advancement to Professional Development Semester 4 (PD4). Students receiving a grade of “D” or lower will not advance to the next PD semester.
- Additional signature assignments will be introduced in PD3 and PD4 to be uploaded to Tk20.

## Field Experience

### Description of Teacher Preparation Routes and Component Requirements

Clinical teachers in UHD’s educator preparation program can take multiple routes to teacher certification.

See below for descriptions of these routes and the professional development sequence coursework and expectations for each.

**Year-long Residents:** Residents take part in a year-long residency of field-based experience. Some year-long residents are paid depending on eligibility and district availability. The Gators2Teachers program is a 1-year residency during which the resident works with a host teacher in their classroom. This kind of immersion enables the resident to be a part of every aspect of the school day including co-planning and co-teaching with the host teacher, working with whole and small groups of students, using assessment and evaluation to guide instruction, preparing materials, taking part in staff duties, and meeting with staff members, administrators, and parents. Ongoing reflection will be a part of each resident’s growth across semesters.

**Figure 4**

*Year-Long Residents’ Professional Development Sequence (Gators2Teachers)*

PD1 Coursework and Expectations	PD2 Coursework and Expectations	PD3/PD4 Year-Long Teacher Residency Coursework and Expectations
<ul style="list-style-type: none"> <li>•All EC-6 and 4-8: four courses</li> <li>•There is not a field-based requirement</li> </ul>	<ul style="list-style-type: none"> <li>•All EC-6 and 4-8: three courses, 50 hours of field-based work</li> <li>•Secondary: two courses, 50 hours of field-based work</li> </ul>	<ul style="list-style-type: none"> <li>•Student teaching 1 (=PD3): three courses, 2-3 full days per week as co-teacher</li> <li>•Student teaching 2 (=PD4): 5 full days for 15 weeks as co-teacher (plus one support course - either SOSE 4303 or READ 4321 (secondary only) - meets designated Thursday afternoons</li> <li>•Work with the same cooperating teacher for the entire year</li> <li>• Six informal walkthroughs (three per semester)</li> <li>• Four formal observations (two per semester)</li> </ul>

**Traditional:** Paraprofessionals take part in the traditional route of one-semester student teaching. Only paraprofessionals may choose this route.

**Figure 5**

*Traditional Professional Development Sequence*

PD1 Coursework and Expectations	PD2/PD3 Coursework and Expectations	PD4 Traditional Student Teaching
<ul style="list-style-type: none"> <li>•All EC-6 and 4-8: four courses</li> <li>•There is not a field-based requirement</li> </ul>	<ul style="list-style-type: none"> <li>•All EC-6 and 4-8: three courses, 50 hours of field-based work in PD2 and 60 hours of field-based work in PD3.</li> <li>•Secondary: two courses, 50 hours of field-based work in PD2 60 hours of field-based work in PD3.</li> <li>•There will be no formal observations in PD2 and two formal observations in PD3.</li> </ul>	<ul style="list-style-type: none"> <li>•Student teaching (PD4) 75 full days as co-teacher with the assigned host teacher (plus one support course - either SOSE 4303 or READ 4321 (secondary only) - meets designated Thursday afternoons</li> <li>•Three informal walkthroughs</li> <li>•Four formal observations</li> </ul>

**ACP:** Alternative Certification Program (ACP) candidates who qualify to be teachers of record take part in a 1-year internship (paid). ACP students who do not qualify as teachers of record may request a placement in a year-long residency.

**Figure 6**

*Alternative Certification Programs (ACP) Professional Development Sequence*

Summer May Mini-Mester Coursework and Expectations	Summer I and III (4 weeks in June and July) Coursework and Expectations	Fall and Spring Coursework and Expectations
<ul style="list-style-type: none"> <li>•All EC-6, 4-8, and Secondary: SOSE 3306 with 50 hours of observation (at least 25 hours in person)</li> </ul>	<ul style="list-style-type: none"> <li>• All EC-6, 4-8, and Secondary: regular coursework; observation as required by coursework</li> </ul>	<ul style="list-style-type: none"> <li>• All EC-6, 4-8, and Secondary: Year-long paid internship as teacher of record (must pass all TExES exams except for PPR) as a district employee. (plus, one support course-PED 3305 fall; EED 3312 spring) (methods course - spring secondary only)</li> <li>• Or, year-long residency for those who do not qualify for year-long internship.</li> <li>•Five formal observations (three first semester/two second semester)</li> <li>*Three informal walkthroughs</li> </ul>



# **Field Experience and Clinical Teaching Requirements for the Traditional Route**

## Eligibility Criteria

Teacher candidates who wish to follow the Traditional Route must meet the following criteria:

- The clinical teacher must be currently employed **full-time** as a paraprofessional, teacher's aide, or other support instructional position deemed appropriate by the director of field experience.
- The work assignment must be **in a TEA accredited school**.
- The work assignment must be in the certification subject area and certification grade level of the teacher candidate's degree plan.
- The clinical teacher must remain in the work assignment for the duration of the semester requested for approval.

## Application Process

Teacher candidates who meet the eligibility criteria described above are required to complete the Application and Acknowledgment Form for the traditional route to indicate their intent to use their employment as their field-based placement each semester. Additionally, teacher candidates will be required to submit the Principal Verification Form as documentation of their principal's approval and agreement with UHD to allow them to use their current position and satisfy field experience requirements.

Teacher candidates must meet PD prerequisites each semester and should discuss eligibility with academic advisor prior to requesting approval.

To request approval for PD2:

Teacher candidates receive information and the link to the application from the director of field experience during PD2 Orientation.

To request approval for PD3 and PD4:

Teacher candidates receive information and the link to the application from the director of field experience prior to the end of each PD2 and PD3 semester.

## Components of PD2

In PD2, clinical teachers in the Traditional Route enroll in PED 4380 and complete **50 hours** of field-based experiences.

During their time in the field, clinical teachers must engage in targeted instructional activities, including small group instruction, tutoring, presenting whole class instruction, one-on-one student support, practicing classroom management skills, supporting lead teacher instruction, and co-teaching. Additionally, clinical teachers are expected to successfully complete lesson plans, assignments, and assessments as designated in course syllabi and, when instructed, submit these in Tk20. These tasks will develop proficiency in T-TESS Assessment Rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant Teacher Standards. Clinical teachers will be required to video at least one lesson and submit the videos to their PED 4380 field experience instructor. There will be no formal observations in PD2.

Additional work with children in collaboration with the classroom teacher and UHD faculty may be required for all PD 2 courses.

### **Components of PD3**

In PD3, clinical teachers in the traditional route enroll in PED 4381 and complete **60 hours** of field-based experiences.

During their time in the field, clinical teachers must engage in targeted instructional activities, including small group instruction, tutoring, presenting whole class instruction, one-on-one student support, practicing classroom management skills, supporting lead teacher instruction, and co-teaching. Additionally, clinical teachers are expected to successfully complete lesson plans, assignments, and assessments as designated in course syllabi and, when instructed, submit these in Tk20. These tasks will develop proficiency in T-TESS assessment rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant teacher standards. During PD3, clinical teachers will complete two performance assessments (formal observations) with coaching and mentorship from their clinical coach.

Additional work with children in collaboration with the classroom teacher and UHD faculty may be required for all PD3 courses.

### **Components of PD4**

In PD4, clinical teachers in the traditional route enroll in student teaching courses, and complete **75 full days** of student teaching.

During their time in the field, clinical teachers must engage in co-teaching with their assigned host teacher. Additionally, clinical teachers are expected to successfully complete lesson plans, assignments, and assessments as designated in course syllabi and, when instructed, submit these in Tk20. These tasks will develop proficiency in T-TESS Assessment Rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant teacher standards. During PD4, clinical teachers will complete four performance assessments (formal observations) with coaching and support from their clinical coach and three informal observations (walkthroughs).

#### **Performance Assessments (POP Cycles):**

Clinical teachers will complete performance assessments (POP cycles) consisting of (a) a pre-conference to review the clinical teacher's lesson; (b) observation and scripting of the lesson by both the clinical teacher and clinical coach to gather evidence for evaluation; (c) post-conference meeting with the clinical teacher to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the resident and clinical coach. These performance assessments (POP cycles) will support growth in proficiency of T-TESS assessment rubric dimensions.

#### **Informal Walkthroughs:**

Clinical teachers will complete informal walkthroughs consisting of a short (about 15-minute) informal observation that allows the clinical coach to collect a "snapshot" of information on co-teaching, professionalism, and overall development of the resident. These informal walkthroughs will support growth in proficiency of T-TESS assessment rubric dimensions.

#### **Lesson Plans, Assignments, and Assessments:**

Clinical teachers will successfully complete lesson plans, assignments, and assessments as designated in required PD2, PD3, and PD4 course syllabi and, when instructed, submit these in Tk20. These tasks will develop proficiency in T-TESS assessment rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant teacher standards.

Tk20:

Clinical teachers submit evidence of field-based experiences and other course work in PD2, PD3, and PD4. Tk20 is a database where students submit assignments as a part of their teaching e-portfolio. For more information, log in to [Tk20](#). Required submissions for TEA certification compliance include:

- Completed with artifacts and signature assignments across the PD sequence ([roadmap linked here](#))
- Observation time logs for field experience
- Field experience and student teaching forms

### **Placement with a Host Teacher**

A clinical teacher in the Traditional route must request approval from the director of field experience to use his or her current position at a school as their placement for PD2, PD3, and PD4 and must be assigned by the campus principal to a host teacher that meets the following TEA qualifications:

- Minimum 3 years of teaching experience
- Certified in the same subject area and grade level of the teacher candidate's degree plan.

