

# *Clinical Teacher Experience*



*My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things are changed.*

*Anne Sullivan*





## Clinical Teacher Program Plan

*The goal is to provide clinical teachers with practical pedagogical knowledge and experience otherwise unavailable. These clinical teachers are ready to train and begin their teaching career.*

1. Our clinical teachers come from our Center for Teacher Certification Program (CTCP) that begins each January and trains candidates in Pedagogy and Professional Responsibilities based on the TxBESS clusters. All are in good standing and have taken the appropriate tests for certification, have applied for their probationary certification and been fingerprinted. However, when needed, clinical teaching gives them hands-on experience with a master teacher, learning all components of the classroom. They must teach in their certification areas. All of our candidates have used technology during their other courses, as required.
2. A 14-week, full-time, clinical teaching experience is needed to satisfy certification requirements in lieu of the one-year internship required by SBEC (State Board for Educator Certification). Upon the successful completion of the clinical teaching experience, TExES exams, and program requirements, ACC (Austin Community College) will recommend the candidate for Standard Certification in December.
3. All components of the clinical experience are supervised and approved by the CTCP staff to ensure a comprehensive and valuable learning experience for the new teacher. Our CTCP Advisory Committee assists us with specific questions and concerns.
4. All clinical teachers will have successfully completed the PPR (Pedagogy and Professional Responsibilities) courses and other components required by the TCP program and TExES (Texas Examinations of Educator Standards) exams as required by the State of Texas and SBEC. An additional course, EDTC 3004 Successful Teaching Practices (July through November), will regularly bring clinical teachers together with cohort to share concerns, strategies, and support.
5. An orientation is provided for the clinical teacher and supervisor, with input from participating school district personnel. Supervisors will support the clinical teacher as a mentor, support, advocate, and evaluator. Supervisors will (preferably) have a master's degree, a Texas Standard Teaching certificate, and experience with teaching and induction processes.
6. Evaluations will include formal and informal observations including one informal observation, and one summative evaluation aligned to the PDAS (Professional Development and Appraisal System). Videotape/s will be made of the clinical teacher during the clinical teaching experience. A Teacher Improvement Plan (TIP) will be used during the semester. For clinical teachers who fail to improve, an intervention plan will be used to outline areas where improvement is needed and specific deadlines for accomplishment. The intervention plan will include recommendations for immediate improvement and assistance in deficient areas.

7. The clinical teacher, mentor teacher, and ACC supervisor will meet at least 2 times during the clinical experience. The mentor teacher and clinical teacher will implement the TxBESS and TIP (Teacher Improvement Plan) during the semester. Copies of the observation and evaluation summaries (based on PDAS) are sent to the program for evidence that the clinical teacher is demonstrating effective teaching and making progress toward improving teaching and student learning.
8. Upon the conclusion of the clinical experience, the CTCP Coordinator will compile the evaluation data and final recommendations from the mentor liaison and cooperating teacher. This information will be shared with the CTCP director and a cooperative decision will be made regarding a recommendation for standard certification.
9. We also have surveys developed that will evaluate the program by the mentor, campus principal, ACC supervisor, and clinical teacher. We are committed to regular contact with all parties to facilitate success.
10. We require a videotaped teaching demonstration sometime during the course of the clinical teaching experience that includes clinical teacher reflection and post-teaching discussion with mentor teacher.

### ***Policies and Procedures***

Clinical teachers will attend the required 14 weeks consisting of all school days, training, supervisor and mentor meetings, with additional training as needed. CTCP require a 90% attendance, and the ACC supervisor must approve any absences or missed time. The clinical teacher will sign a contract (attached) accepting the program policies and procedures.

Clinical teachers must supply documentation in a timely manner and cooperate fully with mentor teacher, ACC supervisor, school principal, and other district contacts.

After a successful experience and approval of all supervisors, district personnel, and program director, the clinical teacher will apply for the standard certificate.



