

TEXAS A&M UNIVERSITY – SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM & INSTRUCTION

TERM: Spring 2025

COURSE: EDFR 4613: Clinical Teaching

DAY(S)/TIME: SCHEDULED SEMINARS

LOCATION: Madla

INSTRUCTOR: Debbie Howard

INSTRUCTOR CONTACT

EMAIL: dhoward@tamusa.edu

OFFICE: Remote

OFFICE HOURS: MONDAYS 8:00-11:00AM AND BY APPOINTMENT

Welcome to Clinical Teaching!

The Educator CAFÉ 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 becoming a teacher. All the activities and assignments were developed purposefully to ensure a high-quality preparation experience for you.

Student 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 students.
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 Field Supervisor, Cooperating Teacher, and other school staff.

19 TAC

§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)

Required Reading

1. Course Syllabus
2. Educator CAFÉ Handbook

Clinical Teaching Student Events Calendar
ALL CLINICAL CANDIDATES MUST ATTEND EACH SEMINAR
Timesheets are to be INITIALED AND BROUGHT TO Seminars

Date	Time/Location	Seminar Description
Monday January 6	9:00-3:00 Begin in Classroom Hall 102	<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 <p>Field Supervisor Seminar</p> <ul style="list-style-type: none"> 1:00-3:00 Meet with Field Supervisors Madla Classroom TBD Topics: Introductions, Syllabus Review, & Required Clinical Teaching Observations
Friday, February 7	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, Timesheet Check, Observation Coaching
Friday, April 4	9:00-2:00 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 Information Sessions: Advising, Certification, & Testing 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 Dispositions, Timesheet Check, Observation Coaching
Monday, May 5	1:00pm-3:00pm Auditorium	<p>Whole Group Session</p> <ul style="list-style-type: none"> 1:00-3:00 Final Clinical Meeting & Check out Celebration and Certification Information

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

CLINICAL TEACHING ACTIVITIES/TASKS

The following activities are the required assignments for all students enrolled in clinical teaching. Although different activities/tasks may be weighted differently in the calculation of the overall grade for clinical teaching, failure to complete any of these activities WILL result in not passing clinical teaching; students 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. Students who do not earn credit for clinical teaching WILL be required to repeat clinical teaching the following semester. Although all activities are completed and/or submitted in Blackboard, students may be required to turn in paper copies of selected assignments at the last Professional Development Seminar meeting or at a different date determined by their Field Supervisor. All assignments are listed in Blackboard under Modules 1-4 and are due in Blackboard by the stated due date.

Required Forms	<ul style="list-style-type: none"> Exit Policy Testing Acknowledgement Form CT Handbook and Orientation Training Acknowledgement Completed Timesheet 	Standards Addressed: §228.37 (a)
Clinical Teaching Seminars Attendance Required	<ul style="list-style-type: none"> Seminar #1 Clinical Teaching Orientation Seminar #2 Mays Center Professional Breakout Sessions Seminar #3 Advising, Certification, Testing & Educator Job Fair Clinical Teaching Celebration 	
Clinical Teaching Reflections	<ul style="list-style-type: none"> Reflection #1 – Context for Learning Reflection #2 – District Study: Research 4 School Districts Reflection #3 - The Clinical Teaching Experience 	
Clinical Teaching Observations	<ul style="list-style-type: none"> 4 Formal Field Supervisor Observations (45 minutes) 2 Formal Cooperating Teacher Observations (45 minutes) 3 Informal Observations (15 minutes) 	§228.103 (b) (1) (2) & §228.65 (b) (2) §228.107(7) (A-C)
Required Assignments	<ul style="list-style-type: none"> T-PESS vs. T-TESS Professional Resume Letter Interest 	§228.57 (c) (6)
Clinical Teaching Assessments	<ul style="list-style-type: none"> Midterm Disposition Form (from Cooperating Teacher) Midterm Addendum Checklist Final Disposition (from Field Supervisor) Final Disposition (from Cooperating Teacher) 	

1. Sign Exit Policy and upload on Bb.
2. Sign Testing Acknowledgement Form and upload to Bb.
3. Affidavit for Educator CAFÉ Handbook and Orientation/Training to be completed with Cooperating Teacher and upload to Bb.
4. Resume and a Letter of Interest and upload to Bb.
5. Study for and pass remaining TExES Exam(s) for certification. NOTE: Students cannot be recommended for certification or hired by a school district for a teaching position until they have passed ALL required TExES exams.
6. Sixteen (16) weeks of clinical teaching-full days (7.5 hrs.) including 3 weeks of FULL teach of all subjects is required. Completed and signed timesheets must be uploaded in Blackboard by the last monthly Professional Development Seminar meeting.