The host teacher will mentor and support the clinical teacher for the duration of the field-based experience and will be required to provide feedback in Tk20.

Note: If a change pertaining to the host teacher becomes pertinent, UHD should be notified.

### **Support from a Clinical Coach**

One of the most important ways clinical teachers will be supported during their preparation as a teacher will be through the work of the clinical coach. The clinical coach is a UHD faculty member assigned to supervise, coach, and evaluate teacher candidates during field placements in PD3 and PD4.

A clinical coach will be assigned to a group of clinical teachers in the traditional route based on their enrollment in field-based courses (PED 4380 and PED 4381). The clinical coach will be the clinical teacher's primary point of contact for communication with UHD and the point of contact for the host teacher.

### **Using the Co-Teach Model**

At the University of Houston-Downtown, we view the clinical teaching experience as a collaborative process between our teacher candidates and the school community. Although it is informative to see if a clinical teacher can function independently, the strongest preparation for our novice teachers is not time alone but rather constant modeling by an experienced host teacher.

When the clinical teacher is actively teaching, the host teacher is most instructive when they continue to observe, give advice, and provide feedback, and to look for opportunities for co-teaching and co-planning. In addition to co-teaching the same lesson, this is an ideal time for the host teacher to parallel teach, work with centers or workstations, or pull small groups or individual students for additional remediation or enrichment.

The “co-teaching” model offers some helpful definitions of how the host teacher and clinical teacher might work together to share the planning, organization, delivery, and assessment, as well as the physical space:

### Co-teaching Models

<b>One Teach, One Assist</b>	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
<b>One Teach, One Observe</b>	One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data.
<b>Team Teaching</b>	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.
<b>Station Teaching</b>	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and resident are at particular stations; the other stations are run independently by the students or by a teacher’s aide.
<b>Alternative Teaching</b>	In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.
<b>Parallel Teaching</b>	In parallel teaching, the teacher and resident plan jointly but split the classroom in half to teach the same information at the same time.

### Targeted Objectives of the Clinical Teaching Experience

- Clinical teachers will possess strong working knowledge of general and teaching field content and pedagogy.
- Clinical teachers will demonstrate an understanding of appropriate instructional strategies to ensure that each student achieves academic success.
- Clinical teachers will use technology efficiently and productively for instructive and administrative purposes.
- Clinical teachers will work collaboratively with others.
- Clinical teachers will demonstrate appreciation of diversity by structuring the environment so that each child can learn.
- Clinical teachers will use effective communication skills and encourage effective communication from others.
- Clinical teachers will demonstrate reflective practices which lead to an ever-increasing level of professionalism.
- Clinical teachers will understand and comply with the Code of Ethics and Standard Practices for Texas Educators.
- Clinical teachers will know and understand relevant teacher standards and will apply these during classroom instruction and to manage their classes.

### Teaching Practice during Student Teaching (PD4)

Assessment of the performance of a clinical teacher in the traditional route is a collaborative process engaged in by the host teacher, the university clinical coach, and the clinical teacher as a team, based on a series of formative and summative assessments. The major components of this part of the student teaching grade include:

- Four iterations of the POP cycle (pre-assessment, observation, and post-assessment) each semester (see below)
- Three informal, unannounced walkthroughs in your classroom each semester (formative assessments)

POP Cycle: Completion of four POP cycles semester during the student-teaching practicum involves several steps, each with its own deadline, and communication with your clinical coach. The expectation for the clinical teacher is that they will complete each step, communicate with the clinical coach, and provide products (e.g., lesson plan) by the time specified. Below is a sequenced list of tasks for clinical teachers:

- Schedule all formal observation cycles with your clinical coach and your host teacher, keeping flexibility in mind as your host teacher must fit your instruction into the larger scope of class instruction,

and your clinical coach will likely be scheduling observations with several clinical teachers.

- Prepare lesson plans using the required UHD lesson plan template and send it to your clinical coach at least 48 hours before a formal observation. These required lessons plans should include all required elements of the UHD lesson plan format. Failure to submit lesson plans 48 hours in advance will result in a loss of points on your teaching grade.
- Attend a pre-conference lesson review with your clinical coach at least 1 day before the formal observation. If possible, your host teacher can also meet with you during these conferences to add to the conversation of the lesson reflection.
- Teach your lesson with your clinical coach and host teacher observing you in person.
- Complete a lesson plan reflection and submit to Tk20 within 48 hours of teaching the lesson.
- Attend a post-conference lesson review with your clinical coach after the formal observation.

Note: Failure to complete any portion of the POP cycle, including submitting lesson plans in advance to your clinical coach or uploading reflections to Tk20, will result in a reduction in total points earned for this portion of your grade.

### **Performance Gates**

With the support of coaching through POP cycles, clinical teachers in the traditional route are expected to exhibit growth in instructional competencies such that:

- Clinical teachers will achieve *developing* scores in T-TESS assessment rubric dimensions, as demonstrated by scores of 2 on each of the TTESS indicators by the end of the second formal observation with support and coaching through the POP cycles.
- Clinical teachers will achieve *proficient* scores in T-TESS assessment rubric dimensions, as demonstrated by scores of 3 on each of the T-TESS indicators by the end of the fourth formal observation with support and coaching through the POP cycles.

### **Professional Growth Plan if Performance Gates are Not Met**

Clinical teachers who do not achieve required scores on T-TESS indicators above will be offered additional opportunities to meet performance gates, such as an additional POP cycle, submitting revised lesson plans, and rehearsals during post-conferences. Scores on T-TESS indicators may be updated during this process in Tk20. The clinical coach will document any additional opportunities provided to meet performance gates in Tk20.

If after receiving additional opportunities and support from the clinical coach, the clinical teacher is unable to meet the performance gates he or she will receive a failing grade for the semester and/or may not be recommended for certification.

### Start and End Date:

- Start Date: Clinical teachers in the traditional route will be able to start counting their hours for PD2 and PD3 once they receive written approval from the director of field experience (after having submitted the Application and Acknowledgment Form and the Principal Verification Form). Clinical teachers in PD4 will be required to adhere to district guidelines and start their student teaching assignment when host teachers return to school. All PD4 clinical teachers must attend district orientations.
- End Date: Clinical teachers in PD2 and PD3 will continue to report to their field assignment until they meet the number of hours required for each semester. Clinical teachers in PD4 will report to their assigned school until the 75 full days have been completed.

### Schedule, Attendance, and Documentation of Absences

- Clinical teachers are responsible for maintaining accurate records of their attendance in Tk20 and request host teacher to approve attendance. Additionally, the clinical teacher must sign in and out in the front office each day for campus records.
- Clinical teachers are expected to be present and on time to their assigned campus except in cases of serious illness or other serious circumstances. In those instances, the host teacher and clinical coach must be notified no later than the morning of the necessary absence AND prior to the required arrival time at the campus.
- Late arrival or early departure will count as ½ day absent.
- A maximum of three school absences will be allowed for illnesses, personal emergencies, doctor's appointments, scheduling state exams, etc. The clinical coach and host teacher should be notified in advance.
- Documentation is required for all absences. The clinical teacher must notify both the clinical coach and host teacher of absences (planned or unplanned) as soon as possible and submit documentation in Tk20.
- **Calendar:** Clinical teachers will follow the same academic calendar of the assigned public school district and so will observe those holidays scheduled by the district. Religious holidays: Clinical teachers should follow their district's policy for requesting leave for religious holidays.

### Expectations for Time in the Field:

- The clinical teacher's workday is the same as that required of all teachers on their assigned campus, and the clinical teacher is expected to be present during school contract hours.
- Clinical teachers should spend more than 50% of their time in the field engaged in daily teaching activities and co-teaching with the host teacher.
- Clinical teachers should be with a certified teacher at all times. In general, clinical teachers should not be unattended with students or utilized as substitute teachers. Clinical teachers with paraprofessional certifications may be alone with the students due to their status as a district employee should an unusual situation come up.
- **Professional Development Days:** Clinical teachers are encouraged to participate in professional



development opportunities at their assigned school. However, no more than 5 professional development days can be counted towards the required 75 days for student teaching.

*Note: District employees may be required to complete additional duties and/or days in the field.*

### **Professional Dress**

The Department of Urban Education strives to maintain an image that projects professionalism and upholds the University values of excellence, student success, inclusiveness, respect, and integrity. During clinical placements, clinical teachers are expected to dress in a way that is appropriate to their position and department, and the University's mission. Clinical teachers are expected to use good judgment at all times regarding their personal appearance, dress appropriately, be neat, wear clean clothing and be mindful of personal hygiene. Clinical teachers are expected to adhere to this standard.

Clinical teachers are encouraged to view the partner district's guidelines for professional dress online before joining the host teacher on campus. Clinical teachers are then encouraged to further discuss campus expectations of professional dress with the host teacher.

### **Professional Roles**

The clinical coach will:

- provide meetings with host teachers offering an overview of the structure of PD3 and PD4 fieldwork as well as the roles of the clinical teacher and host teacher;
- keep records on each resident comprised of an accurate record of class schedules, evaluations, visitation reports, and any missed classes or campus days, tardies, or absences;
- complete an EPP T-TESS form in Tk20 after each formal classroom observation and confer with the resident regarding the observed lesson using the POP cycle format;
- facilitate discussion with the clinical teacher and the host teacher that clarifies clinical teacher's progress and performance up to that time with specific guidelines for completing the semester successfully;
- collaborate with the resident other PD faculty on the professional attributes and completion of PD course requirements and facilitate discussion with the resident regarding that assessment; and
- collaborate with the site-based administration and faculty on the professional attributes and completion of requirements and facilitate discussion with the resident regarding placement.

The Host Teacher (HT) will:

- facilitate the resident's teaching of lessons that will be observed by university faculty;
- encourage resident to have as many varied teaching experiences as possible during the semester;
- complete resident reflection forms provided in Tk20; and
- provide on-going opportunities to enact various co-teaching models in the classroom.

During POP cycles, host teachers should support clinical teachers with lesson planning, observe POP cycle

lessons without providing instructional support, and guide clinical teachers as they implement refinements and reinforcements.

All Faculty will:

- utilize areas of expertise to give clinical teachers critical feedback and model pedagogically sound lessons; and
- collaborate with the clinical coach on the professional attributes and successful completion of course work especially that part which integrates the field experience.

### **Interventions for Clinical Teachers**

The clinical coach monitors each clinical teacher's work and progress throughout the semester. Should there be concerns regarding a clinical teacher's academic responsibilities or professionalism, the clinical coach may choose to confer with the individual or refer the individual to the director of field experience to convene a committee meeting to address the clinical teacher's needs. Should such a meeting be called, various support members at UHD will gather to create a professional growth plan with the clinical teacher addressing specific individual needs.

Professional growth plans should include a timeline for reconvening and reinstatement if the plan is successfully completed, with a signature page for teacher candidates, principals, host teachers, and site coordinators.

Site leaders should include the UHD site coordinator in e-mail communication regarding any concerns with the clinical teacher's additional responsibilities.



# **Field Experience and Clinical Teaching Requirements for the Year-long Residency Program**

Teacher candidates who are not full-time employees in an instructional capacity at a TEA accredited school OR those who wish to complete a year-long residency follow the Gators2Teachers program.

### **Components of PD2 Field-Based Work**

In PD2, clinical teachers in the year-long residency (Gators2Teachers) enroll in PED 4380 and complete 50 hours of field-based experiences.

During their time in the field, clinical teachers must engage in targeted instructional activities, including small group instruction, tutoring, presenting whole class instruction, one-on-one student support, practicing classroom management skills, supporting lead teacher instruction, and co-teaching. Additionally, clinical teachers are expected to successfully complete lesson plans, assignments, and assessments as designated in course syllabi and, when instructed, submit these in Tk20 (see Figure 1). These tasks will develop proficiency in T-TESS Assessment Rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant Teacher Standards. Clinical teachers will be required to video at least one lesson and submit the videos to their PED 4380 field experience instructor.

Additional work with children in collaboration with the classroom teacher and UHD faculty may be required for all PD2 courses.

### **Components of PD3 and PD4**

In PD3 (Student Teaching 1), clinical teachers in the year-long residency (Gators2Teachers) enroll in PED 4383 and report to the field 2 full days a week for the first 6 weeks and 3 full days a week for the remainder of the semester.

In PD4 (Student Teaching 2), clinical teachers in the year-long residency (Gators2Teachers) enroll in student teaching courses and report to the field 4 full days a week (Monday, Tuesday, Wednesday, and Friday) and ½ day on Thursday for the duration of the semester.

During their time in the field each semester, clinical teachers must engage in co-teaching with their assigned host teacher. Additionally, clinical teachers are expected to successfully complete lesson plans, assignments, and assessments as designated in course syllabi and, when instructed, submit these in Tk20 (see Figure 1). These tasks will develop proficiency in T-TESS Assessment Rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant teacher standards.

Clinical teachers in the year-long residency will complete two performance assessments (formal observations) with coaching and support from their clinical coach and three informal observations (walkthroughs) per semester.

#### **Performance Assessments (POP Cycles):**

Clinical teachers will complete Performance Assessments (POP cycles) consisting of (a) a pre-conference to review the resident's lesson; (b) observation and scripting of the lesson by both the resident and clinical coach to gather evidence for evaluation; (c) post-conference meeting with the resident to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the resident and clinical coach into the Swivl database. These

performance assessments (POP cycles) will support growth in proficiency of T-TESS assessment rubric dimensions.

#### Informal Walkthroughs:

Clinical teachers will complete informal walkthroughs consisting of a short (about 15-minute) informal observation that allows the clinical coach to collect a “snapshot” of information on co-teaching, professionalism, and overall development of the resident. These informal walkthroughs will support growth in proficiency of T-TESS assessment rubric dimensions.

#### Lesson Plans, Assignments, and Assessments:

Clinical teachers will successfully complete lesson plans, assignments, and assessments as designated in required PD3 and PD4 course syllabi and, when instructed, submit these in Tk20. These tasks will develop proficiency in T-TESS assessment rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant teacher standards.

#### Tk20:

Clinical teachers submit evidence of field-based experiences and other course work in PD2, PD3, and PD4. Tk20 is a database where students submit assignments as a part of their teaching e-portfolio. For more information, log in to [Tk20](#). Required submissions for TEA certification compliance include:

- Completed with artifacts and signature assignments across the PD sequence ([roadmap linked here](#))
- Observation time logs for field experience
- Field experience and student teaching forms

#### **Placements with Partner School Districts and Host Teacher Selection**

Our ability to place clinical teachers with an effective host teacher depends on strong relationships with partnering school districts. Most districts also place teacher candidates from other institutions, so it is vital that we communicate with HR representatives in a timely and organized manner.

To respect our relationship with our partner districts that have asked us to communicate with them through consistent district representatives. Even if they happen to know a principal, and she has said she wants them to come teach for her, we must work through the district protocols. We are guests in our partner schools, and their normal and effective operation will be impaired if our candidates do not follow protocols. It is therefore UHD’s policy that teacher candidates do not contact school districts or individual schools directly to request a placement.

### Student Teaching Application:

Teacher candidates are required to complete a student teaching application during PD2 to indicate preferred districts and grade levels for the year-long residency. The director of field experience will provide the link to the application and information on deadlines via email to students enrolled in PED 4380.

District choices and grade level preferences will be considered and relayed to HR executives but are not guaranteed. Schools and host teachers accommodate clinical teachers on a voluntary basis, so various grade levels or specializations may not be available on a particular campus during any given semester. Also, district partnerships occasionally change, even at the last minute; if this happens, clinical teachers will be notified as soon as possible so that they can make the necessary arrangements. Clinical teachers will be placed with a host teacher that matches their certification content and grade level.

### Paid Teacher Residency:

When applying for the yearlong residency, teacher candidates will indicate if they would like to participate in a paid residency. Paid residents should receive and sign a contract from the district indicating their pay and obligations. Paid residents must be in their host teacher's classroom with students present for at least 50% of their time on campus, although the more time residents spend experiencing their host teacher's modeling and feedback, the greater their growth.

### Late Submissions:

Clinical teachers who submit the Student Teaching Application late, or who have not completed all required benchmarks to begin PD3 by the time the application opens, may still be eligible to be placed if they are able to complete all benchmarks by an extended deadline. However, it is likely that they will not be placed in the district of their choice. Our district partners make plans well ahead of time for how many clinical teachers they can accommodate, balancing UHD candidates with those from other institutions. After the application deadline, we provide each district with a final list so they can finalize placements. Following that deadline, we then work with a very small number of districts that have agreed to accept late applicants.

### **Legal Status of the Host Teacher and the Resident**

The host teacher, who holds a legal status with respect to students, is responsible for their students' health, safety, and general well-being. Because the resident is not certified, a certified teacher should remain in the classroom when the UHD resident is present.

### **Support from a Clinical Coach**

One of the most important ways residents will be supported during their preparation as a teacher will be through the work of the clinical coach. The clinical coach is a UHD faculty member assigned to supervise, coach, and evaluate teacher candidates during field placements.

A clinical coach will be assigned to a group of residents in the same school or "site." This arrangement will enable the clinical coach to understand resident goals and recognize strengths and weakness related to instructional competency and professionalism and then assist the resident to develop in these important dimensions. The clinical coach will also be the resident's primary point of contact for communication with UHD and the point of contact for the host teacher.

### **Using the Co-Teach Model**

At the University of Houston-Downtown, we view the clinical teaching experience as a collaborative process between our teacher candidates and the school community. Although it is informative to see if a clinical teacher can function independently, the strongest preparation for our novice teachers is not time alone but rather constant modeling by an experienced host teacher.

When the clinical teacher is actively teaching, the host teacher is most instructive when they continue to observe, give advice, and provide feedback, and to look for opportunities for co-teaching and co-planning. In addition to co-teaching the same lesson, this is an ideal time for the host teacher to parallel teach, work with centers or workstations, or pull small groups or individual students for additional remediation or enrichment.

The “co-teaching” model offers some helpful definitions of how the host teacher and clinical teacher might work together to share the planning, organization, delivery, and assessment, as well as the physical space:

### Co-teaching Models

<b>One Teach, One Assist</b>	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
<b>One Teach, One Observe</b>	One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data.
<b>Team Teaching</b>	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.
<b>Station Teaching</b>	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and resident are at particular stations; the other stations are run independently by the students or by a teacher’s aide.
<b>Alternative Teaching</b>	In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.
<b>Parallel Teaching</b>	In parallel teaching, the teacher and resident plan jointly but split the classroom in half to teach the same information at the same time.

### Progression of Responsibilities using the Co-Teach Model

Weeks	Suggested Co-Teaching Strategies	Minimum Clinical Teacher Responsibilities
1-4	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> <li>• Alternative teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> </ul>
5-9	<ul style="list-style-type: none"> <li>• Above as well as</li> <li>• Station teaching</li> <li>• Parallel teaching</li> <li>• Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in one subject area or class period</li> <li>• Co-plan and lead small group activities</li> </ul>
10-15	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in two subject areas or class periods</li> <li>• Co-plan and lead small group activities</li> </ul>
16-20	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in three subject areas or class periods</li> <li>• Co-plan and lead small group activities</li> </ul>
21-30 and beyond	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead all subject areas or class periods</li> </ul>

A year-long residency allows novice teachers the flexibility to develop in their expertise over a longer period. However, generally, residents will progress through the first semester of residency, gradually leading more of the planning and instruction so that by the last month of the first semester, he or she is the primary lead for most of the day, again maintaining the co-teaching presence of the host teacher.



### Targeted Objectives of the Clinical Teaching Experience

- Clinical teachers will possess strong working knowledge of general and teaching field content and pedagogy.
- Clinical teachers will demonstrate an understanding of appropriate instructional strategies to ensure that each child achieves academic success.
- Clinical teachers will use technology efficiently and productively for instructive and administrative purposes.
- Clinical teachers will work collaboratively with others.
- Clinical teachers will demonstrate appreciation of diversity by structuring the environment so that each child can learn.
- Clinical teachers will use effective communication skills and encourage effective communication from others.
- Clinical teachers will demonstrate reflective practices which lead to an ever-increasing level of professionalism.
- Clinical teachers will understand and comply with the Code of Ethics and Standard Practices for Texas Educators.
- Clinical teachers will know and understand relevant teacher standards and apply these in instruction.

### Teaching Practice during the Year-long Residency

Assessment of the performance of a clinical teacher is a collaborative process engaged in by the host teacher, the university clinical coach, and the Clinical teacher as a team, based on a series of formative and summative assessments. The major components of this part of your residency grade include:

- Two iterations of the POP cycle (pre-assessment, observation, and post-assessment) each semester (see below)
- Four informal, unannounced walkthroughs in your classroom each semester (formative assessments)

POP Cycle: Completion of the two POP cycles each semester during the student-teaching practicum involves several steps, each with its own deadline, and communication with your clinical coach. The expectation for the resident is that they will complete each step, communicate with the clinical coach, and provide products (e.g., lesson plan) by the time specified. Below is a sequenced list of tasks for clinical teachers:

- Schedule all formal observation cycles with your clinical coach and your host teacher, keeping flexibility in mind as your host teacher must fit your instruction into the larger scope of class instruction, and your clinical coach will likely be scheduling observations with several residents.

- Prepare lesson plans using the required UHD lesson plan template and send it to your clinical coach at least 48 hours before a formal observation. These required lesson plans should include all required elements of the UHD lesson plan format. Failure to submit lesson plans 48 hours in advance will result in a loss of points on your teaching grade.
- Attend a pre-conference lesson review with your clinical coach at least 1 day before the formal observation. If possible, your host teacher can also meet with you during these conferences to add to the conversation of the lesson reflection.
- Teach your lesson with your clinical coach and host teacher observing you in person.

Note: Failure to complete any portion of the POP cycles, including submitting lesson plans in advance, will result in a reduction in total points earned for this portion of your grade.

### **Recorded Observations**

Part of the assessment and reflection cycles in PD3 and PD4 include video capture of POP cycle lessons observed by the clinical coach. The clinical coach will capture the lesson using a UHD device allowing both the resident and clinical coach to view and reflect upon the video. Swivl will be used as the platform on which videos can be observed and reflected upon. Clinical coaches will offer support to residents in accessing and working on Swivl.

### **Performance Gates/ Benchmarks**

Clinical teachers in the year-long residency are expected to exhibit growth in instructional competencies such that:

- Clinical teachers will achieve *developing* scores in T-TESS Assessment Rubric dimensions, as demonstrated by scores of 2 on each of the TTESS indicators by the end of PD3, with support and coaching through the POP cycles.
- Clinical teachers will achieve *proficient* scores in T-TESS Assessment Rubric dimensions, as demonstrated by scores of 3 on each of the TTESS indicators by the end of PD4, with support and coaching through the POP cycles.

Although students may achieve scores of 3, 4, or 5 on an indicator, the point values reflect the desired and expected proficiency level for PD3 and PD4. No additional points are given for scores above the expected proficiency level.

### **Professional Growth Plan if Performance Gates are Not Met**

Students who do not achieve required scores on T-TESS indicators above will be offered additional opportunities to meet performance gates, such as an additional POP cycle, submitting revised lesson plans, and rehearsals during post-conferences. Scores on T-TESS indicators may be updated during this process in Tk20. The clinical coach will document any additional opportunities provided to meet performance gates in Tk20.

If after receiving additional opportunities and support from the clinical coach as documented in the growth plan, the resident is still unable to meet the performance gates he or she will receive a failing grade for the semester and/or may not be recommended for certification.

### **Start and End Date:**

- Paid clinical teachers will be required to adhere to district guidelines and begin their assignment when host teachers are expected to begin, for both the spring and fall semesters. The exact start date might vary depending on the district. Paid clinical teachers will continue to report to the field until the end of the school year following the specific semester schedule (3 or 4 days a week) unless otherwise indicated by the district.
- Unpaid clinical teachers' start date:
  - For the fall semester, clinical teachers will be required to adhere to district guidelines and begin their assignment when host teachers are expected to begin. The exact start date might vary depending on the district.
  - For the spring semester, clinical teachers may report to the field when classes start at UHD.
- Unpaid clinical teachers' end date:
  - Clinical teachers will report to the field until the last day of the semester in UHD as long as all observations/walkthroughs have been completed, and any missed days have been made up.

### **Schedule, Attendance and Absence Documentation**

Clinical teachers will report to the field and co-teach with the host teacher 2 days per week for the first 6 weeks of the semester and then 3 days per week for the remainder of the semester in PD3. In PD4, clinical teachers will report to the field and co-teach 4 full days (Monday, Tuesday, Wednesday, and Friday) and ½ day on Thursday every week.

Clinical teachers are responsible for maintaining accurate records of their attendance on Tk20 and request host teacher to approve attendance. Additionally, the clinical teacher must sign in and out in the front office each day for campus records.

- Clinical teachers are expected to be present and on time to their assigned campus except in cases of serious illness or other serious circumstances. In those instances, the host teacher and clinical coach must be notified no later than the morning of the necessary absence AND prior to the required arrival time at the campus.
- Late arrival or early departure will count as ½ day absent.

- A maximum of THREE school absences during PD3 and TWO school absences during PD4 will be allowed for illnesses, personal emergencies, doctor's appointments, scheduling state exams, etc. The clinical coach and host teacher should be notified in advance.
- Documentation is required for all absences. The clinical teacher must notify both the clinical coach and host teacher of absences (planned or unplanned) as soon as possible and submit documentation in Tk20.
- **Calendar:** Clinical teachers will follow the same academic calendar of the assigned public school district and thus will observe those holidays scheduled by the district. Religious holidays: Clinical teachers should follow their district's policy for requesting leave for religious holidays.

### **Expectations for Time in the Field:**

- The clinical teacher's workday is the same as all teachers on their assigned campus, and the clinical teacher is expected to be present during school contract hours.
- Clinical teachers should spend more than 50% of their time in the field engaged in co-teaching with the host teacher.
- Clinical teachers should be with a certified teacher at all times unless they are in a paid position under a staffing model that allows clinical teachers to be by themselves.
- On the days they are scheduled to report to their assigned campus, clinical teachers must attend all faculty meetings, special training meetings (attended by the HT); all other events normally attended by the faculty (open house nights, PTA meetings, curriculum nights, science fairs, school carnivals, etc.) as well as actively assist on field trips and field days or other special events where students are present.
- Clinical teachers should engage in daily teaching activities and co-teaching strategies with the host teacher.
- **Professional Development Days:** On days in which clinical teachers are not required to be on campus, they are encouraged to participate in professional development opportunities at their assigned school.

*Note: District employees may be required to complete additional duties and/or days in the field.*

### **Professional Dress**

The Department of Urban Education strives to maintain an image that projects professionalism and upholds the University values of excellence, student success, inclusiveness, respect, and integrity. During clinical placements, clinical teachers are expected to dress in a way that is appropriate to their position and department, and the University's mission. Clinical teachers are expected to use good judgment at all times regarding their personal appearance, dress appropriately, be neat, wear clean clothing and be mindful of personal hygiene. Clinical teachers are expected to adhere to this standard.

Clinical teachers are encouraged to view the partner district's guidelines for professional dress online before joining the host teacher on campus. Clinical teachers are then encouraged to further discuss campus expectations of professional dress with the host teacher.

### **Professional Roles**

The clinical coach and/or site coordinator will:

- provide meetings with host teachers offering an overview of the structure of PD3 and PD4 fieldwork as well as the roles of the resident and host teacher;

- keep records on each resident comprised of an accurate record of class schedules, evaluations, visitation reports, and any missed classes or campus days, tardies, or absences;
- complete an EPP T-TESS form in Tk20 after each formal classroom observation and confer with the resident regarding the observed lesson using the POP cycle format;
- facilitate discussion with the resident and the host teacher that clarifies resident's progress and performance up to that time with specific guidelines for completing the semester successfully;
- collaborate with the resident other PD faculty on the professional attributes and completion of PD course requirements and facilitate discussion with the resident regarding that assessment; and
- collaborate with the site-based administration and faculty on the professional attributes and completion of requirements and facilitate discussion with the resident regarding placement.

The host teacher (HT) will:

- facilitate the resident's teaching of lessons that will be observed by university faculty;
- encourage resident to have as many varied teaching experiences as possible during the semester;
- complete resident reflection forms provided in Tk20; and
- provide on-going opportunities to enact various co-teaching models in the classroom.

During POP cycles, host teachers should support clinical teachers with lesson planning, observe POP cycle lessons without providing instructional support, and guide clinical teachers as they implement refinements and reinforcements.

All Faculty will:

- utilize areas of expertise to give residents critical feedback and model pedagogically sound lessons; and
- collaborate with the clinical coach on the professional attributes and successful completion of course work especially that part which integrates the field experience.

### **Interventions for Clinical Teachers**

The clinical coach monitors each clinical teacher's work and progress throughout the semester. Should there be concerns regarding a clinical teacher's academic responsibilities or professionalism, the clinical coach may choose to confer with the individual or refer the individual to the director of field experience to convene a committee meeting to address the clinical teacher's needs. Should such a meeting be called, various support members at UHD will gather to create a professional growth plan with the clinical teacher addressing specific individual needs.

Professional growth plans should include a timeline for reconvening and reinstatement if the plan is successfully

completed, with a signature page for teacher candidates, principals, host teachers, and site coordinators.

Site leaders should include the UHD site coordinator in e-mail communication regarding any concerns with the clinical teacher's additional responsibilities.

### **Reassignments**

Reassignments for clinical placements may be required for reasons such as mentor teacher changes and/or incompatibility with program requirements, including the requirement that bilingual candidates be placed within a model dual language program.

If the principal initiates a clinical teacher placement change, the principal will communicate with the UHD site coordinator, Human Resources, and the educator preparation program (EPP).

If the UHD EPP initiates a clinical teacher placement change, the EPP will communicate with the UHD clinical coach/ site coordinator, district administrator, and the principal.

### **Substitute Teaching Policy**

Clinical teachers in PD3 and PD4 are not permitted by UHD to substitute on the days that have been designated for Student Teaching.

Clinical teachers in PD4 may be allowed to substitute in the school where they are placed provided the following conditions are met:

- The clinical teacher has documented more than 90 full days (or the equivalent) of supervised student teaching *with students* (days spent in professional development, for example, do not count towards this.)
- All POP cycles and walkthroughs have been completed, and the clinical teacher has met all performance gates (Note: Clinical teachers should not ask their clinical coach to complete the final POP cycle earlier to accelerate *approval* for substitute teaching.)

# **Field Experience and Clinical Teaching Requirements for the Alternative Certification Program**

## Eligibility Criteria

Teacher candidates who wish to follow the ACP Route must meet the following criteria:

- Bachelor's degree (must be awarded by the application deadline to be eligible for admission).
- Minimum overall GPA of 2.5 and subject area GPA of 2.5 are required.

## Application Process

Teacher candidates who meet the eligibility criteria described above are required to

- Submit all official transcript(s), including one that depicts an earned baccalaureate degree from an accredited university and any graduate credit earned.
- Submit university admissions application via [Apply Texas](#). Apply as a "US Transfer" and choose "Education Core Sub EC-6 STR/ESL Supplemental" as the major. Additional questions within the application will allow you to indicate that you will be a non-degree-seeking post-baccalaureate student. Admission to UHD as a post-baccalaureate student does not guarantee admission into the ACP.
- Submit the ACP Application through Tk20. [ACP Application Instructions \(pdf\)](#).
- Complete and submit the [ACP Recommendation Form](#) in Tk20.
- Interview.

## Components of Pre-Internship Candidacy (Semesters 1 and 2)

Students will complete the following coursework:

	<b>EC-6 Core Subjects w/ ESL Supplemental Certification (27 credit hours)</b>	<b>Secondary Certification (27 credit hours)</b>
Summer May Mini	SOSE 3306: Teaching in Urban Classrooms	SOSE 3306: Teaching in Urban Classrooms
Summer 5-Week 1	BED 3311: Foundations of Bilingual and ESL Education READ 3303: Literacy Curriculum, Methods, and Assessment in the EC-8 Classroom	BED 3311: Foundations of Bilingual and ESL Education ETC 3301: Educational Technology
Summer 5-Week 2	ESL 3303: Instruction and Assessment of English Language Learners EC-8 READ 3309: Teaching Reading in the Content Areas 4-12	ESL 3303: Instruction and Assessment of English Language Learners EC-8 SED 3302: Instructional Design to Promote Student Learning
Fall	PED 3305: Understanding the EC-12 Learner SOSE 4304: Current Issues in Urban Teaching	PED 3305: Understanding the EC-12 Learner SOSE 4304: Current Issues in Urban Teaching
Spring	EED 3312: Effective Teaching Strategies in Mathematics Education EC-6 SOSE 4304: Current Issues in Urban Teaching	SED 3312: Organizing and Managing the Classroom Environment in the Secondary School SOSE 4304: Current Issues in Urban Teaching

## Components of Phase 2: Securing Employment for Internship



- During summer, register for and pass certification exams
- Content exam (all certification areas)
- ESL Supplemental Exam (EC-6 Core Subjects w/ ESL Supplemental only)
- Science of Teaching Reading Exam (EC-6 Core Subjects w/ ESL Supplemental only)
- Apply for a 1-year teaching internship in your grade and certification area at a Texas Education Agency accredited school.
- Once you have secured employment give UHD's Teacher Education Certification Compliance Coordinator the contact information for your HR representative. Internships should begin in August and last 1 full school year.
- UHD Department of Urban Education recommends candidates for appropriate intern or probationary teaching certificate.

### **Components of Phase 3: Internship (Semesters 3 and 4)**

- An intern is the "teacher of record" with all rights, privileges, and responsibilities of any other teacher in Texas [Texas Education Code 13.306(2) and 13.037(a)] and must abide by the Teacher Code of Ethics (Texas Administrative Code 19.75247).
- Each candidate is supported by a mentor teacher on her/his campus, university faculty during SOSE 4304, and a UHD field supervisor.
- During the 1-year internship, candidates must:
- Attend required professional development seminars/workshops.
- Pass the TExES EC-12 Pedagogy and Professional Responsibilities exam (if not previously passed).
- Successfully complete state and school district appraisal requirements.
- Be recommended for certification.
- Submit an e-portfolio for the internship year.

### **Components of Phase 4: Following Internship**

- Apply and pay for your standard teaching certification through your TEAL online account
- Complete UHD Recommendation Request Form

### **Alternative Certification Program candidates must:**

- Comply with the Teacher Educator Code of Ethics (TAC 19.7.247)
- Understand that, as state guidelines change, program revisions occur to ensure that the UHD Urban Education Alternative Certification Program remains in compliance with Texas Higher Education Coordinating Board and Texas Education Agency (TEA) regulations and guidelines.
- Realize that students are responsible for keeping up with revision that affect individualized degree plans. Students should contact their advisor regularly and monitor the TEA website for teacher certification changes.

### **Performance Assessments (POP Cycles):**

Clinical teachers will complete Performance Assessments (POP cycles) consisting of (a) a pre-conference to review the clinical teacher's lesson; (b) observation and scripting of the lesson by both the clinical teacher and clinical coach to gather evidence for evaluation; (c) post-conference meeting with the

clinical teacher to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the resident and clinical coach. These performance assessments (POP cycles) will support growth in proficiency of T-TESS assessment rubric dimensions.

#### Informal Walkthroughs:

Clinical teachers will complete informal walkthroughs consisting of a short (about 15-minute) informal observation that allows the clinical coach to collect a “snapshot” of information on co-teaching, professionalism, and overall development of the resident. These informal walkthroughs will support growth in proficiency of T-TESS Assessment Rubric dimensions.

#### Lesson Plans, Assignments, and Assessments:

Clinical teachers will successfully complete lesson plans, assignments, and assessments as designated in required PD2, PD3, and PD4 course syllabi and, when instructed, submit these in Tk20. These tasks will develop proficiency in T-TESS assessment rubric dimensions and understanding of the Code of Ethics and Standard Practices for Texas Educators and relevant Teacher Standards.

#### Tk20:

Clinical teachers submit evidence of field-based experiences and other course work throughout the ACP. Tk20 is a database where students submit assignments as a part of their teaching e-portfolio. For more information, log in to [Tk20](#). Required submissions for TEA certification compliance include:

- Completed with artifacts and signature assignments across the PD sequence ([roadmap linked here](#))
- Observation time logs for field experience
- Field experience and student teaching forms

#### Internship Placement

- Once candidates have secured employment, give UHD's teacher education certification compliance coordinator the contact information of their HR Representative. Internships should begin in August and last 1 full school year.
- UHD Department of Urban Education recommends candidates for appropriate intern or probationary teaching certificate.

#### Residency Placement

- ACP candidates who do not qualify for secured employment may request a year-long residency. Candidates will take part in a year-long paid or unpaid field experience in which the candidate will work with a host-teacher.
- ACP candidates must state whether they wish to apply for residency by the stated deadline.
- ACP candidates must comply with all residency requirements and expectations. (Please see residency section starting pg. 38)

#### Support from a Clinical Coach

One of the most important ways clinical teachers will be supported during their preparation as a teacher will be through the work of the clinical coach. The clinical coach is a UHD faculty member assigned to supervise, coach, and evaluate teacher candidates during their internship.

A clinical coach will be assigned to a group of clinical teachers in the ACP Route based on their enrollment in field-based courses. The clinical coach will be the clinical teacher's primary point of contact for communication with UHD and the point of contact for the participating school and district.

### Targeted Objectives of the Clinical Teaching Experience

- Clinical teachers will possess strong working knowledge of general and teaching field content and pedagogy.
- Clinical teachers will demonstrate an understanding of appropriate instructional strategies to ensure that each child achieves academic success.
- Clinical teachers will use technology efficiently and productively for instructive and administrative purposes.
- Clinical teachers will work collaboratively with others.
- Clinical teachers will demonstrate appreciation of diversity by structuring the environment so that each child can learn.
- Clinical teachers will use effective communication skills and encourage effective communication from others.
- Clinical teachers will demonstrate reflective practices which lead to an ever-increasing level of professionalism.
- Clinical teachers will understand and comply with the Code of Ethics and Standard Practices for Texas Educators.
- Clinical teachers will know and understand relevant teacher standards and apply these in instruction.

### Teaching Practice during ACP Internship

Assessment of the performance of a clinical teacher in the ACP route is a collaborative process engaged in by the host teacher, the university clinical coach, and the clinical teacher as a team, based on a series of formative and summative assessments. The major components of this part of the internship grade include:

- Five iterations of the POP cycle (pre-assessment, observation, and post-assessment) each semester (see below): three the first semester and two the second semester.
- Three informal, unannounced walkthroughs in your classroom each semester (formative assessments)

POP Cycle: Completion of five POP cycles during the year-long internship (three the first semester and two the second semester) involves several steps, each with its own deadline, and communication with your clinical coach. The expectation for the clinical teacher is that they will complete each step, communicate with the clinical coach, and provide products (e.g., lesson plan) by the time specified. Below is a sequenced list of tasks for clinical teachers:

- Schedule all formal observation cycles with your clinical coach and your host teacher, keeping flexibility in mind as your host teacher must fit your instruction into the larger scope of class instruction, and your clinical coach will likely be scheduling observations with several clinical teachers.

- Prepare lesson plans using the required UHD lesson plan template and send it to your clinical coach at least 48 hours before a formal observation. These required lesson plans should include all required elements of the UHD lesson plan format. Failure to submit lesson plans 48 hours in advance will result in a loss of points on your teaching grade.
- Attend a pre-conference lesson review with your clinical coach at least 1 day before the formal observation. If possible, your host teacher can also meet with you during these conferences to add to the conversation of the lesson reflection.
- Teach your lesson with your clinical coach observing you in person.
- Complete a Lesson Plan reflection and submit to Tk20 within 48 hours of teaching the lesson.
- Attend a post-conference lesson review with your clinical coach after the formal observation.

Note: Failure to complete any portion of the POP cycle, including submitting lesson plans in advance to your clinical coach or uploading reflections to Tk20, will result in a reduction in total points earned for this portion of your grade.

### **Performance Gates**

With the support of coaching through POP cycles, clinical teachers in the ACP route are expected to exhibit growth in instructional competencies such that:

- Clinical teachers will achieve *developing* scores in T-TESS assessment rubric dimensions, as demonstrated by scores of 2 on each of the TTESS indicators by the end of the third formal observation with support and coaching through the POP cycles.
- Clinical teachers will achieve *proficient* scores in T-TESS assessment rubric dimensions, as demonstrated by scores of 3 on each of the TTESS indicators by the end of the fifth formal observation with support and coaching through the POP cycles.

### **Professional Growth Plan if Performance Gates are Not Met**

Clinical teachers who do not achieve required scores on T-TESS indicators above will be offered additional opportunities to meet performance gates, such as an additional POP cycle, submitting revised lesson plans, and rehearsals during post-conferences. Scores on T-TESS indicators may be updated during this process in Tk20. The clinical coach will document any additional opportunities provided to meet performance gates in Tk20.

If after receiving additional opportunities and support from the clinical coach, the clinical teacher is unable to meet the performance gates he or she will receive a failing grade for the semester and/or may not be recommended for certification.

### **Schedule, Attendance, and Documentation of Absences**

- Clinical teachers in the ACP route are district employees and teachers of record. As such they must follow all attendance and participation requirements stipulated by the school and/or district, including professional development and other duties as applied by contract.
- Clinical Teachers who did not qualify for internship and were placed in a paid or unpaid yearlong residency must follow UHD and district/school expectation when it comes to attendance, participation, and absences (see yearlong residency field experience requirements, p. 38).

### **Professional Dress**

The Department of Urban Education strives to maintain an image that projects professionalism and upholds the University values of excellence, student success, inclusiveness, respect, and integrity. During clinical placements, clinical teachers are expected to dress in a way that is appropriate to their position and department, and the University's mission. Clinical teachers are expected to use good judgment at all times regarding their personal appearance, dress appropriately, be neat, wear clean clothing and be mindful of personal hygiene. Clinical teachers are expected to adhere to this standard.

Clinical teachers are encouraged to view the partner district's guidelines for professional dress online before joining the campus. Clinical teachers are then encouraged to further discuss campus expectations of professional dress with the school administration.

ACP candidates on residency are encouraged to view the partner district's guidelines for professional dress online before joining the host teacher on campus. Clinical teachers are then encouraged to further discuss campus expectations of professional dress with the school administration and host teacher.

### **Professional Roles**

The clinical coach will:

- provide meetings with host teachers offering an overview of the structure of PD3 and PD4 fieldwork as well as the roles of the clinical teacher and host teacher;
- keep records on each resident comprised of an accurate record of class schedules, evaluations, visitation reports, and any missed classes or campus days, tardies, or absences;
- complete an EPP T-TESS form in Tk20 after each formal classroom observation and confer with the resident regarding the observed lesson using the POP cycle format;
- facilitate discussion with the clinical teacher and the host teacher that clarifies clinical teacher's progress and performance up to that time with specific guidelines for completing the semester successfully;
- collaborate with the resident other PD faculty on the professional attributes and completion of PD course requirements and facilitate discussion with the resident regarding that assessment; and
- collaborate with the site-based administration and faculty on the professional attributes and completion of requirements and facilitate discussion with the resident regarding placement.

For ACP students doing residency, the host teacher (HT) will:

- facilitate the resident's teaching of lessons that will be observed by university faculty;
- encourage resident to have as many varied teaching experiences as possible during the semester;
- complete resident reflection forms provided in Tk20; and
- provide on-going opportunities to enact various co-teaching models in the classroom.

During POP cycles, host teachers should support clinical teachers with lesson planning, observe POP cycle lessons without providing instructional support, and guide clinical teachers as they implement refinements and reinforcements.

All Faculty will:

- utilize areas of expertise to give clinical teachers critical feedback and model pedagogically sound lessons; and
- collaborate with the clinical coach on the professional attributes and successful completion of course work especially that part which integrates the field experience.

### **Interventions for Clinical Teachers**

The clinical coach monitors each clinical teacher's work and progress throughout the semester. Should there be concerns regarding a clinical teacher's academic responsibilities or professionalism, the clinical coach may choose to confer with the individual or refer the individual to the Director of Field Experience to convene a committee meeting to address the clinical teacher's needs. Should such a meeting be called, various support members at UHD will gather to create a professional growth plan with the clinical



teacher addressing specific individual needs.

Professional growth plans should include a timeline for reconvening and reinstatement if the plan is successfully completed, with a signature page for teacher candidates, principals, host teachers, and site coordinators.

Site leaders should include the UHD site coordinator in e-mail communication regarding any concerns with the clinical teacher's additional responsibilities.

References

Educators Code of Ethics, 19 TAC Chapter 247 §247.1. (2018).

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Pearson Education. (2024). *Exams*. Texas Educator Certification Examination Program.

[https://www.tx.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](https://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html)

Texas Education Agency. (2024a). *Educators' code of ethics*.

<https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>

Texas Education Agency. (2024b). *Approved educator standards*.

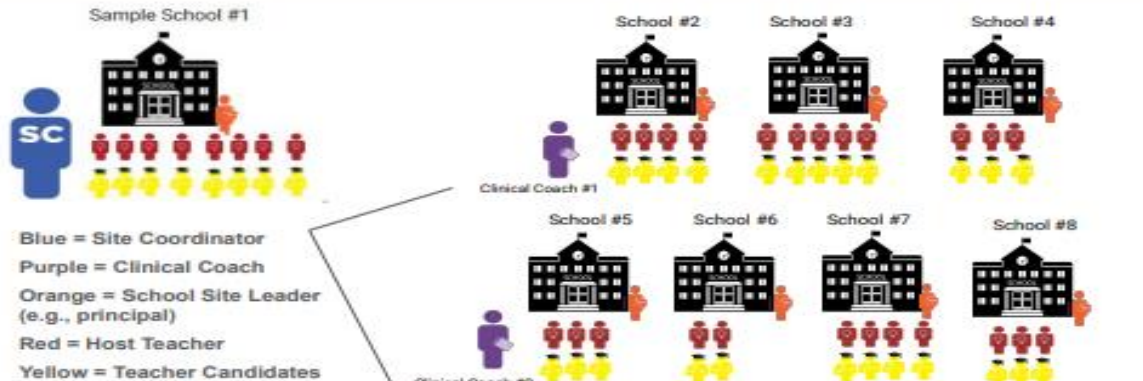
<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>



# APPENDIX






## Clinical Field Experience Personnel Roles and Responsibilities [\(Graphic\)](#)

UHD Clinical District Model



- Blue = Site Coordinator
- Purple = Clinical Coach
- Orange = School Site Leader (e.g., principal)
- Red = Host Teacher
- Yellow = Teacher Candidates

Clinical Field Experience Personnel

 <b>Site Coordinator</b>	 <b>Clinical Coach</b>	 <b>School Site Leader</b>	 <b>Host Teacher</b>	 <b>Teacher Candidate</b>
UHD faculty member collaborating with multiple stakeholders including a cohort of TCs (e.g., clinical teachers, Q2T residents, paraprofessionals, and STs), clinical coaches, university faculty, district leaders, and state representatives. <ul style="list-style-type: none"> <li>* Teaches PED 4363</li> <li>* Does placements (max of 8 TCs per SC)</li> <li>* Follows a PED 4363 cohort for one full year</li> <li>* Conducts 4 formal observations (2 per semester)</li> <li>* Conducts 2 walkthroughs a semester</li> <li>* Supports and communicates with Clinical Coaches (max of 3 clinical coaches per SC)</li> <li>* Coordinates/ facilitates quarterly governance meetings</li> <li>* Plans and facilitates quarterly mentor trainings</li> </ul>	UHD faculty member assigned to supervise, coach, and evaluate teacher candidates. Clinical Coaches function as liaisons between schools, school districts, and the university. <ul style="list-style-type: none"> <li>* Teaches course(s)— including PED 4383</li> <li>* Follows a PED 4383 cohort for one year</li> <li>* Collects and shares data with the Site Coordinator</li> <li>* Communicates regularly with the Site Coordinator</li> <li>* Attends monthly UHD professional development</li> <li>* Conducts 4 formal observations (2 per semester)</li> <li>* Conducts 2 walkthroughs a semester</li> <li>* 12 TCs per clinical coach</li> </ul>	Works with district leaders and/or HR to design strategic staffing structure for year-long residencies. Ensures that strategic staffing principles are upheld for year-long residencies. Communicates regularly with teacher candidates, host teachers, clinical coaches, site leaders and districts. Attends quarterly governance meetings.	Highly qualified EC-12 classroom teachers serving within the partner school district(s) who have volunteered/ applied to mentor a teacher candidate. The HT/MT may also be called a cooperating teacher but only when working with TCs who are student teachers or residents. <ul style="list-style-type: none"> <li>* Mentors, facilitates, and supports TC's understanding of the professional responsibilities of a teacher.</li> <li>* Co-teaches/ facilitates EC-12 lessons with the TC</li> <li>* Co-teaches with the TC and provides feedback</li> <li>* Supports and communicates with Clinical Coaches and SCs</li> <li>* Attends quarterly mentor trainings</li> </ul>	<b>Clinical Teacher:</b> A TC within their PD 2, PD 3, or PD 4 semester completing their clinical field experience for one semester only. <b>Q2T Resident:</b> A TC enrolled in the final two semesters when they are completing the student teaching requirements as a part of the year-long residency. <b>Paraprofessionals:</b> A TC employed at an accredited TEA school and approved to use their employment as part of their field-based placement. <b>Student Teachers:</b> A clinical teacher within their PD 4 semester who completes the student teaching requirements in a single semester. <ul style="list-style-type: none"> <li>* Fully admitted to UHD UE's EPP as an aspiring teacher</li> <li>* Enrolled in PD 1, 2, 3, or 4 courses</li> <li>* Communicates regularly with their host teacher, clinical coach, site coordinator, and UHD faculty instructors</li> <li>* Co-plans and teaches with their mentor teacher</li> <li>* Takes all TEaES state certification exam</li> </ul>

Governance Representatives

**Governance Meetings:** Quarterly meetings with district and university partners are held to discuss program data and common initiatives. The Site Coordinator and/or Clinical Coach facilitate these collaborative meetings and provide TC data from POP Cycles, HT progress reports, and other data sources.

**Governance Roles and Responsibilities**

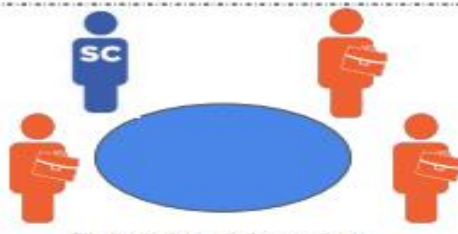
**Site Coordinator:**

- Convene quarterly governance meetings
- Share identified successes, needs or concerns
- Review formal and informal observation data, co-teaching models, professionalism, Student Perception Survey data

**Site Leader:**

- Attend quarterly governance meetings
- Share identified successes, needs or concerns
- Identify teacher candidate development and curriculum support needed

**Site Leader:** Each site administrator (i.e., principal or district leader) within the site coordinator's cohort will attend governance meetings.



Site leader(s) and site coordinator

**The goal of governance:** Facilitate mutually beneficial partnerships

--Updated December 13, 2024--

# FILLABLE LESSON PLAN TEMPLATE

This is the required lesson plan for UHD's Urban Education Department. Be sure to use this template when drafting lesson plans in your PD courses. Be sure to always include your materials, handouts, and assessments as appendix items attached to your lesson plan.

## UHD Lesson Plan

**Teacher Candidate:** Click or tap here to enter text. **Email:** Click or tap here to enter text.

**Mentor Teacher/School/room number:** Click or tap here to enter text.

**Clinical Coach:** Click or tap here to enter text. **Lesson Date/Time** Click or tap here to enter text.

**Length of Lesson:** Click or tap here to enter text.

**Grade:** Click or tap here to enter text. **Subject:** Click or tap here to enter text. **Concept:** Click or tap here to enter text.

### I. PLANNING PROCESS PHASE

**Objective(s) (Focus on verbs/key words from the TEKS, align with state content standards) [T-TESS 1.1]:** Click or tap here to enter text.

**TEKS (supporting and readiness TEKS) [T-TESS 1.1]:** Click or tap here to enter text.

**Requisite Skills (skills necessary to achieve your objectives/ vertical alignment):** Click or tap here to enter text.

**ELPS [T-TESS 1.1 & 2.4]:** Click or tap here to enter text.

**Cross-Linguistic Connections (Bilingual/ESL):** Click or tap here to enter text.

#### *Background and Rationale*

**Key Concepts/Ideas [T-TESS 2.2]:** Click or tap here to enter text.

**Academic Language [T-TESS 2.2]:** Click or tap here to enter text.

**Connection to Student Prior Knowledge and Experiences [T-TESS 1.3]:** Click or tap here to enter text.

**Student-Centered Rationale:** Click or tap here to enter text.

**Relevance to students cultural, personal and community Funds of Knowledge (FOK) [T-TESS 3.3]:** Click or tap here to enter text.

**Cross-Disciplinary Connections [T-TESS 2.2]:** Click or tap here to enter text.

**Differentiation [T-TESS 2.4]:** Click or tap here to enter text.

**Clarifications:** Click or tap here to enter text.

**Extensions:** Click or tap here to enter text.

**Plans for Emergent Bilinguals:** Click or tap here to enter text.

**Potential Misconceptions [T-TESS 2.5]:** Click or tap here to enter text.

**High Order Thinking Questions (HOTS) [T-TESS 2.1]:**

**Classroom Environment and Materials:** Click or tap here to enter text.

**Classroom Layout: [TTESS 3.1]:** Click or tap here to enter text.

**Materials:** Click or tap here to enter text.

**Technology:** Click or tap here to enter text.

## II. TEACHING PHASE (LESSON CYCLE):

Give Time estimates before each section.

Minutes **A. Introduction of lesson (motivation to learn) [T-TESS 1.1/1.3]:** Click or tap here to enter text.

Minutes **B. Student-Centered Objective [T-TESS 1.1]:** Click or tap here to enter text.

Minutes **C. Instructional Strategies and Lesson Activities [T-TESS 1.4, 2.1, & 2.3]:** Click or tap here to enter text.

Minutes **D. Closure:** Click or tap here to enter text.

Minutes **E. Assessments: [T-TESS 2.4 & 2.5]:** Click or tap here to enter text.

**Formative assessments:** Click or tap here to enter text.

**Summative assessments:** Click or tap here to enter text.

## III. LESSON INTERNALIZATION PHASE (REFLECTIONS AFTER THE LESSON)

1. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals and/or groups of students with specific learning needs.
2. Which part of the lesson was most effective in helping the student understand the learning objective?
3. What part of the lesson would you improve (and why)? Reflect using learner-centered competencies.
4. Describe unanticipated events and how you responded to them.
5. If you could not employ technology, why not, and how could you use it if equipment were available?
6. What strategy did you use to evaluate students' understanding of the learning objective? What was the result?
7. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.
8. Explain how you elicited student thinking beyond the literal level. How did they respond to higher order thinking?
9. If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of your students based on their varied needs and characteristics? Explain why you would expect these changes to make a difference in your students' learning.
10. Provide additional thoughts or reflections.

# LESSON PLAN DIRECTIONS

The following pages include the directions for using the fillable lesson plan template. Be sure to review all the directions in red font for a clear explanation for each section of the lesson plan template. **DO NOT TURN IN THE DIRECTIONS.** When turning in a lesson plan for your classes or for your clinical observations, be sure to use and submit the two-page lesson plan template only. You may use the measurable verbs chart and/or Bloom's verb wheel for help and support when drafting your targeted learning objectives. Be sure to always include your materials, handouts, and assessments as appendix items attached to your lesson plan.

## UHD Lesson Plan—with DIRECTIONS

**Teacher Candidate:** Add your first and last name. **Email:** Add your UHD email address.

**Mentor Teacher/School/room number:** Add the name of your mentor teacher, school site, and room number.

**Clinical Coach:** Add the name of your clinical coach or university supervisor. **Lesson Date/Time:** Add the date you will teach the lesson and the time/class period you will teach the lesson.

**Length of Lesson:** Add the length of the lesson in minutes (e.g., 45 mins).

**Grade:** Add the grade level for this lesson. **Subject:** Add the subject of the lesson. **Concept:** Add the core concept/topic for this lesson.

### I. PLANNING PROCESS PHASE

**Objective(s) [T-TESS 1.1]:** List the targeted objectives for this lesson. Be sure to focus on verbs/key words from the TEKS and align your objectives with the state content standards. You may use the measurable verbs chart or the Bloom’s verb wheel for support. State what students should be able to do after completing the lesson. Be sure to align your objective to the TEKS and your assessment. Use where possible the language of the TEKS. This should be threaded throughout the lesson—connect this to your standards, assessments, activities, and closure.

**TEKS (supporting and readiness TEKS) [T-TESS 1.1]:** List the supporting and readiness TEKS (standards) you will focus on for this lesson.