## ACC Clinical Teaching Schedule

- 14 weeks of student teaching.
- Training with program staff.
- EDTC 3004: Successful Teaching Practices course.
- EDTC 5052 Fall Internship Fee (for ACC supervisor and Mentor Teacher)

Week	Activities	Preparation/Assessment
1	Observation and participation in class activities. Assume management responsibilities and small group work.	Begin planning for classes to be taught.
2	Observe and participate, assume management responsibilities and small group work. Teach 1-2 lessons in teaching field.	Submit plans for first class to be taught. Assess success.
3-4	Assume responsibility for 2 classes in teaching field.	Submit plans for all classes one week in advance and assess success. Grade papers.
5-6	Assume responsibility for 3 classes in teaching field and assume responsibility for a 4 <sup>th</sup> class.	Submit plans and assess success. Grade papers
7-12	Teach all classes in teaching field.	Submit plans and assess success. Grade papers and work with parents, if applicable.
13	Phase out student teacher. Observations of cooperating teacher and others. Small group work.	Assess success. Work with cooperating teacher and supervisor on all facets of teaching.
14	Meeting with supervisor and Program Director.	Apply for standard certificate with SBEC.

## **Mentor Teacher Expectations and Duties**

*Selection Criteria for Mentor Teachers: **Mentor teachers are those who allow clinical teachers to enter their classrooms and become teachers in the classroom setting while the Mentor teacher is still the “Teacher of Record.”** We have asked for mentor teachers who: teach the entire day/s in the needed certification area, desire a clinical teacher, have taught for at least 3 years, and will work for that teacher’s success. We will pay the mentor teacher just as we pay our other mentor teachers (for interns) and will provide TxBESS training. Our supervisor will also be trained and mediate/assist as needed.*

Mentor teachers are selected as a collaborative decision between ACC’s CTCP and the school district. The CTCP will provide clinical teacher information, to include a one-page autobiography/philosophy, and a signed contract agreeing to commit to the clinical teaching requirements and attendance policy. The mentor teacher will be paid a stipend from the CTCP.

A September training session is provided for mentor teachers and clinical interns. The mentor teacher will mentor, support, and evaluate the clinical teachers. Please adhere to the clinical teaching schedule and feel free to contact the Coordinator or Director with any concerns.

## **Supervisor Teacher Expectations and Duties**

**Selection Criteria for Supervisors: ACC supervisors will preferably have a Master’s degree and 5 years of classroom teaching experience with additional training in cohorts and supervision. A trained ACC supervisor will support and evaluate the clinical teacher.**

Each ACC supervisor is trained in the TxBESS program and is a former teacher with significant abilities to network with all facets of the teaching experience and all players involved. This supervisor also works with ACC TCP interns, so he/she can network with principals and district personnel. The supervisor will collect data, visit clinical teacher regularly, and use the TIP and PDAS (Professional Development Assessment System) for evaluations, thus readying the clinical teachers for a smooth transition to their own classrooms. The ACC supervisor will be paid a stipend by the CTCP.

## **TxBESS Training and Procedures**

The TCP has developed training for all supervisors, mentors, and interns/clinical teachers. A copy of the **“ACC Teacher Induction Handbook”** will be provided at training for mentor teachers and clinical teachers. This training takes place on designated days in September at the Highland Business Center and is also available online. Although many teachers and mentors are TxBESS trained, we do require that you either attend the training or take the online training to facilitate intern requirements.



## Mentor's Walk-Through Observation

Please sign and share a copy with the Intern and submit signed copy to ACC  
Check items that are observed.

Intern \_\_\_\_\_

Class \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Students were:**

**Teacher was:**

1. On task (80% or greater)
2. Actively involved (manipulatives, labs, etc.)
3. Reading or <b>Writing</b> (circle one)
4. Completing worksheet
5. Using technology
6. Actively "listening" / "watching"
7. Working in cooperative groups
8. Involved in self-directed learning
9. Other _____

1. Lecturing
2. Helping individual students
3. Facilitating class
4. Reading to students
5. Working at desk (not interacting with students)
6. Questioning (knowledge/comprehension)
7. Questioning (analysis/synthesis) <b>why &amp; how</b>
8. Modeling task
9. Managing student behavior

