

TEXAS A&M UNIVERSITY – SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATOR CAFE
TERM: Fall 2025

COURSE: EDFR 4613/4623: Clinical Teaching
DAY(S)/TIME: SCHEDULED SEMINARS
LOCATION: Madla
INSTRUCTOR: DEBBIE HOWARD

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OFFICE HOURS: BY APPOINTMENT

Welcome to Clinical Teaching (CT)!

The Educator CAFE is thrilled to welcome you to Clinical Teaching. This semester marks the culmination of all your hard work and dedication to your studies and preparation to become a teacher. All the activities and assignments were developed purposefully to ensure a high-quality preparation experience for you.

Gold Standard Vision Statement

A&M–SA Teachers are committed, ethical, adaptable, and operate from a growth mindset while demonstrating content knowledge, data-driven instruction, and sound pedagogical practices. They positively impact their students and communities through relationship-building, advocacy, and continuous reflection.

Clinical Teacher Learning Outcomes:

1. Teacher Candidates will demonstrate mastery of content and pedagogical expertise in the content they teach.
2. Teacher Candidates will demonstrate professionalism through:
 - a. demonstrating effective oral and written communication skills
 - b. demonstrating a positive and enthusiastic attitude
 - c. exhibiting social emotional intelligence
 - d. demonstrates self-regulated learner behaviors
 - e. taking initiative with their learning and teaching
3. Teacher Candidates will plan and deliver effective instruction and create an environment that facilitates learning for their Clinical Teachers.
4. Teacher Candidates will exhibit an appreciation and value for cultural and academic diversity.
5. Teacher Candidates will show preparedness and collaboration in teaching and learning with their assigned Field Supervisor, Cooperating Teacher, and other school staff.

19 TAC	Required Materials
§228.37 Coursework and Training for Classroom Teacher Candidates §228.57 Educator Preparation Curriculum §228.61 Required Clinical Experiences §228.67 Clinical Teaching §228.107 Formal Observations for Candidates in Clinical Teaching Assignments §228.57 Educator Preparation Curriculum (4) (6)	1. Course Syllabus 2. Educator CAFE Handbook 3. 240 Tutoring

Clinical Teaching Clinical Teacher Events Calendar
ALL TEACHER CANDIDATES MUST ATTEND EACH SEMINAR

Date	Time/Location	Seminar Description
Wednesday August 6	9:00-2:00 Begin in Classroom Hall 102 Madla Second Floor	<p style="text-align: center;">Seminar 1</p> <p>Whole Group Session</p> <ul style="list-style-type: none"> 9:00-12:00 Whole Group Orientation: Information on Clinical Teaching (ATPE, JAGS Educator Portal, TExES Information and Plan of Action, Co-Teaching Strategies, T-TESS & T-PESS Activity, POP Cycle, and Informal Observations) <p>Field Supervisor Seminar</p> <ul style="list-style-type: none"> 1:00-2:00 Meet with Field Supervisors in Madla Classroom TBD Topics: Introductions, Syllabus Review, Required Clinical Teaching Observations
Friday September 5	9:00-2:00 Madla Second Floor	<p style="text-align: center;">Seminar 2</p> <p>Whole Group Session</p> <ul style="list-style-type: none"> 9:00-12:00 Mays Center HR Sessions <p>Field Supervisor Seminar</p> <ul style="list-style-type: none"> 1:00-2:00 Meet with Field Supervisors Madla Classroom TBD Topics: Lesson Planning & Design, Observation Coaching, JAGS Educator Portal Check-In, TExES Plan of Action
Friday November 7	9:00-2:00 Rec Center Madla Second Floor	<p style="text-align: center;">Seminar 3</p> <p>Whole Group Session</p> <ul style="list-style-type: none"> 9:00-10:00 Educator Fair Preparation 10:00-12:00 Educator Fair <p>Field Supervisor Seminar</p> <ul style="list-style-type: none"> 1:00-2:00 Meet with Field Supervisors Madla Classroom TBD Topics: Midterm Cooperating Teacher Feedback Form, Observation Coaching, JAGS Educator Portal Check-In, TExES Plan of Action
Monday December 5	9:00-11:00 Auditorium	<p style="text-align: center;">Seminar 4</p> <p>Whole Group Session</p> <ul style="list-style-type: none"> 9:00-11:00 Info Session: Pathway to Certification Celebration and Certification Information TExES Plan of Action to Certify