7. Three Reflections are required during clinical teaching:
 - a. Reflection #1: Context for Learning Reflection
 - b. Reflection #2: District Study – Research 4 Districts
 - c. Reflection #3: The Clinical Teaching Experience
8. Field Supervisor Formal Observations: There is a minimum of four (4) field supervisor 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 in Blackboard 48 hours prior to observations.
 - a. These observation cycles will be referred to as the POP cycle (Pre-Observation Conference; Observation; Post Observation Conference. All forms will be available on Blackboard)
 - b. The first two Field Supervisor Observations will happen in the first half of clinical teaching (not before Sept. 1st in the fall)
 - c. The second two Field Supervisor Observations will happen in the second half of clinical teaching
9. Cooperating Teacher Formal Observations: There is a minimum of two (2) cooperating teacher observations. Each observation will require a Formal Lesson Plan. Teacher Candidates are required to upload their Formal Lesson Plan in Blackboard 48 hours prior to observations.
 - a. These observation cycles will be referred to as the POP cycle (Pre-Observation Conference; Observation; Post Observation Conference. All forms will be available on Blackboard)
 - b. The first Cooperating Teacher Observation will happen in the first half of clinical teaching
 - c. The second Cooperating Teacher Observation will happen in the second half of clinical teaching
10. Informal Observations: There is a minimum of three (3) informal observations to be conducted by the Field Supervisor.
 - 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
11. One (1) Mid-term Candidate Disposition Form completed by the cooperating teacher (uploaded to Blackboard).
12. One (1) Final Disposition Form with recommendation for certification (completed by the Cooperating Teacher and uploaded to Blackboard by the student) by the last Seminar meeting.
13. One (1) Final Disposition Form with recommendation for certification (submitted by the University Field Supervisor by the last Professional Development Seminar meeting).

CLINICAL TEACHER RECOMMENDED PACING GUIDE Spring 2025

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.

January 2025

Teacher Candidate	
To be Completed by Week 1 and 2 of Clinical Teaching: <ul style="list-style-type: none"> Review the Syllabus and Educator CAFÉ Handbook. View the Cooperating Teacher Orientation Video with your cooperating teacher. Sign and turn in the CT 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 students' 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.	
Assignments: Reflection #1 Context for Learning	
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..	
Cooperating Teacher	Field Supervisor
Plan to introduce your Teacher Candidate to your students as "an additional teacher, here to help you."	Will send out initial email contacting important information such as the syllabus, Educator CAFÉ Handbook, and the Cooperating Teacher Handbook.
A specific area to call his or her own, as a workspace, is very helpful for your Teacher Candidate.	Will meet with teacher candidates during Seminar #1 to provide important information
Plan to take some time to get to know one another. Knowing you and how you expect your classroom to run (teaching philosophy) will really help to build the collaborative team that will be a benefit to both of you.	Maintain Blackboard course and provide feedback on assignments.
Discuss with your Teacher Candidate how you envision the flow of the semester to go for example, which subjects/content area will they pick up first, second, etc....	Will coordinate and conduct both formal and informal observations
Review the Cooperating Teacher Handbook and Orientation Training Video	Will provide ongoing support and mentorship as needed by the candidate and aligned to their performance.

February 2025

Teacher Candidate	Cooperating Teacher	Field Supervisor
Regularly check your Jagwire Email for important updates and information from your field supervisor and the	Provide guidance and support to your teacher candidate as they plan and prepare for their	Maintain Blackboard course and provide feedback on assignments.

Educator CAFÉ. Make sure you attend Seminar #2 in person and on campus.	first subject and observations.	Will coordinate between the teacher candidate and the cooperating teacher to schedule first informal observation. During this visit the field supervisor will review cooperating teacher, teacher candidate, and field supervisor expectations.
Begin teaching the first subject with support and guidance from cooperating teacher		
First Formal FS Observation 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.	Support your teacher candidate as they prepare for their first field supervisor formal observation by providing guidance and mentorship during the lesson planning process.	Field Supervisor will conduct the First Formal Field Supervisor Observation. Schedule a pre-conference, observation, and post-conference for the first field supervisor observation using the POP Cycle Form.
First Informal Observation 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.	Provide continuous support and mentoring to your teacher candidate. Field supervisor will communicate with cooperating teacher areas of growth.	Field supervisor will schedule and conduct the first of three informal observations within the first six weeks of clinical teaching. Each informal observation must be at least 15 minutes in length with the first informal observation being in person. Field supervisor will provide ongoing coaching and must include observation and feedback on targeted skills using the Informal Observation Form.

