

Clinical Teaching Handbook: 2026-2027

ST. MARY'S UNIVERSITY



Department of Education

ST. MARY'S UNIVERSITY
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Table of Contents

THE CLINICAL TEACHING PROGRAM	3
<i>First Semester.....</i>	<i>3</i>
<i>Second Semester.....</i>	<i>3</i>
<i>Attendance and Log of Hours</i>	<i>3</i>
<i>Benchmarking</i>	<i>4</i>
THE CLINICAL TEACHER	4
<i>Prerequisites for Approval to do Clinical Teaching.....</i>	<i>4</i>
<i>Professionalism</i>	<i>4</i>
<i>Procedures</i>	<i>5</i>
CLINICAL TEACHING PLACEMENT: DISTRICT, CAMPUS, AND COOPERATING TEACHER	6
<i>Campus Placement</i>	<i>6</i>
<i>Cooperating Teacher Selection</i>	<i>7</i>
<i>Cooperating Teacher Duties/Responsibilities</i>	<i>7</i>
<i>Preparing for the Clinical Teacher's Arrival</i>	<i>8</i>
THE UNIVERSITY FIELD SUPERVISOR	10
<i>Orientation</i>	<i>11</i>
<i>Campus Visits.....</i>	<i>11</i>
<i>Communications</i>	<i>11</i>
APPENDIX A: CHART OF REQUIRED DOCUMENTS TO BE SUBMITTED	13
APPENDIX B: SCHEDULE OF REQUIRED DOCUMENTS TO BE SUBMITTED	14
APPENDIX C: DAILY ATTENDANCE LOG (ABBREVIATED VIEW).....	15
APPENDIX D: STAFF DEVELOPMENT/TEACHER WORKDAY LOG	16
APPENDIX E: CONTACT LOG (ABBREVIATED VIEW)	17
APPENDIX F: WEEKLY REFLECTION LOG (SPRING).....	18
APPENDIX G: INFORMAL OBSERVATION	19
APPENDIX H: LESSON PLAN.....	20
APPENDIX I: LESSON PLAN (SUGGESTED INSTRUCTIONS).....	21
APPENDIX J: PRE-OBSERVATION FEEDBACK	23
APPENDIX K: LESSON REVIEW	24
APPENDIX L: POST-CONFERENCE REFLECTION	26
APPENDIX M: PERFORMANCE GATES INFORMATION	27
APPENDIX N: PERFORMANCE GATES REVIEW	29
APPENDIX O: VERIFICATION OF COMPLETION (COOPERATING TEACHER).....	32
APPENDIX P: FORMAL WRITTEN FEEDBACK OF OBSERVATIONS	33
APPENDIX Q: DEPARTMENT DOCUMENTATION OF FORMAL AND INFORMAL OBSERVATIONS.....	34
APPENDIX R: CO-TEACHING APPROACHES	35

APPENDIX S: CLINICAL TEACHING PORTFOLIO/BINDER.....	36
APPENDIX T: RECEIPT OF CLINICAL TEACHING TRAINING	37

The Clinical Teaching Program

First Semester

(maximum of 358 hours, minimum 21 hours/week, 17 weeks)

- 2-3 days/week at placement, starting with the first teacher report date, using a gradual release co-teaching model.
- Students will continue taking on-campus classes to complete their degree requirements.

Second Semester

(See note below)

- While TAC §228.67(b) establishes a minimum of 490 hours for clinical teaching in Texas, the St. Mary's University Department of Education reserves the right to require a clinical teaching experience exceeding the state minimum. Our program's required hours are intentionally designed to ensure a rigorous, high-quality preparation experience that aligns with the profession's expectations.
- **By enrolling in this program, students acknowledge and agree to fulfill the full number of clinical teaching hours required by St. Mary's University, regardless of whether those hours exceed the state minimum.**
- **Completion of all St. Mary's required clinical teaching hours is mandatory for graduation and for successful completion of the educator preparation program.**
- Clinical teaching consists of five days/week at the placement site, co-teaching with a cooperating teacher, beginning with the first teacher workday and ending after approximately the 75th scheduled day.
- Students must be enrolled in the appropriate Professional Development Seminar course (ED 4338 - Elementary or ED 4388- Secondary).
- Upon approval, clinical teachers may take no more than three (3) additional credit hours of coursework in conjunction with the clinical teaching and seminar courses. Outside work should be limited to ten hours per week, preferably on weekends.

Attendance and Log of Hours

Clinical teachers will follow the cooperating school's calendar and schedule. Additionally, the clinical teacher must maintain a log of hours and days/half-days. The log will be submitted to the university field supervisor for verification at the end of each semester. Submission of the logs for verification may also be required each semester. Candidates must meet the above requirements for hours/days by the end of the semester to be recommended for certification.

Absences

All absences must be reported to:

1. Your cooperating teacher will be contacted by 7:00 am or as early as the absence is known.
2. Your university field supervisor by 7:00 am.
3. Your assigned school by the time required by the administration (no later than 8:00 am).

If a clinical teacher is absent due to parental leave, military leave, or bereavement, a reduction in total hours may be permitted. The clinical teacher will contact the EPP to request a reduction in the total number of clinical teaching hours due to the reasons above. They will also inform the St. Mary's Office of the Dean of Students and submit all documentation to them. They, in turn, will notify the EPP of the approved excused absences. The EPP

will then reduce the required clinical teaching hours for that clinical teacher, provided the total does not fall below 455.

Benchmarking

Benchmarking is how the program checks your progress during your clinical teaching. At several points in the semester, we look at your teaching to make sure you are:

- Meeting program expectations.
- Growing toward "proficient" performance on key teaching skills.
- On track to qualify for the enhanced standard certificate.

Throughout the clinical teaching semester, clinical teachers will have at least **four major checkpoints called performance gates at least four times**. Each checkpoint includes a formal observation and review of classroom responsibilities. The clinical teacher will receive feedback after each checkpoint, so they know what they are doing well and what to improve.

Benchmarking Roles

- Clinical Teacher: Teach, reflect, and bring your best effort; review feedback and set goals.
- Cooperating Teacher: Works with the clinical teacher every day, co-teaches, provides regular feedback, and helps the clinical teacher prepare for each checkpoint.
- University Field Supervisor: Conducts informal and formal observations, completes the checkpoint form, and rates your progress.

The Clinical Teacher

The clinical teaching experience is the culmination of teacher preparation. Everything learned in classes or through field experience comes together and comes alive when you assume the responsibility of being a full-time teacher. You will be supported by your cooperating teacher, university field supervisor, and advisor, but ultimately, the responsibility for your success lies with you. As in all experiences, the more effort you put into your clinical teaching, the more rewarding it becomes.

Prerequisites for Approval to do Clinical Teaching

1. Admission into the St. Mary's University Educator Preparation Program.
2. An overall Grade Point Average of 2.60 or higher.
3. Anticipated completion of all courses in the Professional Sequence with a GPA of 2.6 or higher.
4. Anticipated completion of all courses in the teaching field(s) with a GPA of 2.6 or higher.
5. Recommendations from the Department of Education faculty and from the teaching field faculty,
6. Documentation of at least 30 hours of field experience in the schools in connection with education courses, and
7. At the time of application, the student may request the district where they would like to complete their residency teaching experience. While every effort will be made to place teacher residents in their requested district, placement there is not guaranteed.

Professionalism

Clinical teachers must observe the unwritten as well as the written rules of professional conduct, such as:

- Conforms to the dress and behavior of the expectations of the assigned schools and St. Mary's University.
- Participate in parent conferences, faculty meetings, lunch, or ground duties, and other responsibilities expected of the host teacher.
- Respect confidentiality regarding any student, faculty member, and/or administrator.

- Maintain rapport with students that aligns with the expectations of a professional teacher/student relationship.
- Refrain from using corporal punishment, sarcasm, ridicule, or harassment.
- Keep a detailed weekly log during the first semester of clinical teaching and a daily log (which could be changed to a weekly log) during the second semester, documenting professional progress and anecdotal evidence of clinical teaching experiences.
- Maintain a daily attendance log with sign-in and sign-out times and secure the cooperating teacher's signature for each entry.
- **Adhere at all times to the Texas Educators' Code of Ethics.**

Procedures

1. As soon as the school placement is known, the student should make an appointment to visit the school, meet the principal and/or assistant principal, or cooperating teacher(s), and discuss their expectations.
2. To become familiar with the school and district requirements, the clinical teacher should request copies of school rules, schedules, curriculum guides, textbooks, faculty and student handbooks, parking passes, ID badges, and other related materials.
3. Before the end of the second day of the assignment, the clinical teachers should contact the Director of Clinical Experiences to verify the appropriateness of their placement. By Friday of the first week, they should contact their university field supervisors to inform them of the cooperating teacher's daily schedule (conference period, lunch, etc.).
4. Schedules for the assumption of classes should be negotiated by the clinical teacher and the cooperating teacher before the end of the second week, considering the clinical teacher's preparedness and potential. The following assignments are suggested:

Before Week 1	
	Clinical teachers will be assigned to schools. The university field supervisors will meet with the clinical teacher.
Clinical Teaching Semester	
Week 1: Performance Gate 1 Opens	The clinical teacher: • Becomes acquainted with the students (students' names, special needs, accommodations, etc.) and with the classroom and school schedules. • Meets grade level/content team, principal, and/or other office personnel. • Conduct focused observations to learn the cooperating teacher's instruction, classroom management strategies, procedures, and daily routine. • Becomes acquainted with planning lessons. • Begins co-teaching, including One Teach, One Observe, and One Teach, One Assist (assist students with work, monitor behavior, establish connections with students). • May deliver direct instruction under the guidance of the cooperating teacher.
Week 2-5 Week 4: Performance Gate 1 Closes Week 5: Performance Gate 2 Opens	The clinical teacher: • Continues to get to know the students and let them get to know him/her. • Begins co-teaching one class (including participating in Lesson Planning) with the cooperating teacher observing or assisting. • Focuses on student engagement during observations of the cooperating teacher. • Begins assuming responsibility for some classroom routines (i.e., hall monitoring, breaks, attendance) each day they are there. • Begins teaching one class and then adds more as they demonstrate competence. NOTE: If the clinical teacher does not demonstrate competence by week 5, an intervention action plan will be developed. At the cooperating teacher's

	discretion, additional classes may be taught to ensure all classes are covered by the beginning of week 6.
Week 6-17	The clinical teacher: Is responsible for planning, providing direct instruction, and grading all classwork. NOTE: The cooperating teacher may occasionally model lessons for the clinical teacher as needed.
Week 8: Performance Gate 2 Closes	
Week 9: Performance Gate 3 Opens	
Week 12: Performance Gate 3 Closes	
Week 13: Performance Gate 4 Opens	
Week 16: Performance Gate 4 Closes	

The university field supervisor will make at least 4 formal and 4 informal observations. Prescribed forms will be completed on these occasions. A pre-observation conference will be followed by a post-observation conference involving the clinical teacher, the cooperating teacher, and the field supervisor. Any of the parties mentioned above may require additional visits.

Upon completion of the clinical teaching assignment, the clinical teacher will schedule an exit interview with the university field supervisor. At this meeting, the student's logs, all lesson plans, and all materials gathered during the semester will be examined and discussed. The university field supervisor will then determine the student's grade, considering all evaluations and recommendations of the cooperating teacher and other school personnel working with the clinical teacher. The clinical teacher will receive a grade of "P" (pass) or "F" (fail).

Clinical Teaching Placement: District, Campus, and Cooperating Teacher

Campus Placement

Clinical teachers will receive a single-district placement before being accepted and will be expected to serve both semesters in the same district. In most cases, students will also be assigned to the same classroom and cooperating teacher for both semesters of the clinical teaching experience.

Multiple classrooms/campus assignments

Students seeking certification in a single content area, including K-12 certification, may be assigned to an elementary campus for one semester and a secondary campus for the second semester to ensure preparation at all levels. This change will be planned, and no assignment change form will be required.

A great deal of care is taken to place students in an appropriate classroom before the first day of clinical teaching. However, if there is a mismatch between the clinical teacher, campus, grade, or cooperating teacher, a Clinical

Teaching Assignment Change form will be submitted, and, if approved, a new location within the district will be secured as soon as possible.

Cooperating Teacher Selection

The cooperating teacher is an educator jointly assigned by St. Mary's, the district representative, and the campus administrator who supports the candidate through co-teaching and coaching during the candidate's teacher clinical teaching field placement.

Cooperating Teacher Selection Process and Criteria

The following process will be followed to select cooperating teachers for candidates. The Director of Clinical Experiences will:

- Reach out to district personnel for campus recommendations.
- Contact the principal at the recommended campus and request recommendations of teachers with the above qualifications and who are believed to be strong mentors for our candidates.

Cooperating Teacher Qualifications

- At least three creditable years of teaching experience,
- Be an accomplished educator, as determined by the EPP in partnership with the district or campus administration, demonstrated by:
 - At least three years of proficient or above proficient ratings on teacher evaluations.
 - Demonstrated evidence of positive impact on student learning as determined by a set of student growth and/or achievement data agreed upon by the partnership (residents only).
 - Additional dispositional criteria as evidenced in an interview (residents only)
- Not assigned to the candidate as a field supervisor.
- Hold a valid certification in the certification category for the residency assignment for which the residency candidate is seeking certification.

If an individual who meets the certification category and/or experience criteria for a cooperating teacher is unavailable, the Director of Clinical Experiences will collaborate with the district or campus administrator to select an individual who closely meets the criteria and assign them as the cooperating teacher for the clinical teacher candidate. The reason for selecting an individual who does not meet the criteria will be documented in the Cooperating Teacher Credential Verification Form.

Cooperating Teacher Duties/Responsibilities

Co-teach with the clinical teacher candidate, gradually releasing instructional responsibility.

Guide, assist, give feedback to, and support the candidate during the candidate's clinical teaching in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and report the candidate's progress to the candidate's field supervisor at least monthly.

Cooperating teachers play a vital role in preparing clinical teachers. Your decisions will largely determine the quality and quantity of the clinical teachers' learning experiences. Although all clinical teachers have had theoretical and practical experiences that have prepared them to participate in the classroom with some measure of effectiveness, you should never forget that they are not yet fully qualified teachers. Few people influence the developing teacher more than the cooperating teacher. Your clinical teacher can grow in confidence, competence, and professionalism through your guidance. The degree of success in the clinical teaching experience and in the field as a beginning teacher is directly related to how the cooperating teacher works with the clinical teacher. It is important to remember that your clinical teacher is not you. Your clinical teacher may develop a very different teaching style from yours. You are not expected to "clone" the clinical teacher in your image, but this is

your opportunity to help the clinical teacher become a competent professional educator. Clinical teachers should be encouraged to try out their own ideas so they can learn for themselves how best to teach.

Contributing to the development of the clinical teacher is a uniquely rewarding experience. We hope these suggestions will aid you in guiding the clinical teacher and help you realize the satisfaction from this experience.

Preparing for the Clinical Teacher's Arrival

Preparations made before the clinical teacher arrives in the classroom will help the cooperating teacher and the clinical teacher adjust to the new experience.

- **A brief discussion with your students** will help them prepare for the arrival of the clinical teacher. Explain some of the ways you will be working together. Help them understand that this teacher will work with the class for a specific time and should be given the same respect as any other teacher in the building. It will be evident that you are the teacher and the clinical teacher is the learner; therefore, it should not be necessary to emphasize this. A more helpful approach might be emphasizing the team-teaching aspect of working with a maturing professional educator.
- **Collect materials that may help the clinical teacher**. Remember that the clinical teacher must be oriented to the facets of school life that have become "second nature" to you – the school building, schedules, policies, classroom procedures, faculty routines, etc. A map of the building, copies of handbooks, and copies of class bell schedules would be helpful. Having a folder of such items available when the clinical teacher arrives will demonstrate your interest and make them feel this will be an excellent workplace. Please invite the clinical teacher to in-service activities scheduled before and during the semester. Please assist the clinical teacher in obtaining a school ID, parking pass, and tech access, if possible.
- **Plan for a clinical teacher workspace**. The clinical teacher will need a place in the classroom for books, supplies, teaching materials, and personal items. If at all possible, provide a desk for the clinical teacher. If not, clear a desk drawer, cabinet space, or provide a table. If you have an office, share it with the clinical teacher and make media equipment, school supplies, and duplicating materials and equipment available. Please inform the clinical teacher of any campus policies or restrictions concerning the use of materials and equipment. When possible, please ensure that the clinical teacher has access to instructional tools and materials. Please provide copies of the faculty and parent-student handbooks and share the resource guides. This will facilitate the creation of a rewarding and professional clinical teaching experience.

The Initial Clinical Teacher Visit

You can do a lot during the clinical teacher's initial visit to ensure their success. One of the most significant services you can provide is helping the clinical teacher develop a sense of personal security and belonging.

Activities to Help the Clinical Teacher Begin Teaching

Clinical teaching is an intensely personal, emotional experience, and students vary widely in their readiness to meet its demands. Each clinical teacher should be guided through a planned sequence of increasingly responsible activities, with constant adaptation to their needs and demonstration of competence. It is vital to balance the types and durations of activities, and the cooperating teacher must assess the complexity of activities and schedule them according to the clinical teacher's readiness to participate.

Planning for Teaching Experience

Lesson plans should be **developed cooperatively** well before the presentation date (long-range planning). Emphasize to the clinical teacher that good planning is essential to successful teaching. Knowing precisely what to do makes the clinical teacher more secure. This security, in turn, is transmitted to the students, thereby establishing the basis for a practical teaching-learning situation.

Prerequisites to Planning

Knowledge of students: the clinical teacher should make personal contact with students and, if appropriate, review available records. This, along with the insight you can provide, will help the clinical teacher determine each student's abilities, needs, interests, and background.

Building background knowledge: the clinical teacher should have sufficient time to read and review texts, resource guides, and other available materials before teaching the lessons. Thinking through the plan: as the clinical teacher considers both the students and the possible content, a plan begins to develop for choosing appropriate content and activities that will be most effective with particular students. At this point, the clinical teacher is ready to tackle planning for instruction.

Daily lesson plans should be written in consultation with the cooperating teacher. The cooperating teacher will guide instruction as needed. It is imperative that the cooperating teacher read and approve all teaching plans. St. Mary's University will provide a lesson plan template that the clinical teacher must use to plan lessons. An accepted plan will include these elements: learning objectives, methods, activities, materials, and evaluation procedures. The importance of planning cannot be overemphasized. Initial planning should be done in cooperation with the cooperating teacher. The responsibility for planning should shift increasingly to the clinical teacher as their abilities are demonstrated.

Evaluation

Evaluation is a continuous process. Your open critiques and communication (**both positive and negative**) will be the most valuable aspect of the evaluation process. **You will complete one column of the Performance Gate Review form approximately every three weeks;** these will be reviewed and signed during each of the university field supervisor's informal visits. Additionally, this form may be used to direct discussion during the three-way conference following each formal observation. **You will be asked to complete and sign the Performance Gates Review form and the Final Evaluation of Residency Clinical Teaching-Cooperating Teacher form at the end of the clinical teaching assignment period.** Please use the forms provided in the host teacher's packet you will receive, or the ones in the handbook. If needed, additional copies are available from the university field supervisor.

Communication

Please keep in touch with the university field supervisor, and feel free to ask for help whenever needed. The Education Department at St. Mary's University wants this to be a beneficial experience for all concerned. Please call 210-436-3121 or email the field supervisor with any questions.

University Field Supervisor	Email Address
Dr. Lydia Bartlett	lbartlett@stmarytx.edu
Dr. Angeli Willson	awillson@stmarytx.edu
Prof. Joann Gawlik	jgawlik@stmarytx.edu
Prof. Mona Lopez	mlopez6@stmarytx.edu

Classroom Visits of Exemplary Teachers

A distinctive feature of our program is the opportunity for teacher residents to visit and conduct informal observations of exemplary teachers across your campus. Please help facilitate these visits at times that do not conflict with the teacher resident's instructional responsibilities. Ideally, observations should take place during the teacher resident's conference period. The classrooms designated for these visits are listed below.

Suggested Timeline	Classroom
January	Special Education
February	Bilingual

March	Certification Area
April	Elective / Lab

The University Field Supervisor

The university field supervisor coordinates the clinical teaching experience and serves as the professional liaison between the university and the assigned schools. The diverse experiences of the university field supervisors provide a broad perspective on the abilities and needs of clinical teachers and cooperating teachers. The university field supervisor must be well acquainted with the university and the school district; the supervisor must accommodate the requirements of one institution for the other, as necessary.

Required qualifications of a field supervisor (19 TAC 228.101)

University Field Supervisors must:

- Demonstrate accomplishment as an educator, as shown by student learning.
- Not be employed by the same school where the candidate being supervised is completing their residency internship or practicum.
- Trained by the educator preparation program (EPP) as a field supervisor.
- Trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation and participation in school and/or district trainings, as determined by the district partner.
- Have completed Texas Education Agency (TEA)-approved training for field supervisors supporting teacher candidates and is currently a certified Texas Teacher Evaluation and Support System (T-TESS) appraiser.
- Not be assigned to the candidate as a mentor, cooperating teacher, or site supervisor.
- Have three years of creditable experience in a class in which supervision is provided.
- Hold a valid certification in the class in which supervision is provided, or
- Hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided.

Duties of a field supervisor (19 TAC 228.101)

1. Supervision of each candidate shall be conducted with structured guidance and ongoing support from an experienced educator who has been trained annually as a field supervisor by the EPP and has completed TEA-approved field supervisor training at least every three years. Field supervisors who have completed TEA-approved training must renew it by September 1, 2026, and then renew it at least once every three years thereafter. Field supervisors who support teacher candidates and who maintain valid T-TESS certification are not required to renew TEA-approved field supervisor training.
2. The field supervisor must contact the assigned candidate within the first three weeks after the assignment start date for candidates seeking certification as classroom teachers.
3. The field supervisor shall verify the candidate's placement within the first three weeks of the candidate's assignment and shall notify the EPP if the placement does not meet the requirements of this chapter, including assignment of a qualified Cooperating Teacher.
4. **Field supervisors conduct four formal observations of candidates, each lasting at least 45 minutes, during the clinical teaching semester.**
5. Field supervisors of candidates in clinical teaching assignments shall provide informal observations and ongoing coaching that, at a minimum, include the following:
 - a. At least **four in-person informal observations that are 15 minutes or more in duration during the clinical teaching semester. The first informal must occur within the first four weeks** of the placement.
 - b. Written feedback provided during post-observation conferences.

- c. Observation and feedback on targeted skills, with the opportunity to follow up on the candidate's development in the targeted skill.
6. For clinical teaching, the field supervisor shall collaborate with the candidate, campus supervisor, and the cooperating teacher throughout the clinical teaching experience, including regular meetings and/or collaborative support at least four times each semester with the cooperating teacher. Meetings may be held virtually, and collaborative support may include, but is not limited to, co-observation and co-coaching of candidates, as well as calibration to improve inter-rater reliability.

University field supervisors are responsible for each clinical teacher they supervise. The university field supervisor becomes the clinical teacher's guide, advisor, and advocate. The university field supervisor and the cooperating teacher ensure that each clinical teacher has a positive, productive teaching experience during their clinical teaching. The following procedures are provided to support your role as a university field supervisor.

Orientation

After placement and before the clinical teaching begins, the university field supervisor should meet with the cooperating teachers with whom they will work. It is essential to establish procedures for campus visits, to verify the proper placement of each clinical teacher, and to lay the groundwork for a pleasant, professional relationship between you (as a university representative) and the cooperating school personnel.

Campus Visits

The university field supervisor is expected to make a minimum of four formal and four informal observations of each clinical teacher and to complete the appropriate forms. On occasion, some students will require more visits. The university field supervisor will give feedback to the student immediately following the observation (if possible) or at a scheduled conference. The Performance Gates will be used in several ways, including promoting formative evaluation, providing direction for a three-way conference, initiating communication between the clinical teacher and the cooperating teacher, and surfacing problems that require attention.

Schedule of Formal Observations by the University Field Supervisor	
By Week 4	First Formal Observation (Performance Gate 1)
By Week 8	Second Formal Observation (Performance Gate 2)
By Week 12	Third Formal Observation (Performance Gate 3)
By Week 16	Fourth Formal Observation (Performance Gate 4)
Schedule of Informal Observations by the University Field Supervisor	
By Week 4	First Informal Observation
By Week 8	Second Informal Observation
By Week 12	Third Informal Observation
By Week 16	Fourth Informal Observation

Communications

University field supervisors are expected to contact each clinical teacher they supervise weekly. This communication must be maintained. This contact may occur at St. Mary's, on the school campus, or via technology, wherever convenient for you and the clinical teacher. Conferences may be used to discuss your observations, suggest techniques or management, and help students resolve any difficulties. The university field supervisor should provide informal coaching as needed (in addition to the required formal coaching demonstrated through observation and the Performance Gates). The clinical teacher will document all communication with the university field supervisor and the Department of Education faculty during the clinical teaching experience.

The university field supervisor should also communicate with the clinical teacher's cooperating teacher, share observations concerning the clinical teacher, and collaborate to develop procedures to improve the clinical teacher's performance.

Appendix A: Chart of Required Documents to Be Submitted

Chart of Required Documents to be Submitted-CT

This chart lists the forms and evaluations that the clinical teacher, the cooperating teacher, and the university field supervisor initiate for submission and/or completion.

Clinical Teacher	Cooperating Teacher	University Field Supervisor
• Appendix D: Daily Attendance Log • Appendix E-Staff Development/ Teacher Workday Log-CT • Appendix F-1 & 2: Weekly reflection logs from the Teacher Resident (due to the UFS every week, no later than Friday at 11:59 pm) • Appendix G: Lesson Plans (due to UFS at least 48 hours or TWO WORKING DAYS before observation) • Appendix L: Post-Conference Reflection (one for each observation) • Appendix M-Contact Log • Appendix U: Clinical Teaching Portfolio (Binder)	• Appendix P: Verification of Completion (Cooperating Teacher) - CT	• Appendix I: Pre-Observation Feedback (one for each observation) • Appendix J: Lesson Review-CT (one for each observation) • Appendix K: Informal Observation • Appendix O: Performance Gates Review • Appendix Q: Formal Written Feedback of Observations-CT (Cooperating Teacher) • Appendix R: Department Documentation of Formal and Informal Observations • Appendix W: Receipt of Clinical Teaching Training • Final Evaluation of Clinical Teaching-UFS • Verification of Completion-CT (UFS)

Appendix B: Schedule Of Required Documents to Be Submitted

Schedule of Required Documents to be Submitted-CT

WHAT	WHEN
1. Class/bell schedule and school calendar	1. No later than Friday of the first week of school.
2. Lesson Plans for each observation should follow the university lesson plan model and be submitted to the UFS at least 48 hours (TWO WORKING DAYS) before the formal observation. Keep a copy in your portfolio/binder. Have a copy of the UFS available on the day of the formal observation.	2. Send to UFS at least 48 hours (TWO WORKING DAYS) before the formal observation.
3. Weekly Reflection Log: Record what is happening, your reactions, responses, ideas, and observations.	3. Submit to UFS at the end of the week (due to the UFS every week, no later than Friday at 11:59 pm)
4. Attendance Log: Record of date, in/out times, and Cooperating Teacher signature.	4. Last week of clinical teaching
5. Pre-Conference Observation	5. 24 hours before the observation
6. Post-Observation Reflection	6. 24 hours after the observation
7. Clinical Teacher Portfolio (Binder)	7. Maintained and updated throughout the residency
ORGANIZATION OF 3-RING BINDER Table of Contents (use sectional dividers with tabs) • Schedule & Classroom Data • Observation Cycle Materials • Lesson Plans • Pre- and Post- Observation Forms • Lesson Reviews • Daily Attendance & Professional Development Logs • Weekly Reflections • Contact Log • Instructional Materials • Samples of Student Work (redacted) • Meeting Notes • Faculty • Department/Grade Level • T-TESS • Instructional Resources	NOTE: The organization of materials should serve as a record of residency teaching and become a resource for future use or reference.

Appendix C: Daily Attendance Log (Abbreviated View)

#37

05/08/25 lb

DAILY ATTENDANCE LOG - CT

CLINICAL TEACHER NAME

SEMESTER

YEAR

Fall

Spring

20

COOPERATING TEACHER NAME

SCHOOL/DISTRICT

	Date	Start Time	End Time	Total Hours	Number of Days	Host Teacher Initials
1						
2						
3						
4						
5						
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Appendix D: Staff Development/Teacher Workday Log

#30

05/08/26 lb

Staff Development/Teacher Workday Log-CT

Clinical Teacher's Name

Semester

Year 20

Fall Spring

Cooperating Teacher's Name

School & District

	Date & Topic	Start Time	End Time
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

I certify the clinical teacher was present for Staff Development/Teacher Workday during the above dates/times during his/her residency experience.

Cooperating Teacher's Signature

Date

University Field Supervisor's Signature

Date

Appendix E: Contact Log (Abbreviated View)

#29

5/14/26 lb

CONTACT LOG

Semester: Year:

Clinical Teacher's Name:

University Field Supervisor

Date:	Form of Communication:	Purpose:
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Comments:

Date:	Form of Communication:	Purpose:
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Comments:

Date:	Form of Communication:	Purpose:
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Comments:

Date:	Form of Communication:	Purpose:
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Comments:

Date:	Form of Communication:	Purpose:
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Comments:

Appendix F: Weekly Reflection Log

Weekly Reflection Log

Name:

Directions:

- Use this form as a template to complete your daily written reflection on your classroom experiences.
- Place the cursor in the brackets and type your response. Answer each prompt in complete sentences.
- The responses need not be lengthy; they should be concise and directly address the prompt. Each entry should be at least five complete sentences.
- If a day was a non-instructional day, complete the section below titled "other." Additionally, use this space to note any special events you attended and classes you visited.
- **The log for each week is due on Friday by 11:59 pm.**

Week of:

Instructional Hours Completed This Week:

Personal Hours Used This Week:

Non-Instructional Hours Completed This Week:

Total Cumulative Hours Completed to Date:

1. Identify a learning goal that was a focus during the week.
2. ***Specifically state and describe the instructional strategies*** you or your host teacher used to help the students understand, develop, and apply the identified learning goal (before and during the learning task).
 - Gen Ed Strategy:
 - ELL Strategy:
 - SPED Strategy:
3. Describe the informal and formal assessments used and the students' performance in each assessment. Include an example of the feedback you gave to a student.
 - The informal/formal assessment used, and the students' performance
 - Example of feedback
4. Describe the following steps based on your analysis of the students' performance. If it's to reteach, how? If it's to move on to the next lesson, what is it?
5. What surprised you today and created a personal learning experience?
6. Other:

Appendix G: Informal Observation

St. Mary's University Informal Walkthrough-CT

Clinical Teacher's Name: _____ Date: _____

University Field Supervisor: _____ Informal Obs. #: _____ Time: _____

Domain 1: Planning • Setting and communicating learning outcomes ☐ Grade-appropriate TEKS and SWBATs are present ☐ Students are aware of the learning objective(s) • Demonstrating knowledge of students ☐ Differentiated instruction is evident • Designing coherent, student-centered instructional activities ☐ Instruction appropriate for all students, which includes objective, activity, and assignment alignment ☐ Collaborative learning strategies were included • Designing formative assessments and utilizing the data to tailor instruction ☐ Formal formative assessment used (data-driven) ☐ Formal formative assessment used (inquiry-based) • Demonstrating knowledge of standards and alignment ☐ The objective includes the "What" and the "How."	Domain 2: Instruction • Communicating with students ☐ Specific constructive/explicit feedback ☐ Holding discussions with students • Engaging students in learning ☐ Facilitating small groups ☐ Peer interaction ☐ Collaborative learning strategies used • Using questioning and discussion techniques to monitor individual student learning ☐ Asking higher-order questions ☐ Asking knowledge level or procedural questions • Demonstrating flexibility and responsiveness with students ☐ Evidence that the teacher uses intervention ☐ Relearning or re-evaluation of material • Achieving daily learning objectives ☐ Evidence of finishing/finished product • Demonstrating knowledge of content and pedagogy ☐ Real-world/student interest connections ☐ Cross-curriculum connections
Domain 3: Learning Environment • Establishing a culture for learning ☐ Differentiated instruction evident / co-teaching ☐ Equitable, consistent application of the rules • Creating an environment of respect and rapport ☐ Respectful behavior/positive regard ☐ Specifying expectations & desired behaviors • Encouraging positive student learning behaviors and student thinking ☐ Cooperative/collaborative classroom • Organization of physical space ☐ The room is pleasant & without clutter • Utilizing efficient classroom procedures ☐ Effective material management ☐ Effective time management • Employing technology and other tools for learning ☐ Technology enhances learning & helps achieve the lesson objective	The students were: ☐ Listening and responding ☐ Self-directed/Self-initiated/Creating original work ☐ Presenting to class ☐ Working in groups ☐ Completing worksheet The clinical teacher was: ☐ Teaching from the power zone ☐ Specifying expectations and desired behavior ☐ Circulating among students ☐ Asking higher-order questions ☐ Lecturing ☐ Sitting or standing behind a desk or podium
Recommended Skill(s)/Area(s) of Focus/Gradual Increase of Responsibilities: 	
Coaching Strategies (Suggestions & Feedback): 	

Clinical Teacher's Signature: _____

University Field Supervisor's Signature: _____

Appendix H: Lesson Plan

#16
2/3/24jg

Lesson Plan Form

Name:
Subject:
Topic of Lesson:
Diverse Learners:

Date:
Grade:

IEPs/504 Plans (Classifications/Needs)	Number of Students	Supports, Accommodations, Modifications, Relevant IEP Goals
English Learners (Language Proficiency Levels)	Number of Students	Supports, Accommodations, Modifications
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications

Content Standards (TEKS):

Learning Objectives (SWBAT/I can):

Language Objectives (Aligned w/the ELPS)

(Minutes:) Focus (Attention-Getter)- [SWBAT #]:

(Minutes:) Background Information/Lesson Rationale- [SWBAT #]:

(Minutes:) Input/Presentation/Modeling (I do)- [SWBAT #]:

- o Informal Check for Understanding

(Minutes:) Guided Practice (We do)- [SWBAT #]:

- o Informal Check for Understanding

(Minutes:) Independent Practice (You do)- [SWBAT #]:

- o Extension:

(Minutes:) Assessment of Learning:

- o Formative
- o Summative

(Minutes:) Closure:

Materials Needed (provide links and handouts):

Appendix I: Lesson Plan (Suggested Instructions)

#16

5/14/26 lb

Lesson Plan Form (Suggested Instructions)

Name:

Date:

Subject:

Grade:

Topic of Lesson:

Diverse Learners: Refer to the "Diverse Population Accommodations Worksheet" resource in the assignment.

IEPs/504 Plans (Classifications/Needs)	Number of Students	Supports, Accommodations, Modifications, Relevant IEP Goals
English Learners (Language Proficiency Levels)	Number of Students	Supports, Accommodations, Modifications
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications

Content Standards (TEKS):

List the Texas Essential Knowledge and Skills (TEKS) that you will address and assess in this lesson. Include the standard number and text. Only include the parts of the standard relevant to this lesson. All parts of the standard stated here must be addressed and assessed.

Leads4ward TEKS Resources - <https://lead4ward.com/resources/>

[Texas Essential Knowledge and Skills \(TEKS\)](#)

Learning Objectives (SWBAT/I can):

Write lesson objectives addressing the following areas:

1. What students will be able to do to demonstrate learning of the TEKS above – required in each of the lessons of the lesson segment; Label this objective as "SWBAT1".
2. Vocabulary – as needed, be sure to address vocabulary in at least one lesson; Label this objective as "SWBAT2".

Language Objective (Aligned w/the ELPS):

List the English Language Proficiency Standard(s) that you will address in this lesson. Label this objective as "ELPS".
<file:///C:/Users/Owner/Downloads/elps-summary-chart-10-pt-original%20esc4.pdf>

(Minutes:) Focus (Attention-Getter)- [SWBAT #]:

Write what you will say and do to inspire motivation, focus attention, review (link to past learning), and preview (tell them what they are going to learn and what your objectives are). Techniques: music, video clips, artifacts, graphic organizers, role-play, anecdotes, jokes, satire, representations of concepts/time periods, open-ended questions, room arrangement, ambiance, etc.

(Minutes:) Background Information/Lesson Rationale- [SWBAT #]:

Write what you will say to explain why students should learn this material. Your explanation should aim to convince the students who will be taught this lesson that what they are to learn is relevant to their lives. Remember to relate your rationale to students' developmental levels and interests. If you can convince them now that "this stuff" is worth their attention, then the rest of the lesson will be considerably more successful!

(Minutes:) Input/Presentation/Modeling (I do)- [SWBAT #]:

What will you say and do to introduce the day's lesson? How will you teach key vocabulary? Techniques for input/presentation/modeling: Direct teach, modeling, and the use of anchor charts to ground concepts that they will be learning in this lesson.

Informal Check for Understanding

How will you know/determine if the students understand your instructions and expectations (informal assessment)? What adjustments will you make if the students are not aware of the day's lesson objectives?

Techniques: awareness of/adjustment to student attention, participation, and understanding; appropriate pacing; time management; transitions

(Minutes:) Guided Practice (We do)- [SWBAT #]:

(The teacher directly monitors students' practice of the learning) What will you do and say to provide guided practice for the students? Instructional Techniques: individual work or cooperative group work; board work, seat work, discussion; inquiry or problem-solving; team competitions

Informal Check for Understanding

How will you know/determine if the students understand your instructions and expectations (informal assessment)? What adjustments will you make if the students are not aware of the day's lesson objectives?

Techniques: awareness of/adjustment to student attention, participation, and understanding; appropriate pacing; time management; transitions

(Minutes:) Independent Practice (You do)- [SWBAT #]:

What will the students do, individually or in groups, to develop mastery of the lesson's learning objective/objectives? Include activities/assignments that incorporate awareness of different learning styles and/or readiness levels.

o **Extension:**

What will the students do to take what they know or have learned and apply it to the next level? (of Bloom's Taxonomy).

(Minutes:) Assessment of Learning:

How will you monitor whether students are mastering the lesson's learning objective (s)?

- o **Formative**
- o **Summative**

Closure:

What will you do to bring the lesson to an appropriate and logical conclusion?

Elements: Closure should involve the learner and summarize the learning; demonstrate where learning fits with past and future learning; show students the big picture

Examples: Check to see if objectives were accomplished; summarize (or have students summarize) key concepts learned; brief activity that requires students to demonstrate understanding of key concept(s) (this is often used as an exit pass); brief Q&A session.

Materials Needed (provide links and handouts):

Appendix J: Pre-Observation Feedback

#18

05/08/26 lb

St. Mary's University Pre-Observation Feedback-CT

Name of the Clinical Teacher: _____

Date of Pre-Observation: _____ Date of Observation: _____

Lesson Title: _____

Lesson Plan Feedback

Positive Feedback:

Constructive Feedback:

Focus Area(s) for the Upcoming Observation:

- ☐ Introduction (Objectives are stated/written. Background knowledge is activated.)
- ☐ Guided Practice (The opportunities for guided practice are engaging and effective.)
- ☐ Independent Practice (The opportunities for independent practice are effective.)
- ☐ Assessment (The assessments to check for understanding measure learning.)
- ☐ Classroom Management (Students are on task. The teacher redirects off-task behavior.)
- ☐ Time management
- ☐ Other (Please specify: _____)

Clinical Teacher Signature: _____ Date: _____

University Field Supervisor Signature: _____ Date: _____

Appendix K: Lesson Review

St. Mary's University: Lesson Review

Clinical Teacher/Teacher Resident: _____ Observation #: _____

Date: _____ Time: _____

District/School: _____ Subject: _____ Grade: _____

Teacher: _____ Observer: _____

Topic(s): _____

Objectives: _____

Description of Group: _____

Rate each dimension by checking/highlighting the descriptor that best matches observed practice.

Performance Gates			
Dimension	Improvement Needed	Developing	Proficient
1.1 Standards & Alignment	Few goals/objectives aligned; limited sequencing and closure. ☐	Most goals aligned; most activities sequenced and aligned. ☐	All goals/objectives aligned; activities relevant, appropriate for diverse learners; technology when applicable. ☐
1.2 Data & Assessment	Few assessments, feedback opportunities, and data sources. ☐	Assessments for most students, timely feedback, and multiple data sources. ☐	Formal/informal assessments for all; consistent feedback; analyzes data to inform instruction. ☐
2.1 Achieving Expectations	Low expectations; few students show mastery. ☐	Challenges most students; some mastery and initiative. ☐	Challenges all students; addresses mistakes; most students demonstrate mastery. ☐
2.2 Content Knowledge	Inaccurate content; little anticipation of misconceptions. ☐	Accurate content; sometimes anticipates misunderstandings. ☐	Accurate content in multiple contexts; anticipates misunderstandings; varied thinking. ☐
2.3 Communication	Little dialogue; unclear communication/questions. ☐	Some dialogue; limited response to misunderstandings. ☐	Clear communication; responds to misunderstandings; probing questions. ☐

3.1 Environment / Routines	Procedures unclear; unsafe/disorganized. ☐	Most routines are clear; some inefficiencies. ☐	Clear routines; safe, organized classroom. ☐
3.2 Student Behavior	Rarely enforces expectations. ☐	Inconsistent behavior management. ☐	Consistently implements behavior system; expectations met. ☐
3.3 Classroom Culture	Few students engaged; disrespect was evident. ☐	Most students engaged; occasional disrespect. ☐	All students engaged; respectful collaboration. ☐
4.1 Professional Ethics	Fails to meet ethics/professional standards. ☐	Meets most professional standards. ☐	Meets ethics and professional standards; advocates for students. ☐
4.2 Goal Setting	Goals vague; little improvement. ☐	Sets short-term goals; some improvement. ☐	Sets short/long-term goals; improves practice and outcomes. ☐
4.3 Professional Development	Participates in a few PD activities. ☐	Engages in most required PD. ☐	Actively collaborates in PD/PLCs and committees. ☐
Other Areas Observed			
Dimension	Improvement Needed	Developing	Proficient
1.3 Knowledge of Students	Few lessons connect to prior knowledge; few adjustments. ☐	Most lessons connect to prior knowledge and adjust for most students. ☐	All lessons connect to prior knowledge and adjust for the strengths and gaps of all students. ☐
1.4 Activities	Little higher-order thinking; poor grouping/alignment. ☐	Some higher-order thinking; groups meet most needs. ☐	Higher-order thinking; groups based on needs; aligned activities/resources. ☐
2.4 Differentiation	One-size-fits-all instruction. ☐	Addresses some student needs. ☐	Differentiates for all students; monitors engagement and responds. ☐
2.5 Monitor & Adjust	Rarely adjusts; ignores disengagement. ☐	Sometimes adjusts; misses some clues. ☐	Monitors and adjusts instruction; maintains engagement. ☐

Observation Notes

Clinical Teacher/Teacher Resident Signature: _____

Date: _____

University Field Supervisor Signature: _____

Date: _____

Appendix L: Post-Conference Reflection

#21

05/08/26 lb

St. Mary's University Post-Conference Reflection - CT

Clinical Teacher: _____

Date of Observation: _____ Observation #: _____

Lesson Title: _____

Positive Feedback (Write your reflections on the areas of strength that were discussed in the post-observation conference with your cooperating teacher and university field supervisor.)

Constructive Feedback (Write your reflections on the opportunities for improvement that were discussed in the post-observation conference with your cooperating teacher and university field supervisor.)

Other Comments:

Clinical Teacher's Signature

Date

Performance Gates Information

Clinical Teaching:

Clinical teaching candidates are observed and evaluated on specific performance criteria aligned to the Texas educator standards and the requirements of the Texas Administrative Code (TAC). Under 19 TAC § § 228.35 and 228.37, clinical teachers must demonstrate proficiency in planning and delivering standards-based instruction, managing the classroom environment, using data to assess and respond to student learning, and upholding professional responsibilities and ethics.

Teacher Residency:

As per TAC 228.65(c), (f), & (g), residency candidates must be observed and evaluated by the field supervisor on performance tasks established by the Educator Preparation Program (EPP). These tasks will be used to demonstrate mastery of educator standards and count towards specific performance gates that the EPP is required to establish to enable residents to be eligible for the enhanced standard certificate.

These criteria are evaluated through formal and informal observations conducted by the university field supervisor and the cooperating/mentor teacher, using program-designed rubrics and documentation forms that align with applicable educator standards and TAC requirements. Together, these observations and evaluations provide evidence that the clinical teacher has met state and program expectations for effective beginning teaching practice and is prepared for standard certification in Texas.

The St. Mary's EPP uses the T-TESS ([T-TESS Rubric.pdf](#)) as the framework for the performance tasks and to establish the performance gates. Below are the performance gates for our EPP:

- Performance Gate 1 - The clinical teacher/teacher resident needs to meet, at a minimum, *developing* on at least four of the dimensions during the 1st half of the 1st semester.
- Performance Gate 2 - The clinical teacher/teacher resident needs to meet, at a minimum, *developing* on all of the dimensions at least once during the 1st semester.
- Performance Gate 3 - The clinical teacher/teacher resident needs to meet, at a minimum, *proficient* on at least four of the dimensions during the 1st half of the 2nd semester.
- Performance Gate 4 – The clinical teacher/teacher resident needs to meet *proficiency* on all dimensions at some point during the program.

If the clinical teacher/teacher resident has met the performance gates at the end of the 1st semester, they may proceed to the 2nd semester. If the clinical teacher/teacher resident did not meet the performance gates at the end of the 1st semester, the clinical teacher/teacher resident must be placed on a Professional Improvement Plan (PIP) and may proceed to the 2nd semester. If the teacher resident has met the performance gates at the end of the 2nd semester, they may be

referred for certification. If the teacher resident does not meet the performance gates at the end of the 2nd semester, they must be placed on a Professional Improvement Plan (PIP) and complete another semester of residency.

After the fourth formal observation, if the teacher resident has earned a *proficient* rating on each dimension at least once during the residency, the field supervisor, host teacher, and campus supervisor may recommend the teacher resident for certification.

Evaluation Timelines:

Clinical Teaching: 1st quarter = 1st to 4th week; 2nd quarter = 5th to 8th week, 3rd quarter = 9th to 12th week, 4th quarter = 13th to 16th week

Residency: 1st quarter = 1st to 6th week, 2nd quarter = 7th to 18th week, 3rd quarter = 19th to 29th week, 4th quarter = 30th to 38th week

Appendix N: Performance Gates Review

Performance Gates Review

Clinical Teacher/Teacher Resident: _____ CT/TR TEA #: _____

School/District: _____ Grade Level/Subject: _____

Cooperating/Host Teacher: _____ Cooperating/Host Teacher TEA #: _____

University Field Supervisor: _____

Campus Supervisor/Title: _____

	Performance Gate 1 Date:	Performance Gate 2 Date:	Performance Gate 3 Date:	Performance Gate 4 Date:
Dimension 1.1 Standards & Alignment				
Dimension 1.2: Data & Assessment				
Dimension 2.1 Achieving Expectations				
Dimension 2.2 Content Knowledge & Expertise				
Dimension 2.3 Communication				
Dimension 3.1 Classroom Env. Routines & Proc.				
Dimension 3.2: Managing Student Behavior				
Dimension 3.3 Classroom Culture				
Dimension 4.1 Professional Demeanor & Ethics				
Dimension 4.2 Goal Setting				
Dimension 4.3 Professional Development				

Indicate the Dimensions that the Resident needs targeted intervention to make adequate progress towards meeting.

- _____ Dimension 1.1 Standards & Alignment
- _____ Dimension 1.2: Data & Assessment
- _____ Dimension 2.1 Achieving Expectations
- _____ Dimension 2.2 Content Knowledge & Expertise
- _____ Dimension 2.3 Communication
- _____ Dimension 3.1 Classroom Environment, Routines, & Procedures
- _____ Dimension 3.2: Managing Student Behavior
- _____ Dimension 3.3 Classroom Culture
- _____ Dimension 4.1 Professional Demeanor & Ethics
- _____ Dimension 4.2 Goal Setting
- _____ Dimension 4.3 Professional Development
- _____ None

Indicate whether the Resident has met the performance gates.

1st Formal Observation:

_____ After the 1st Formal Observation, the clinical teacher/teacher resident **met**, at a minimum, *developing* on at least four of the dimensions during the 1st half of the 1st semester.

_____ After the 1st Formal Observation, the clinical teacher/teacher resident **did not meet**, at a minimum, *developing* on at least four of the dimensions during the 1st half of the 1st semester

2nd Formal Observation:

_____ After the 2nd Formal Observation, the clinical teacher/teacher resident **met**, at a minimum, *developing* on all of the dimensions during the 1st half of the 1st semester.

_____ After the 2nd Formal Observation, the clinical teacher/teacher resident **did not meet**, at a minimum, *developing* on all of the dimensions at least once during the 1st semester.

3rd Formal Observation:

_____ After the 3rd Formal Observation, the clinical teacher/teacher resident **met**, at a minimum, *proficient* on at least four of the dimensions during the 1st half of the 2nd semester.

_____ After the 3rd Formal Observation, the clinical teacher/teacher resident **did not meet**, at a minimum, *proficient* on at least four of the dimensions during the 1st half of the 2nd semester.

4th Formal Observation:

_____ End of Program: Clinical teacher/teacher resident **met** *proficiency* in each dimension at some point during the program.

_____ End of Program: Clinical teacher/teacher resident **failed to meet** *proficiency* on all dimensions at some point during the program.