Additional Seminars with Field Supervisors may be scheduled
as needed by the Field Supervisor

The following activities are the required assignments for all Teacher Candidates enrolled in clinical teaching. These activities help ensure everyone is building strong skills and staying on track for success. Each task contributes to your overall progress in the program, and **all must be completed** to successfully finish the semester of Clinical Teaching. Failure to complete any of these activities WILL result in not passing clinical teaching. Teacher Candidates who do not receive full support from both the Field Supervisor (FS) and Cooperating Teacher (CT) to be recommended for certification will not pass clinical teaching. Teacher Candidates who do not earn credit for clinical teaching will be REQUIRED to repeat clinical teaching the following semester. All required documents should be submitted through **Blackboard** or the **JAGS Educator Portal**, depending on the assignment. You can find everything organized under **Modules 1–4**, with clearly posted due dates.

If you have questions or need help along the way, please don’t hesitate to reach out. I am here to support your journey—**we’re in this together!**

PERFORMANCE GATES/FINAL GRADE

As you prepare to be a teacher, you must work at the level and with the integrity you would expect your future students to demonstrate. At the end of the Clinical Teaching experience semester, Clinical Teachers are assigned a final grade based upon Complete (A) or Incomplete (F) performance.

In order to satisfactorily pass and be recommended for certification, the Clinical Teacher must meet the following criteria:

- All **unapproved absences** must be made up by the **last instructional day** of the district’s academic calendar (end of Clinical Teaching experience)
- Two **Feedback Forms** must be completed and submitted by the Cooperating Teacher.
- By **POP Cycle #4**, the Clinical Teacher must earn a minimum score of **3 (“Proficient”)** on **most dimensions** of the Formal Observation Rubric
- Clinical Teachers must successfully complete **all course assignments and submit all TEA-required documentation**
- Clinical Teachers who do not meet performance expectations may be granted the opportunity to complete **one additional POP Cycle**, pending approval from the **Field Supervisor** and in consultation with program leadership
- The Clinical Teacher **must receive certification recommendations** from both the Field Supervisor and Cooperating Teacher. If the Field Supervisor and the Cooperating Teacher cannot fully support the recommendation of the Clinical Teacher for certification, then the Clinical Teacher will receive an “F” for the course and may be required to repeat Clinical Teaching during the next semester that it is offered. Clinical Teaching may only be repeated once.

Summary of Components of Course Grade	
Requirements/Assignments	How many?

Total Teach Days	15
Seminar Attendance	4
Formal Observations (POP Cycles)	4
Informal Observations (Walkthroughs)	3
Cooperating Teacher Feedback Forms	2
Participation in A&M-SA Events	TBD
Meet these minimum requirements to obtain an “A”	A