March 2025

Teacher Candidate	Cooperating Teacher	Field Supervisor
Assignments: Submit Resume and Letter of Interest Reflection #2: District Study – Research 4 Districts	Please review the Midterm Addendum Checklist with Teacher Candidate and sign off on it	Maintain Blackboard course and provide feedback on assignments.
Complete Midterm Addendum Checklist with Cooperating Teacher		
Continue using your Timesheet every day to sign in and out		Timesheet checks during seminar
Cooperating Teacher Midterm Dispositions Please upload the Midterm Disposition from your cooperating teacher, this is due	Instructions with how to complete this evaluation will be provided to you by the field supervisor via email	Field supervisor will provide guidance on how to submit the Midterm Dispositions and provide support to the teacher candidate as needed.
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.	Cooperating Teacher should review lessons using school planning format the Friday before teacher candidate is to each the lesson.	Field Supervisor will be available to provide continuous support and guidance to teacher candidate.
First Formal CT Observation Prepare for your first formal cooperating teacher observation.	The Cooperating Teacher will conduct the first of two Formal Cooperating Teacher	Support your teacher candidate as they prepare for their first cooperating teacher formal

Remember lesson plan is due 48 hours prior to your scheduled observation.	Observations. Should take place no later than the first week of this month. Schedule a pre-conference, observation, and post-conference for the first cooperating teacher observation using the POP Cycle Form.	observation by providing guidance and mentorship during the lesson planning process as needed.
Second and Third Formal FS Observations Prepare for your second and third formal field supervisor observations. <ul style="list-style-type: none"> The second field supervisor observation should take place no later than the first week of this month. The third field supervisor observation by the end of this month. Remember lesson plan is due 48 hours prior to your scheduled observation.	Support your teacher candidate as they prepare for their field supervisor formal observations by providing guidance and mentorship during the lesson planning process.	Field Supervisor will conduct the Second and Third Formal Field Supervisor Observations. Schedule a pre-conference, observation, and post-conference for each of the field supervisor observation using the POP Cycle Form.
Second Informal Observation 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.	Provide continuous support and mentoring to your teacher candidate. Field supervisor will communicate with cooperating teacher areas of growth.	Field supervisor will schedule and conduct the second of three informal observations. Each informal observation must be at least 15 minutes in length. The second and third informal observations can be done either in person or virtually. Field supervisor will provide ongoing coaching and must include observation and feedback on targeted skills using the Informal Observation Form.

April/May 2025

Teacher Candidate	Cooperating Teacher	Field Supervisor
Prepare for the Educator Fair Attend Seminar #3 in person and on campus Teach all subjects/sections using your plans approved by the Cooperating Teacher Minimum of three weeks total teaching is required. <ul style="list-style-type: none"> After the three weeks 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 	Cooperating Teacher should review lessons using school planning format the Friday before teacher candidate is to each the lesson.	Field Supervisor will be available to provide continuous support and guidance to teacher candidate.

subjects with your plans.		
Third Informal Observation 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.	Provide continuous support and mentoring to your teacher candidate. Field supervisor will communicate with cooperating teacher areas of growth.	Field supervisor will schedule and conduct the last of three informal observations. Each informal observation must be at least 15 minutes in length. The second and third informal observations can be done either in person or virtually. Field supervisor will provide ongoing coaching and must include observation and feedback on targeted skills using the Informal Observation Form.
Second Formal CT Observation Prepare for your second formal cooperating teacher observation. Should take place no later than the first week of December. Remember lesson plan is due 48 hours prior to your scheduled observation.	The Cooperating Teacher will conduct the last of two Formal Cooperating Teacher Observations. Should take place no later than the first week of December. Schedule a pre-conference, observation, and post-conference for the first cooperating teacher observation using the POP Cycle Form.	Support your teacher candidate as they prepare for their last cooperating teacher formal observation by providing guidance and mentorship during the lesson planning process as needed.
Fourth Formal FS Observation 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.	Support your teacher candidate as they prepare for their field supervisor formal observation by providing guidance and mentorship during the lesson planning process.	Field Supervisor will conduct the last Formal Field Supervisor Observations. Schedule a pre-conference, observation, and post-conference for each of the field supervisor observations using the POP Cycle Form.
Cooperating Teacher and Field Supervisor Final Dispositions Please upload the Final Dispositions from your cooperating teacher and field supervisor, this is due by the first week in December.	Instructions with how to complete this evaluation will be provided to you by the field supervisor via email	Field supervisor will provide guidance on how to submit the Final Dispositions and provide support to the teacher candidate as needed.
Observe a Variety of Classrooms Observe another teacher other than your cooperating teacher. For PE and Special Education EC-12 students observe a different level (elementary and secondary). Indicate a variety of placement on your Timesheet.	Cooperating teacher should provide recommendations for other classrooms the teacher candidate can observe.	
Complete your Reflection #3 – The Clinical Teaching Experience Submit your Timesheet on Blackboard	Please sign off on the Completed Timesheet	Maintain Blackboard course and provide feedback on assignments.