Evaluation Timelines:

Clinical Teaching: 1st quarter = 1st to 4th week; 2nd quarter = 5th to 8th week, 3rd quarter = 9th to 12th week, 4th quarter = 13th to 16th week

Residency: 1st quarter = 1st to 6th week, 2nd quarter = 7th to 18th week, 3rd quarter = 19th to 29th week, 4th quarter = 30th to 38th week

Complete after the 4th Performance Gate Evaluation:

_____ **Recommend** the clinical teacher/teacher resident for certification.

_____ **Do not recommend** the clinical teacher/teacher resident for certification.

Summary of Performance Gates Ratings:

	Performance Gate 1	Performance Gate 2	Performance Gate 3	Performance Gate 4
Met/Not Met				
University Field Supervisor Signature				
Cooperating/Host Teacher Signature				
Campus Supervisor Signature				
Clinical Teacher/Teacher Resident Signature				
Date				

Appendix O: Verification of Completion (Cooperating Teacher)

#35

ST. MARY'S UNIVERSITY

5/13/26 lb



Verification of Completion by the Cooperating Teacher-CT

Directions: Please complete this form for the clinical teacher that was assigned to you this year. Submit this form to your University Field Supervisor.

Clinical Teacher (name)	Clinical Teaching Site (name of campus and district)	Cooperating Teacher (name)

I. Attendance Verification

I verify that the above-named clinical teacher completed at least 70 instructional days of clinical teaching experience as evidenced in the "Clinical Teacher Daily Attendance Log."

____ Yes

____ No

II. Proficiency Verification

I verify that the above-named clinical teacher demonstrated proficiency according to the [Texas Teaching Standards Adopted in Chapter 149](#).

____ Yes

____ No (Please provide rationale) _____

III. Cooperating Teacher Recommendation

I verify that the above-named clinical teacher be recommended for the standard teaching certificate.

____ Yes

____ No (Please provide rationale) _____

Signature of Cooperating Teacher

Date

For Office Use Only

Signature of University Field Supervisor

Date

Appendix P: Formal Written Feedback of Observations

#33

05/08/26 lb

St. Mary's University

Formal Written Feedback of Observations-CT

I received written feedback from the StMU UFS on the clinical teacher, _____
following a formal observation and 3-way debrief session conducted by his/her University Field Supervisor on
the following dates:

Printed Name of Cooperating Teacher

Signature of Cooperating Teacher

Date Signed:

Printed Name of University Field Supervisor

Signature of University Field Supervisor

Date Signed:

Appendix Q: Department Documentation of Formal and Informal Observations

#34

5/13/26 lb

Department Documentation for Formal and Informal Observations

Clinical Teacher: _____

University Field Supervisor: _____

Semester: _____

Dates of Informal Observation	Length of Informal Observation	Dates of Debrief	Dates of Formal Observation	Length of Formal Observation	Dates of Debrief	Topics of Discussion
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

I, the undersigned, confirm that during each semester of my clinical teaching experience, I was informally observed a minimum of four (4) times and formally observed a minimum of four (4) times. Each formal observation was preceded by a pre-observation conference with my university field supervisor and followed by a debriefing with my cooperating teacher and university field supervisor. I also received written feedback from my university field supervisor on each observation.

Clinical Teacher Signature: _____

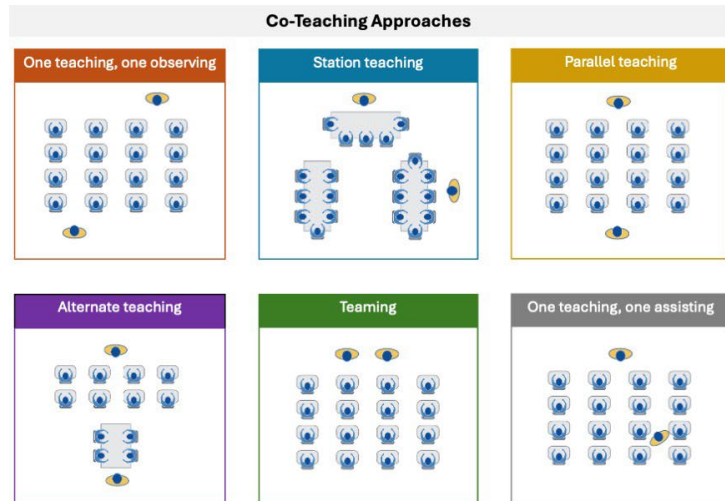
Date: _____

University Field Supervisor Signature: _____

Date: _____

Six Types of Co-Teaching Approaches

1. One teaching, one observing
2. Station teaching
3. Parallel teaching
4. Alternative teaching
5. Team teaching
6. One teaching, one assisting



Clinical Teaching Portfolio/Binder Sections

Below are the TEN sections you should have identified in your clinical teaching portfolio/binder:

1. Schedule and Classroom Data:
 - a. Emergent Bilingual
 - i. Number of students by period and level
 - ii. Plan to address needs
 - b. Special Education
 - i. Number of students by period and disability
 - ii. Plan to address needs
 - c. 504
 - i. Number of students by period and need
 - ii. Plan to address needs
 - d. Any additional student data relevant to your area
2. Lesson Plans
 - a. Lesson Plan
 - b. Pre-Observation Feedback
 - c. Observation Lesson Feedback
 - d. Post-Conference Reflection
3. Daily Attendance Log & Professional Development Log
4. Weekly Reflections
5. Contact Log
6. Instructional Materials (personally created to meet specific learning goals/needs)
7. Samples of Student Work (student names must be redacted)
8. Meeting Notes
 - a. Faculty
 - b. Department/Grade Level
9. T-TESS
 - a. Domain I: Planning (include evidence)
 - b. Domain II: Instruction (include evidence)
 - c. Domain III: Learning Environment (include evidence)
 - d. Domain IV: Professional Practices and Responsibilities (include evidence)
10. Resources
 - a. Classroom Management Materials
 - i. PowerPoint,
 - ii. Introduction Script,
 - iii. Checklists (chronological and conceptual),
 - iv. Room Arrangement, and
 - v. Classroom Rules
 - b. Instructional Resources
 - i. Bloom's Levels of Thinking
 - ii. Empowering Questions
 - iii. Sentence Frames
 - iv. Modifications & Accommodations Quick Reference

At each visit, the UFS will review your binder with you. Please ensure that it is up to date.

Appendix T: Receipt of Clinical Teaching Training

Date of Training: _____

St. Mary's University

Receipt of Clinical Teaching Training

My signature below acknowledges that I received a copy of the St. Mary's University Clinical Teaching Handbook and participated in clinical teacher training covering, but not limited to, the topics listed below:

1. The Clinical Teaching Program
2. Clinical Teacher Experience, Requirements, and Expectations
3. The Cooperating Teacher Qualifications and Duties
4. University Field Supervisor's Role and Responsibilities
5. Required Documentation
 - o Overview of Required Documents
 - o Campus Assignment
 - o Attendance & Staff Development/Teacher Workday Log
 - o Contact Log
 - o Weekly Reflections
 - o Informal Observation
 - o Lesson Plan & Suggested Instructions
 - o Formal Observation Cycle (Pre-Conference, Lesson Review, Post-Conference Reflection)
 - o Performance Gates Review
 - o Verification of Completion
 - o Formal Written Feedback of Observations
 - o Department Documentation of Observations
 - o Co-Teaching Approaches
 - o Meeting Timeline
 - o Residency Portfolio/Binder
 - o Receipt of Clinical Teaching Training

Printed Name: Cooperating Teacher

Signature: Cooperating Teacher

Printed Name: Clinical Teacher

Signature: Clinical Teacher

Printed Name: University Field Supervisor

Signature: University Field Supervisor

Printed Name: Director of Clinical Experiences

Signature: Director of Clinical Experiences

Orange-Clinical teacher initiates these documents
Blue-Cooperating teacher initiates these documents