**EVIDENCE OF A POSITIVE LEARNING ENVIRONMENT UTILIZING CLEAR EXPECTATIONS, ACCOUNTABLE TALK AND ACADEMIC RIGOR:**

1. Creative work product
2. Problem-solving / decision-making
3. Lesson addresses multiple learning styles
4. Clearly stated/posted objective / criteria for lesson
5. Effective use of instructional time
6. Use of rubrics / graphic organizers / other strategies supporting reflective learning
7. Student-centered environment

8. Room arrangement is suited to activity & required materials are readily available.
9. Student work displayed
10. Posted classroom rules & safety procedures.
11. Positive & respectful communications / feedback
12. Lesson linked to real-life situations
13. Evidence of established routines / procedures
14. Other _____

Supervisor's Signature \_\_\_\_\_

Date: \_\_\_\_\_

Intern's Signature \_\_\_\_\_

Date: \_\_\_\_\_

## Evaluation (TIP and PDAS)

In addition to the EDTC 3004 course that brings the cohort together in person and on Blackboard, clinical teachers will be evaluated based on TIP (Teacher Improvement Plan) and PDAS (Professional Development Assessment System) as well as teacher standards covered in TxBESS clusters. ***We require and will conduct a videotaped teaching demonstration sometime during the course of the clinical teaching experience that includes clinical teacher reflection and post-teaching discussion with mentor teacher. The intern must provide releases for students who might be recorded.***

***Intervention Plan:*** Every effort will be made to monitor clinical teacher success. The mentor and intern responsibilities contained within the Teacher Induction Handbook allow regular activities and assessments to be monitored by the mentor teacher and supervisor. If interventions are necessary, the clinical teacher will be responsible for fulfilling the "TIP" process as shown in the handbook. Additional interventions will be taken when necessary, for clinical teacher, mentor teacher, and classroom student success.

Since you only work with the intern for one semester, we do require that you submit a Letter of Recommendation for the intern by December 7.

Sample Teacher Improvement Plan (TIP)

Date/Pre-Conference \_\_\_\_\_ Date/Observation \_\_\_\_\_ Date/Coaching \_\_\_\_\_

Areas the Intern Has Chosen to Improve: \_\_\_\_\_  
 (Supervisors will address all clusters and standards; mentors focus on clusters 2 and 3.)

Standards Chosen for Further Development	Action/s to Be Taken	Mentor's/Supervisor Responsibilities	Intern Responsibilities	Timeline for Completion	Success Indicators Use tangible or visible indicators to determine success for the chosen Standard.	Improvements Made & Documented
<b>2c</b> Managing Classroom Procedures	Teacher's record keeping and other non-instructional responsibilities take a minimum of class time.	Discuss alternative routine for maximizing instructional time.	Check attendance at the door, empower students to use routine and readily-available resources to maximize teaching time.	by October 3	Additional time for direct teaching is observed.	✓ 20% more direct teaching time observed on Oct. 4 visit.
<b>3c</b> Engaging Students in Learning	Engage all students in learning TEKS.	Suggest available resources for manipulatives for related TEKS being taught.	Set up an area where students can get materials for a hands-on project that challenges them to explore and apply the TAKS strands being covered.	by October 30	Students engaged in hands-on activities, working both collaboratively and independently throughout the class period.	✓ Students engaged 90% of the period with appropriate teacher re-direction as needed.
<b>3b</b> Using Questioning and Discussion Techniques	Planning to include higher level of questioning including application and synthesis.	Gives suggestions for questioning techniques that address higher level thinking.	Have 3 challenging questions on the overhead as students enter the room. Draw from Bloom's Taxonomy.	by November 10	Intern using questioning to elicit higher level thinking for all students.	Intern asking 5/20 students for higher level thinking answers.