1. Clinical Teachers will need to pass their remaining TExES Exam(s) for certification.
NOTE: Clinical Teachers cannot be recommended for certification until they have passed ALL required TExES exams.
2. Sixteen (16) weeks of clinical teaching-full days (7.5 hrs.) including 15 days of FULL teaching of all subjects is required.
3. Formal Observations (POP Cycles): There is a minimum of four (4) formal observations. Each observation will require a Formal Lesson Plan (see new templates for lesson planning in Blackboard). Teacher Candidates are required to upload their Formal Lesson Plan as part of their Pre-Conference on JAGS Educator Portal 48 hours prior to observation. All forms will be available on JAGS Educator Portal
 - a. These observation cycles will be referred to as POP Cycles:
 - Pre-Conference
 - Observation
 - Post-Conference.
4. Informal Observations (Walkthroughs): There is a minimum of three (3) informal observations to be conducted by the Field Supervisor on JAGS Educator Portal.
 - a. Each informal observation must be a minimum of 15 minutes long and must include observation and feedback on targeted skills.
 - b. The first informal observation must occur in-person and within the first six weeks of the clinical teaching assignment
 - c. The remaining two informal observations can occur either in-person or virtually
5. Two (2) Cooperating Teacher Feedback Forms (completed by Cooperating Teacher on JAGS Educator Portal).
6. Two (2) Certification Recommendation Forms (completed by the Cooperating Teacher and the Field Supervisor on JAGS Educator Portal) by the end of the clinical teaching experience.

CLINICAL TEACHER RECOMMENDED PACING GUIDE

This is a RECOMMENDED pacing guide; dates are at the discretion of your Field Supervisor.

Your Field Supervisor will determine the due dates for all Assignments/Tasks associated with Clinical Teaching.

Weeks 1-4
To be Completed by Week 1 and 2 of Clinical Teaching: <ul style="list-style-type: none"> Review the Syllabus and Educator CAFE Handbook. Complete/Submit Educator CAFE Handbook and Orientation Training Acknowledgement by the end of the first or second week of Clinical Teaching. Exchange important contact information with your Cooperating Teacher and Field Supervisor. Write a letter introducing yourself to your Clinical Teachers' parents to be sent home during the first week. Obtain the approval of your cooperating teacher before sending.
Email your Field Supervisor the Cooperating Teacher's daily schedule . Include their conference period, lunch period and the time each subject is taught. Any changes to the schedule will need to be approved by the Cooperating Teacher and Field Supervisor.
Attend the staff development and workdays that are required of your cooperating teacher.
Familiarize yourself with the IEPs, textbooks, school and district handbook, curriculum guides, and emergency procedures, etc. from the school. Review these carefully.
Ask your Cooperating Teacher for all available materials and technology in his/her classroom and the school library. Inquire about the Acceptable Use Policy (AUP) and obtain a temporary district email (if possible).
Work with your Cooperating Teacher to decide with subjects you will pick up first, second, etc..
Timesheet Submission on JAGS Educator Portal

Weeks 5-8
Regularly check your Jagwire Email for important updates and information from your field supervisor and the Educator CAFE. Make sure you attend Seminar #2 in person and on campus.
Begin teaching the first subject with support and guidance from cooperating teacher
Formal Observation (POP Cycle) #1 Prepare for your first formal field supervisor observation. Remember lesson plan is due 48 hours prior to your scheduled observation. Prepare for your first informal observation (Walkthrough).
Informal Observation (Walkthrough) #1 Teacher candidate will be provided ongoing feedback and coaching during the informal observation. Feedback will be aligned by the areas identified for improvement in the formal post-conference.
Time-Log Submission on JAGS Educator Portal

Weeks 9-12
Submit Resume and Letter of Interest
Prepare for the Educator Fair

Attend Seminar #3
Cooperating Teacher Feedback Form #1
Co-Plan and Co-Teach one to two lessons per day using your Cooperating Teacher's Lesson Plans. Plan with Cooperating Teacher and team and gradually add responsibilities to daily routine.
Formal Observations (POP Cycles) # 2 and #3 Prepare for your second and third formal observations. <ul style="list-style-type: none"> The second POP Cycle should take place no later than the first week of this month. The third POP Cycle by the end of this month. Remember lesson plan is due 48 hours prior to your scheduled observation.
Informal Observation (Walkthrough) #2 Teacher candidate will be provided ongoing feedback and coaching during the informal observation. Feedback will be aligned by the areas identified for improvement in the formal post-conference.
Time-Log Submission on JAGS Educator Portal