**Requisite Skills:** List any skills students will need to know and understand to achieve your objectives/ vertical alignment.

**ELPS [T-TESS 1.1 & 2.4]:** List the ELPS related to this lesson.

**Cross-Linguistic Connections (Bilingual/ESL):** List any cross-linguistic skills and standards related to this lesson.

#### ***Background and Rationale***

Consider the following questions when writing your rationale. The rationale should be about 1 paragraph in length.

- Why do students need this information?
  - Why are you teaching this lesson?
  - What is the purpose of this lesson for students?
  - How does this lesson link to real-life scenarios?
  - How does this lesson connect to, build upon, or extend other concepts your students know/are learning?
- Key Concepts/Ideas [T-TESS 2.2]:** What are the BIG PICTURE key concepts and ideas that students should walk away from this lesson knowing?
- Academic Language [T-TESS 2.2]:** What is some key academic language required for this lesson? What vocabulary must students know and understand to be successful at the conclusion of this lesson?
- Connection to Student Prior Knowledge and Experiences [T-TESS 1.3]:** How does this lesson connect to or build on to your students’ prior knowledge, such as their previous learning or their

life experiences?

**Student-Centered Rationale:** Why should your students care about learning this information?  
How will they use it?

**Relevance to students cultural, personal and community Funds of Knowledge (FOK) [T-TESS 3.3]:** How is this lesson relevant to your students' culture, personal lives, and/or their communities? How might you use your students' FOK when teaching this lesson?

**Cross-Disciplinary Connections [T-TESS 2.2]:**

**Differentiation [T-TESS 2.4]:** Describe your plans for differentiation. Be sure to include any scaffolds and adjustments to materials you plan to use to support low-performing, high-performing, and emerging bilingual students.

**Clarifications:** List the specific modifications, accommodations, or instructional activities you plan to use for students who do not meet the targeted learning objective.

**Extensions:** List the specific modifications, accommodations, or instructional activities you plan to use for students who are able to meet or exceed the targeted learning objective.

**Plans for Emergent Bilinguals:** List the planned supports and modifications you intend to use with and for emergent bilingual students.

**Potential Misconceptions [T-TESS 2.5]:** Thinking like one of your EC-12<sup>th</sup> grade students, think about what mistakes could happen and questions that may arise during this lesson.

**High Order Thinking Questions (HOTS) [T-TESS 2.1]:**

**Classroom Environment and Materials:** Use this section to think about the preparation of the lesson. How are chairs and students' desks arranged? Where will the materials be found? How will manipulatives and other instructional materials be distributed if used?

**Classroom Layout [TTESS 3.1]:**

**Materials:**

**Technology:**

## II. TEACHING PHASE (LESSON CYCLE):

Give Time estimates before each section.

Minutes **A. Introduction of lesson (motivation to learn) [T-TESS 1.1/1.3]:** How will you begin the lesson? How will you captivate the students' attention and build curiosity and eagerness/motivation to learn from the beginning of the lesson? Be sure to think about your visual, auditory, and kinesthetic learners. This might be a time to connect to students' prior knowledge and/or experiences.

Minutes **B. Student-Centered Objective [T-TESS 1.1]:**

Minutes **C. Instructional Strategies and Lesson Activities [T-TESS 1.4, 2.1, & 2.3]:**

Minutes **D. Closure:** How will you end the lesson? What can you do to ensure that students have grasped



the concepts you wanted them to learn that day? How can you “stamp in” the learning objective for the day? How might you link today’s learning with future applications?

Minutes **E. Assessments: [T-TESS 2.4 & 2.5]:**

**Formative assessments:** List all formative assessments you plan to use in this lesson, such as ongoing/in-class activities, checks for understanding (CFUs), and exit tickets.

**Summative assessments:** List all summative assessments you plan to use in this lesson, such as a final paper, project, or exam.

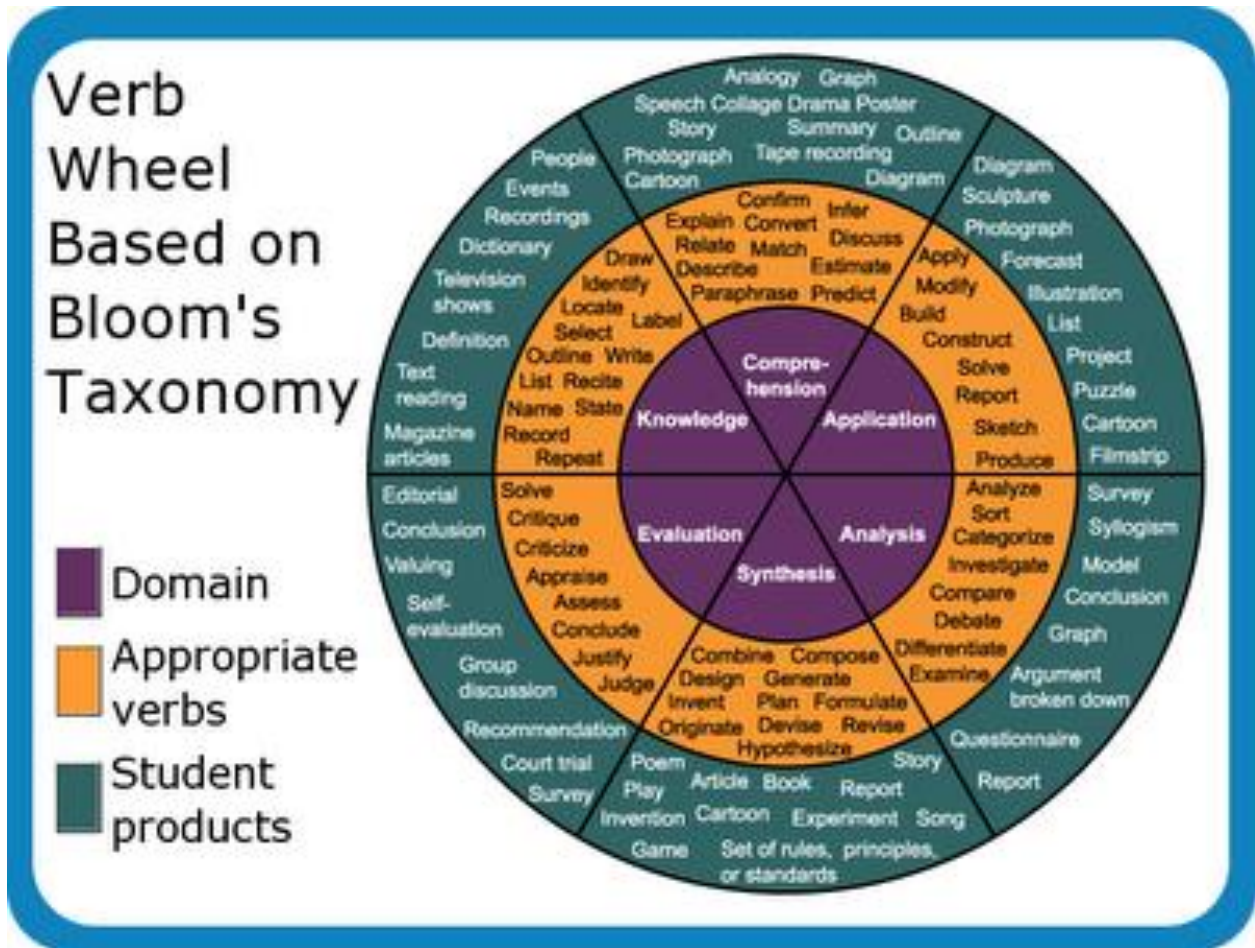
**III. LESSON INTERNALIZATION PHASE (REFLECTIONS AFTER THE LESSON):** Be sure to answer each of the following questions after internalizing a prescribed lesson plan and/or delivering a lesson you have taught.

1. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals and/or groups of students with specific learning needs.
2. Which part of the lesson was most effective in helping the student understand the learning objective?
3. What part of the lesson would you improve (and why)? Reflect using learner-centered competencies.
4. Describe unanticipated events and how you responded to them.
5. If you could not employ technology, why not, and how could you use it if equipment were available?
6. What strategy did you use to evaluate students’ understanding of the learning objective? What was the result?
7. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.
8. Explain how you elicited student thinking beyond the literal level. How did they respond to higher order thinking?
9. If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of your students based on their varied needs and characteristics? Explain why you would expect these changes to make a difference in your students’ learning.
10. Provide additional thoughts or reflections.

## MEASURABLE VERBS FOR USE IN WRITING BEHAVIORAL OBJECTIVES

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Define	Discuss	Compute	Distinguish	Evaluate	Diagnose
List	Describe	Demonstrate	Analyze	Compare	Propose
Recall	Explain	Illustrate	Differentiate	Assess	Design
Name	Identify	Operate	Compare	Justify	Manage
Recognize	Translate	Perform	Contrast	Appraise	Hypothesize
State	Restate	Interpret	Categorize	Rate	Summarize
Repeat	Express	Apply	Apprise	Revise	Compose
Record	Locate	Employ	Calculate	Score	Plan
Label	Report	Use	Test	Select	Formulate
Diagnose	Tell	Practice	Criticize	Choose	Arrange
	Transform	Schedule	Diagram	Estimate	Assemble
	Convert	Sketch	Inspect	Measure	Collect
	Distinguish	Prepare	Question	Argue	Construct
	Estimate	Modify	Relate	Decide	Create
		Predict	Solve	Criticize	Organize
		Extrapolate	Examine		Prepare
		Manage	Classify		Modify
			Deduce		Invent
			Outline		Generate

**Learning in Action**



Source: <http://www.alline.org/euro/images/bloomwheel.png>