Supervisor/Mentor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Intern's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor/ Mentor Recommendation: \_\_\_\_\_

Teacher Improvement Plan (TIP) 2007-2008

Intern \_\_\_\_\_ Date/Observation \_\_\_\_\_ Date/Coaching \_\_\_\_\_

Areas for Improvement: \_\_\_\_\_

Standards for Further Development	Action/s to Be Taken	Mentor's/Supervisor Responsibilities	Intern Responsibilities	Completion Timeline	Success Indicators <i>Use tangible or visible indicators to determine success for the chosen Standard.</i>	Improvements Made & Documented
2c Managing Classroom Procedures						✓
3c Engaging Students in Learning						✓
3b Using Questioning and Discussion Techniques						


Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Intern's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Status Report for Intern:  
 \_\_\_\_\_  
 \_\_\_\_\_

***During the 2<sup>nd</sup> semester, document improvements that have been made and others added.***

## ACC Clinical Teacher Contract

Date: \_\_\_\_\_

Name \_\_\_\_\_ Certification area: \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Email address \_\_\_\_\_

*I understand that I will work as a clinical teacher during the fall semester in my certification area. I must:*

- Complete a 14-week, full-time, clinical teaching experience to satisfy certification requirements in lieu of the one-year internship required by SBEC. Upon the successful conclusion of the clinical teaching experience, TExES exams, required recommendations, and program requirements, ACC will recommend me for Standard Certification in December to SBEC.
- Recognize that my mentor teacher, principal, and supervisor will recommend me to the program director for recommendation to SBEC (State Board for Educator Certification).
- Demonstrate abilities based on evaluations from the TxBESS, TIP, and PDAS (Professional Development and Appraisal System).
- Demonstrate best practices from the Pedagogy and Professional Responsibilities principles taught through the TCP. Interventions will be made when necessary.
- Perform my clinical teaching abilities with an attendance of 90% for the entire period. Absences will only be excused by the Program Director, and I must contact the school, mentor teacher, and supervisor before/immediately upon any absence.

I accept the policies and procedures and Clinical Teacher Experience requirements.

\_\_\_\_\_  
Clinical Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date



**Recommendation for Certification**

The Mentor for the Clinical Teacher completes the Recommendation Form, providing basic documentation of the clinical teacher's strengths and areas for continued development. Since the mentor has spent considerable time with the clinical teacher, this recommendation will assist program staff to reach a consensus about the teacher and recommend that the clinical teacher be approved for Standard Certification at the end of the first year of teaching. Other requirements such as coursework and TExES exam success are part of the recommendation.

**Name of Clinical Teacher:** \_\_\_\_\_

**School District and Campus:** \_\_\_\_\_

**Name of Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

List Strengths of the Clinical Teacher	List Areas for Continued Development of Intern Teacher

\_\_\_\_\_ I recommend this clinical teacher for certification in State of Texas.

\_\_\_\_\_ I do not recommend this clinical teacher for certification in State of Texas for the following reasons (continue on the back of the form).

**Mentor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## FALL Clinical Teacher Mentor Contract/Invoice

Mentor's Name: \_\_\_\_\_ District and Campus: \_\_\_\_\_

Intern's Name: \_\_\_\_\_

I, \_\_\_\_\_, agree to mentor the above intern for one semester of the current academic school year. In addition, I understand that payment of \$250 for the fall semester is contingent upon my fulfilling the obligations of mentoring listed below and as described in the Mentor section of the accompanying Teacher Induction Handbook. Necessary documentation for the payments must include an updated W-9 and signed mentor contract.

Documentation of Fall Mentoring for Clinical Teachers	Completion Dates
1. Meet with <b>intern</b> and agree on meeting times, preferred method of contact, and ground rules for contact after school hours. Discuss Open House, grading and reporting, time management, and dealing with parents.	By August 29
2. Attending Training Day, September 15 from 9-1pm at the Highland Business Center. If training is missed, online training is available. Contact Betty Craig for more information.	September 15
3. Observing the intern teacher using Mentor's Walk-Through Observation form and creating a Teacher Improvement Plan.	October
4. Observing the intern teacher and having shared conversations to assist the intern in creating a Teaching Improvement Plan (TIP).	By November 14
5. Submitting required documentation (Mentor's Walk-Through Observation form, TIP, and Recommendation Form) to the ACC Office either by email <a href="mailto:mwilkin@austincc.edu">mwilkin@austincc.edu</a> or fax (512-223-7030).	<b>December 7</b>

Mentors will be paid \$250 for the fall semester upon these conditions.