Weeks 13-16
Attend Seminar #4 in person and on campus
Teach all subjects/sections using your plans approved by the Cooperating Teacher Minimum of 15 days total teaching is required. <ul style="list-style-type: none"> After the 15 days of Total Teach, gradually give your first subject/section back to your Cooperating Teacher; continue teaching the other three subjects with your lesson plans. Give your second subject/section back to your Cooperating Teacher; continue teaching the other subjects with your plans.
Informal Observation (Walkthrough) #3 Teacher candidate will be provided ongoing feedback and coaching during the informal observation. Feedback will be aligned by the areas identified for improvement in the formal post-observation conference.
Formal Observation (POP Cycle) #4 Prepare for your last formal field supervisor observations which should take place no later than the first week in December. Remember the lesson plan is due 48 hours prior to your scheduled observation.
Cooperating Teacher Feedback Form #2
Observe a Variety of Classrooms Observe another teacher other than your cooperating teacher. For PE and Special Education EC-12 Clinical Teachers observe a different level (elementary and secondary). Indicate a variety of placement on your Timesheet.
Time-Log Submission on JAGS Educator Portal

Final Grading Sheet for Clinical Teacher Candidate

Module 1: August 6 – September 4		
Assignment	Due Date	Submission
Seminar # 1: Clinical Teaching Orientation	August 6	N/A

Exit Policy	August 6	Portal
TExES Testing Acknowledgement	August 6	Portal
T-TESS & T-PSS and Co-Teaching Strategies (in-class)	August 6	N/A (google form)
Informal Observation (Walkthrough) #1	August 19	Portal
CT Handbook and Orientation Training Acknowledgement	August 21 October 10* <i>*For dual placement only (Module 3)</i>	Portal

Module 2: September 5 – October 3

Assignment	Due Date	Submission
Seminar # 2: Mays Center Information Sessions	September 5	N/A
Formal Field Supervisor Observation #1 (POP Cycle) <ul style="list-style-type: none"> Pre-Conference Observation/Evaluation Post Conference 	September 12	Portal
Complete TEA Required Trainings: <ul style="list-style-type: none"> Dyslexia Youth Mental Health/First Aid Digital Literacy First Days of School 	September 12	Portal
Formal Field Supervisor Observation #2 (POP Cycle) <ul style="list-style-type: none"> Pre-Conference Observation Post Conference 	October 3	Portal

Module 3: October 4- November 7

Assignment	Due Date	Submission
Cooperating Teacher Feedback Form #1	October 10	Portal
Informal Observation (Walkthrough) #2	October 17	Portal
Formal Field Supervisor Observation #3 (POP Cycle) <ul style="list-style-type: none"> Pre-Conference Observation Post-Conference 	October 31	Portal
Seminar #3: Educator Fair	November 7	N/A
Informal Observation (Walkthrough) #3	November 7	Portal

Module 4: November 8-December 5

Assignment	Due Date	Submission
Formal Field Supervisor Observation #4 (POP Cycle) <ul style="list-style-type: none"> Pre-Conference 	November 21	Portal

<ul style="list-style-type: none"> • Observation • Post-Conference 		
Cooperating Teacher Feedback Form #2	December 4	Portal
Certification Recommendation Form (from Field Supervisor)	December 4	Portal
Certification Recommendation Form (from Cooperating Teacher)	December 4	Portal
Complete Time Log (16 full-day weeks) <ul style="list-style-type: none"> • Include 15 Total Teach Days in notes section • Include Variety of Placement in notes section • All hours must be approved by the Cooperating Teacher on a weekly basis 	December 4	Portal
Seminar #4: Info Session: Pathway to Certification	December 5	N/A

Note: Failure to complete any of these activities stated above may result in not passing the clinical teaching course. Clinical Teachers who do not earn credit for clinical teaching will be required to repeat clinical teaching the following semester upon approval. Clinical Teachers must have the full support and recommendation of both the cooperating teacher and the university field supervisor to successfully complete clinical teaching.

COURSE POLICIES:

1. Assignments must be legible and grammatically correct.
2. Assignments will be evaluated on a credit/no credit basis.
3. Assignments must be turned in on time.

ATTENDANCE POLICY

Clinical teachers are expected to attend their placement each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, university field supervisor, and the school office as early as possible in case of an illness or absence. Excessive absences may result in the submission of a Fitness to Teach and possible Growth Plan which could eventually lead to removal from clinical teaching. If absent, Clinical Teachers must complete a “Student Absences Form” on the JAGS Educator Portal.

INCOMPLETES

If a Clinical Teacher needs additional time to complete the state-mandated requirements for clinical teaching or if a Clinical Teacher has been placed on a growth plan and needs additional instructional days to show proficiency, the Educator CAFE will work with the Clinical Teacher on a case-by-case basis to plan accordingly. In either circumstance, an Incomplete may be issued to allow for additional instructional days.

REPEATING CLINICAL TEACHING

If the Field Supervisor and the Cooperating Teacher cannot fully support the recommendation of the Clinical Teacher for certification, then the Clinical Teacher will receive an “F” for the course and may be required to repeat Clinical Teaching during the next semester that it is offered. Clinical Teaching may only be repeated once.

FITNESS TO TEACH (FTT)

The purpose of the Fitness to Teach (FTT) is to clearly describe the actions, knowledge, and skills a Clinical Teacher needs to successfully address to improve his/her instructional performance and/or professionalism. All Clinical Teachers are expected to adhere to the professional expectations of an educator. Specifically, these expectations include the demonstration of emotional and mental fitness in the interaction with others, as well as conformance with the State of Texas Educator Code of Ethics. Failure to do so will result in an FTT.

The FTT may be submitted by any person directly involved in the training and mentoring of pre-service teachers at A&M-SA.

GROWTH PLAN

Clinical Teachers who are identified as having significant concerns may be placed on a Growth Plan. If a Growth Plan is developed, Clinical Teachers must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. Failure to make satisfactory progress on a Growth Plan may result in removal from the placement and potentially the EPP:

Step #1: Field Supervisor will have an initial crucial conversation with the Clinical Teacher to address the concern and identify the reason(s) for the Growth Plan. The discussion will include:

- Areas identified for improvement
- Evidence/Examples
- Discussion of outside factors that may be hindering progress and/or success

Step #2: Together, the Field Supervisor and the Clinical Teacher will create an Action Plan that will be shared with the Cooperating Teacher to include:

- Intervention Strategies
- Actions Required by the Clinical Teacher
- Timeline for Actions to be Completed
- Evidence of Successful Completion
- Potential Consequences for Failure to Satisfactorily Complete Action Plan

Step #3: The Field Supervisor will follow up with the Clinical Teacher within 14 Days to determine if improvement is being demonstrated. If so, the Action Plan will continue. If not, the Field Supervisor will contact the Educator CAFE administration to discuss next steps and develop a plan for support with the Clinical Teacher.

Step #4: The Field Supervisor will follow up with the Clinical Teacher within 24 Days to determine if improvement is being demonstrated. If so, the Action Plan will continue. If not, the Field Supervisor will contact the Educator CAFE administration to discuss dismissal from the Clinical Teaching experience.

Step #5: The Field Supervisor will submit a final report, which will be shared with the Cooperating Teacher and the Educator CAFE administration. If it is determined that a Clinical Teacher showed no significant improvement after engaging in the Growth Plan and/or a Clinical Teacher demonstrated unethical, inappropriate, or criminal behavior while engaged in the work of the Clinical Teaching experience, they will meet with the Field Supervisor and Educator CAFE administration to discuss the next steps for dismissal from Clinical Teaching experience.