To complete all assignments please see Modules 1-4 in Blackboard for your course and the grade sheet tells you which Module each assignment can be found under.

Final Grading Sheet for Clinical Teacher Candidate Spring 2025

Teacher Candidate Name: _____ TEA #: _____ J/K#: _____

Field Supervisor: _____ Date: _____

Total Points: _____/575

Grading Scale: A = 517-575 B = 460-516 C = 402-459 D = 345-401 F = 344-0

Students must accumulate enough points to “earn a grade of C or better” to get credit for Clinical Teaching. **Students must complete all assignments/activities to get course credit.** Students who do not get credit for Clinical Teaching may be allowed to repeat the course once the next semester that it is offered if approved by the Educator CAFÉ Director.

NOTE: LATE ASSIGNMENTS WILL BE DEDUCTED (-1) POINT PER DAY UNLESS APPROVED BY SUPERVISOR. BOLDED ASSIGNMENT POINTS HAVE A CONVERSION TABLE AT THE BOTTOM OF GRADE SHEET.

Module 1: January 6 – February 6		
Assignment	Points Earned/Points Possible	Due Date
Seminar # 1: Clinical Teaching Orientation	_____/10	January 6
Exit Policy	_____/0	January 6
TExES Testing Acknowledgement	_____/5	January 6
CT Handbook and Orientation Training Acknowledgement	_____/5 _____/0	January 21 March 7* <i>*For dual placement only (Module 3)</i>
Reflection #1: Context for Learning	_____/10	January 31
Formal Field Supervisor Observation #1 <ul style="list-style-type: none"> Pre-Observation Reflection Observation/Evaluation Post Observation Conference (Reflection) 	Lesson Plan ____/20* POP Cycle Form ____/30	February 6
Module 2: February 7 – March 7		
Assignment	Points Earned/Points Possible	Due Date
Seminar # 2: Mays Center Information Sessions	_____/10	February 7
Informal Observation #1	Informal Observation Form ____/30	February 14
Formal Field Supervisor Observation #2 <ul style="list-style-type: none"> Pre-Observation Reflection Observation/Evaluation Post Observation Conference (Reflection) 	Lesson Plan ____/20* POP Cycle Form ____/30	March 7
Formal Cooperating Teacher Observation #1* <ul style="list-style-type: none"> Pre-Observation Reflection Observation/Evaluation Post Observation Conference (Reflection) 	Lesson Plan ____/20* POP Cycle Form ____/30	March 7

Module 3: March 8 – April 3		
Assignment	Points Earned/Points Possible	Due Date
Midterm Addendum Checklist	_____/5	March 21
Midterm Disposition (from Cooperating Teacher)	_____/15**	March 21
Resume and Letter of Interest	_____/25	March 26
Informal Observation #2	Informal Observation Form ____/30	March 28
Reflection #2: District Study – Research 4 Districts	_____/10	March 28
Formal Field Supervisor Observation #3 <ul style="list-style-type: none"> Pre-Observation Reflection Observation/Evaluation Post Observation Conference (Reflection) 	Lesson Plan ____/20* POP Cycle Form ____/30	April 3
Module 4: April 4 – May 1		
Assignment	Points Earned/Points Possible	Due Date
Seminar #3: Educator Fair	_____/10	April 4
Informal Observation #3	Informal Observation Form ____/30	April 25
Formal Field Supervisor Observation #4 <ul style="list-style-type: none"> Pre-Observation Reflection Observation/Evaluation Post Observation Conference (Reflection) 	Lesson Plan ____/20* POP Cycle Form ____/30	April 30
Formal Cooperating Teacher Observation #2* <ul style="list-style-type: none"> Pre-Observation Reflection Observation/Evaluation Post Observation Conference (Reflection) 	Lesson Plan ____/20* POP Cycle Form ____/30	April 30
Final Disposition (from Field Supervisor)	_____/15**	May 1
Final Disposition (from Cooperating Teacher)	_____/15**	May 1
Reflection #3: The Clinical Teaching Experience	_____/20	May 1
Complete Timesheet (16 full-day weeks) Timesheet check at ALL Seminars	_____/30	May 1

Note: Failure to complete any of these activities (including credit/non-credit) stated above will result in not passing the clinical teaching course. Students who do not earn credit for clinical teaching will be required to repeat clinical teaching the following semester upon approval.