- a. \$125 of the payment will be earned by attending the Training Day on September 15 or successful completion of the online training.
- b. The remaining \$125 will be earned when the Mentor submits required documentation to the ACC office by **December 7**. *Although documents will be taken at anytime, we rely on your expertise and documentation for intern progress and/or need for intervention.*

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_ Social Security Number \_\_\_\_\_

Home Address \_\_\_\_\_ City and Zip Code \_\_\_\_\_

School Email \_\_\_\_\_ School Phone Number \_\_\_\_\_

Evening phone \_\_\_\_\_ Home Email \_\_\_\_\_

Melaina Wilkin, Coordinator (512) 223-7854 <a href="mailto:mwilkin@austincc.edu">mwilkin@austincc.edu</a>	Sharon Duncan, Director (512) 223-7649 <a href="mailto:sduncan@austincc.edu">sduncan@austincc.edu</a>
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## Probationary Interview

Date: \_\_\_\_\_

Certification & Level: \_\_\_\_\_

Name \_\_\_\_\_

Last

First

Middle

Maiden Name

*Required for Successful Completion of Certification Program: X = Deficient Area*

- \_\_\_ Satisfactory completion of CTCP courses (must maintain a B average)
- \_\_\_ Satisfactory evaluation by campus principal and mentor
- \_\_\_ Satisfactory performance on all summative assessments
- \_\_\_ Successful completion of Work in Progress Matrix forms
- \_\_\_ Passing score on all required TExES exams
- \_\_\_ Campus principal's recommendation for certification
- \_\_\_ Mentor's recommendation for certification
- \_\_\_ CTCP's recommendation for certification (Supervisor and Director)

### Job performance Issues

- \_\_\_ Criminal record
- \_\_\_ Quitting or resigning from internship/clinical teaching assignment
- \_\_\_ School district files complaint
- \_\_\_ Other: \_\_\_\_\_

Bilingual Issues: Must repay COOL scholarship if you do NOT teach in a High-Needs District, in a high-needs school for 3 years, according to the Department of Education grant requirements.

### Notes:

1. \_\_\_\_\_
2. \_\_\_\_\_

Due to the above circumstances and candidate agreement, I understand that my further participation in the program will cease unless these requirements are promptly met.

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sharon Duncan  
Director, CTCP  
[sduncan@austincc.edu](mailto:sduncan@austincc.edu)  
512.223.7650

\_\_\_\_\_  
Date



**Exit Interview**

Date: \_\_\_\_\_

Certification & Level: \_\_\_\_\_

Name \_\_\_\_\_

Last

First

Middle

Maiden Name

*Required for Successful Completion of Certification Program:*

- \_\_\_ Satisfactory completion of TCP courses (must maintain a B average)
- \_\_\_ Satisfactory evaluation by campus principal and mentor
- \_\_\_ Satisfactory performance on all summative assessments
- \_\_\_ Successful completion of Work in Progress Matrix forms
- \_\_\_ Passing score on all required TExES exams
- \_\_\_ Campus principal's recommendation for certification
- \_\_\_ Mentor's recommendation for certification
- \_\_\_ TCP's recommendation for certification (Supervisor and Director)

**Job performance Issues**

- \_\_\_ Criminal record
- \_\_\_ Quitting or resigning from internship/clinical teaching assignment
- \_\_\_ School district files complaint
- \_\_\_ Other: \_\_\_\_\_

**Bilingual Issues:** Must repay COOL scholarship if you do NOT teach in a High-Needs District, in a high-needs school for 3 years, according to the Department of Education grant requirements.

Notes:

1. \_\_\_\_\_
2. \_\_\_\_\_

Due to the above circumstances and candidate agreement, I understand that my further participation in the program ceases.

Intern	Date
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Sharon Duncan Director, CTCP <a href="mailto:sduncan@austincc.edu">sduncan@austincc.edu</a>	Date
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