***Lesson Plan Point Conversion:**

90-100= 20 points (A)
80-89= 18 points (B)
70-79= 16 points (C)
60-69= 14 points (D) Needs improvement (re-do planning)
50-59= 10 points (F) Unacceptable (re-do planning) requires a FTT
49 and below= 5 points (F) Unacceptable (re-do planning) requires FTT

****Disposition Point Conversion:**

42-56= 15 points (Proficient)
41-28= 10 points (Developing)
27 and below= 5 points (Needs Improvement) FTT

*** Clinical Teachers must have full support and recommendation of both the cooperating teacher and the university field supervisor to successfully complete clinical teaching.** Students who do not receive recommendation from both may receive an “F” and be required to

reenroll in clinical teaching the next semester that it is offered. If the reasons for not recommending are serious, a student may be removed from the Educator CAFÉ Program.

COURSE POLICIES:

1. Assignments must be legible and grammatically correct.
2. Assignments will be evaluated based on the student-provided rubrics.
3. Assignments must be turned in on time. **Late work will have one point deducted for each day it is late. Please see your instructor for extenuating circumstances for any late work approval without point deductions.**

ABSENCE 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 teaching specialist, and the school office as early as possible in case of an illness or absence. Teaching specialists will contact field faculty when clinical teachers have two or more absences. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching program. **STUDENTS MUST COMPLETE AN ABSENCE SHEET FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING CAMPUS SEMINAR DAYS).**

ATTENDANCE POLICY AND REQUEST FOR ABSENCE

In the event of an absence, the principal, cooperating teacher and the university Field Supervisor must be informed by telephone and email as early as possible. **The form below must be signed within seven days of absence.** Clinical teachers may only miss 3 days total during the clinical teaching semester. Upon the third absence, your Field Supervisor will complete an absence monitoring form. Any additional days missed must be made up at the end of the semester.

Clinical teachers are expected to be on time and in attendance at 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. Field Supervisors will contact Educator CAFÉ faculty when clinical teachers have three or more absences. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching program. **STUDENTS MUST COMPLETE AN ABSENCE SHEET FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING TAMU-SA SEMINAR DAYS). Use the form below located in Blackboard.**

Procedure to request an absence: If a student wants to request an absence for which they have advanced notice, they must receive approval from the university Field Supervisor prior to the proposed absence.

I, _____, request permission to be absent from my clinical

teaching placement on _____, 2023. The reason for my absence is:

_____.

Approval should be requested in this order:

Clinical Teacher Name

Signature

Date

Cooperating Teacher Name

Signature

Date

University Field Supervisor Name

Signature

Date

*** Return this form to your University Field Supervisor and keep a copy.**

INCOMPLETES AND REPEATS:

In very rare cases, in order to exhibit proficiency in concept mastery and performance requirements, students may need additional time or may need to repeat a semester of clinical teaching. The EDUCATOR CAFÉ PROGRAM, based on recommendation by the Field Supervisor or cooperating teacher, may require a student to complete an additional week of clinical teaching at the end of the semester. This most often occurs when a student has been placed on a growth plan and needs a little more time to show progress.

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

Incompletes will be issued only in very rare occasions and only after every attempt is made to complete the clinical teaching requirements within the semester. In order to qualify for an Incomplete, at least 70% of clinical teaching requirements must have been met and evidence of extreme extenuating circumstances must be approved by the EDUCATOR CAFÉ PROGRAM Faculty. Candidates who do not complete 70% of the clinical teaching requirements will not receive credit for the semester.

STUDENTS WHO PERFORM BELOW STANDARDS OR CUT SCORES MAY BE NEED A FITNESS TO TEACH (FTT). STUDENTS IDENTIFIED AS HAVING SIGNIFICANT CONCERNS WILL BE PLACED ON A GROWTH PLAN:

FITNESS TO TEACH

***Note:** The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet program standards will be allowed to continue in the program. Students pursuing an initial teacher’s certification must meet fitness to teach standards that are assessed by faculty and program staff throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program.*

If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student’s ability to practice may exceed remediation and removal from the program is possible. Periodically in each candidate’s preparation, there will be checkpoints at which faculty, teaching specialists and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan.

All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators.

Note: Students exhibiting a pattern of concerns will be referred to the Assistant Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFÉ will be required to shift to a non-certification degree program in order to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree plan.

IMPORTANT UNIVERSITY POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse

online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Artificial Intelligence Policy: Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here:

<https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and

responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct.