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Evidence and Analysis of High Quality Clinical Practice:

In collaboration with the EPP, our partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidate development and P-12 student learning and development. To demonstrate the depth of our partnerships around highly effective clinical educators, the EPP uses multiple indicators and technology-based applications to establish, maintain, and refine our criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings. Through the bi-annual Teacher Education Unit (TEU) Meetings, Education Preparation Program (EPP) Advisory Council Meetings, Dean, Leadership, and Superintendent Meetings and Focus Groups, ongoing Exceptional Teachers Through Exceptional Practice Communications with our Directors of Methods and the Office of Teacher Preparation and Advising, and with our partnering school district personnel that includes principals and HR directors, the EPP ensures the depth of our partnerships with highly effective clinical educators and high quality clinical practice [See 2.1.1d; 2.1.2; and 2.1.3].

Teacher Education Unit (TEU) Meetings, Education Preparation Program (EPP) Advisory Council Meetings, and Dean, Leadership, and Superintendent Meetings and Focus Groups.

The bi-annual Teacher Education Unit (TEU) Meetings, Education Preparation Program (EPP) Advisory Council Meetings, and Dean, Leadership, and Superintendent Meetings and Focus Groups provide venues for continuous collaborations and in-depth partnerships. Our EPP has made significant changes and improvements to both our candidate preparation and candidate production through these interactive and informative meetings and focus groups [See 2.1.2; and 2.1.3]. The EPP’s commitment to preparing candidates who are advocates for diverse learners is accentuated by providing all candidates with placements in diverse settings for both field and clinical experiences [See 2.2.2]. Through these ongoing face-to-face and electronic online communications with our partners in meetings, through focus groups, and with Exceptional Teachers Through Exceptional Practice [See 2.2.1d], our EPP continually seeks to interact with our partners in meaningful, relevant, and purposeful ways to improve our program and to ensure the most effective and successful preparation of our teacher candidates. In the comprehensive analysis of these interactions with our partners, the EPP has identified a need to enhance and further develop our collaborations through additional technologies that are tailor-made for our EPP. These actions are described in our Selected Improvement Plan (SIP).

As part of our collaboration with our partners, the Directors of Methods and the Office of Teacher Preparation and Advising meet each semester with the principals and HR directors of our partnering LEAs to co-establish criteria for performance and retention of clinical faculty that includes the candidate learning outcomes or Program Educational Outcomes (PEOs) of the EPP [See 1.1.1]. These co-established criteria for performance and retention of clinical faculty are included in the Methods Field Service Candidate
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Handbook, the Cooperating Teacher’s Handbook, and the Cooperating Teacher Training.

Methods Field Service Candidate Handbook:

Teacher candidates are required to complete 40-hours of field observations prior to clinical teaching experiences. The Director of Teacher Preparation and Advising determines the certification areas of our candidates, the needs of our partnering LEAS, and the diversity of campuses eligible for placement of our candidates [See 2.2.2]. The Methods Field Service Candidate Handbook outlines these co-established criteria and provides additional information regarding field service experiences and requirements [See 2.2.1a; 2.2.1b; 2.2.1c; and 2.2.1d]. The Methods courses include Integrated Math/Science Methods; Elementary Math Methods; Elementary Science Methods; Integrated LA/SS Methods; and Secondary Methods. The Methods Field Placement Coordinators for Amarillo ISD are Mr. Buddy Fox and Dr. Teri Bingham; for Canyon ISD and other placements is Mr. Buddy Fox. Communications with partners and candidates is through Buff email and WT Class in Blackboard.

The Methods Field Service Candidate Handbook emphasizes the EPP policy that candidates must pass both the TExES PPR and TExES Content Exams to be eligible to student/clinical teach. State Certification Test Preparation Resources are provided, including:


2. TExES Certification Exam Review for Teachers or T-Cert (https://pact.tarleton.edu/TCERT) contains test preparation modules as follows:

   • EC-6 Generalist
   • ESL Supplement
   • EC-12 PPR
   • Math 4-8
   • Science 4-8
   • Science 8-12
   • Special Education EC-12

3. The TExES PPR EC-as (#160) Interactive Practice Test is available as a free download in the TExES Preparation materials section of the ETS website: (http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/interactive-practice-test/).

   The interactive test is a full-length practice test that includes correct answers, explanations for the correct answers, and an automatic score summary report.

4. A resource for the TExES 4-8 Math is located at www.online.math.uh/eud/texes4to8.
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This may help EC-6 candidates, 4-8 math, and 4-8 generalists.

Our partners are extremely supportive and appreciative of our test policy requirements and realize that our EPP will not place candidates who are not highly qualified in their classrooms. One of the positive components of this mutually beneficial partnership is all cooperating teachers will receive fifteen Continuing Teacher Education (CTE) hours.

During their Methods courses and their completion of the required field experience observations, candidate performance and growth are assessed by program faculty and cooperating teachers with formative and summative assessments [See 2.2.3a; and 2.2.3b].

Cooperating Teachers.

The cooperating teacher is one of the most influential people involved in the preparation of professional teachers. Student/Clinical teachers view their cooperating teacher as the model for all teachers. They quickly transfer their allegiance from university instructors and their philosophies to the cooperating teacher and his/her philosophy. Because the influence of the supervising teacher is so great, the work of the public school teacher who assumes the responsibility for the student/clinical teacher or teacher candidate/intern is critical to the teaching profession.

An effective supervisory experience is based on mutual respect and understanding between student/clinical teacher and cooperating teacher. With professional guidance from the public school teacher, a new professional can develop his/her potential for making lasting contributions to the education of children and youth.

The relationship between the supervising teacher and the student/clinical teacher is one of the most important factors in the Educator Preparation Program (EPP) for West Texas A&M University. The student/clinical teacher will gain extensive knowledge, skill, and experience from the background and experience of their cooperating teachers. Our EPP appreciates, recognizes, and celebrates this vital service to our candidates and to our profession.

In the state of Texas, an EPP defines a “cooperating teacher” as a classroom teacher who volunteers to work with a university student/clinical teacher. Research demonstrates that the most important influence on a teacher candidate is the cooperating teacher. Training for cooperating teachers is mandated by the Texas Education Agency and the EPP must be able to document all cooperating teachers have completed the training. Along with the WTAMU Cooperating Teacher Handbook, an online Power Point is designed to clarify the roles and responsibilities of the cooperating teachers and explains what they should expect from their student/clinical teachers.

Cooperating Teacher’s Handbook and Cooperating Teacher Training.

The Cooperating Teacher’s Handbook and Cooperating Teacher Training demonstrate
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the processes of how our partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidate development and P-12 student learning and development [See 2.2.4; 2.2.4a; and 2.2.4b].

The qualifications of a cooperating teacher include the following:

- Must hold a current Texas Teaching Certificate.
- Have a minimum of three years of successful classroom experience in the content area of the candidate’s certification program.

The cooperating teacher must also have:

- Approval of the building principal;
- A high level of commitment to the candidate’s professional development;
- An eagerness to continue professional growth;
- Effective communication skills;
- Outstanding collaboration skills.

The standard of professional development for the cooperating teacher includes:

- Demonstrates excellence in teaching.
- Creates a learner-centered environment.
- Applies research-based pedagogy.
- Participates in ongoing collaboration with colleagues, parents, and the community.
- Exhibits commitment to diversity.
- Uses instructional technology.
- Participates in a variety of field experiences.
- Demonstrates an understanding of learners and the learning process.

The roles of a cooperating teacher are as follows:

- Serves as a model for teacher preparation and assists the candidate in becoming an effective first year teacher.
- Models best practices, provides clear and honest feedback, makes suggestions for improvement, motivates, and encourages the candidate.
- Is committed to the role of mentoring and has a positive effect on candidate learning.
- Influences a candidate’s ability to synthesize and apply teaching strategies, and emphasizes conceptual application of ideas.
- Establishes a relationship of trust and communication with the candidate.

To prepare for the candidate, the Cooperating Teacher Handbook provides detailed information needed for each candidate to successfully complete the field and/or clinical
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experience. Cooperating teachers are instructed to review the handbook and direct any questions to the WTAMU Field Supervisor assigned to each candidate or the Director of Teacher Preparation and Advising.

Candidate responsibilities are outlined in the handbook and also in the training for cooperating teachers. To evaluate the candidate, cooperating teachers and WTAMU field supervisors work together to identify and remediate any areas of concern and provide support and guidance to the candidates. If improvement with remediation and support is not met, the cooperating teacher or principal may ask for removal of the candidate from the classroom. The EPP has established Decision Points or transitions that are used to monitor the development and successful progression of candidates throughout programs [See 1.1.16].

The WTAMU field supervisor serves as the liaison between the cooperating teacher and the EPP of West Texas A&M University. The field supervisor is responsible for the following:

- Staying in frequent contact with the candidate and cooperating teacher.
- Completing three 45-minute formal observations.
- Conferencing with the candidate and the cooperating teacher.
- Providing written feedback to the candidate, cooperating teacher, and the school principal.
- Providing specific feedback to the candidate for professional improvement or growth.
- Leading the candidate in reflection of his or her performance.
- Contacting the Director of Teacher Preparation and Advising about issues that may need an action plan or change of placement.

The Cooperating Teacher’s Handbook delineates important information that includes the following topics:

1. Introduction.
2. Setting the Stage.
3. Orientation of the Student/Clinical Teacher.
4. Professional Ethics.
5. Initiating the Teaching Experience.
6. Personal Relationship.
7. Accentuating the Positive.
8. Orientation to Type of Pupils and Pupil Data.
10. Classroom Management.
11. When to Intercede.
12. Encouraging Creative Teaching.
13. Lesson Plans.
15. Teaching Materials and Resources.
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16. Increasing the Student Teacher’s Responsibility.
17. Conferences.
18. Providing the Student Teacher with a Continuous Evaluation.
19. Extra Class Assignments.
20. Working with the Field Supervisor.
22. Conferencing Strategies.
24. The WTAMU Cooperating Teacher Student/Clinical Teacher Formative Evaluation.
25. Weekly Progress Reports.
26. The WTAMU Cooperating Teacher Student/Clinical Teacher Summative Evaluation.

WTAMU Field Supervisors.

Texas and our EPP defines a field supervisor as a currently certified educator who is hired by the educator preparation program, who preferably has advanced credentials and is hired to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators [See 1.1.1g; and TAC, Title 19, Part 7, Chapter 228, §228.2].

Field Supervisor’s Handbook and Field Supervisor Training.

The student/clinical teaching experience is the shared responsibility of the EPP and the public school. The field supervisor acts as a liaison between the participating schools and the WTAMU EPP, including communication with principals, cooperating teachers, student/clinical teachers, and the Director of Teacher Preparation and Advising.

For evaluation and assessment purposes, the field supervisor’s responsibilities are to observe, assess, and evaluate candidates on a regular basis regarding their teaching, planning, management, and professionalism for a minimum of three 45-minute full lessons for the student/clinical teacher assignment. Field supervisors guide candidate growth in reflective thinking and self-evaluation; evaluate lesson plans and provide verbal and/or written feedback; complete a final (summative) evaluation of each student; and thoroughly document any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management.

In the area of professionalism, field supervisors communicate regularly and in a timely manner with the Director of Teacher Preparation and Advising about areas of concern or to make suggestions for programmatic changes; make recommendations concerning teacher candidates regarding withdrawals or re-assignments; and emphasize the importance of ethical and professional conduct [See 1.1.4]. Field supervisors ensure that teacher candidates clearly understand and effectively complete his/her part of the Student/Clinical Teaching program. As field supervisors, they are encouraged to give each candidate under their supervision an adequate amount of their time to observe,
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confer, to offer constructive criticism, and to provide praise as needed to assure a positive experience for all of the team members.

The Field Supervisor’s Handbook includes important information on the following topics:

- Initial Meeting Guidelines
- Required Visits
- Major Problems That May Occur
- Involvement and Pacing Models
- PDAS Observation Instrument

In the Field Supervisor’s Training, the characteristics of an effective field supervisor are outlined; roles, responsibilities, and purpose are highlighted; and meeting TAC requirements and addressing the shared accountability standard regarding frequency, duration, and quality of supervision are discussed [See 2.2.4c; and 2.2.4d]. An effective field supervisor has theoretical knowledge of teaching and learning for both adults and children by understanding adult learning; recognizing the range of learning and performance problems and successes, providing specific strategies to overcome learning and performance problems, and encouraging successes. Efficacy for the field supervisor includes an understanding of the theoretical and practical aspects of mentoring, observation, and feedback. Our field supervisors sustain frequent contact with our teacher candidates or interns; provide timely feedback and specific feedback statements for professional growth; and leads our teacher candidates or interns in reflection of his or her performance. Our effective field supervisors understand the functions and methods of P-12 schools; the time constraints on teachers and administrators; school schedules and priorities; and are familiar with curricula for P-12 schools (lesson planning and development, student assessment for diverse learners) and with various teaching strategies for diverse learners.

Responsibilities for our field supervisors include the execution of his or her professional responsibilities that includes being the mentor in observation feedback; provide copies of the observation report to the teacher candidate or intern, the campus administrator, and the EPP in a timely manner; and exhibit flexibility when necessary.

Supervision shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor.

- The initial contact with the assigned candidates, which may be made by telephone, email, or other electronic communication, must occur within the first three weeks of assignment.
- The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate’s campus administrator.
- Informal observations, coaching, and support shall be provided as appropriate and documented on the Contact-Coaching Log.
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- [See TAC, Title 19, Part 7, Chapter 228, §228.35].

Observation Requirements.

Each observation of the teacher candidate completed by the field supervisor must be at least 45 minutes in duration on site in a face-to-face setting. The first observation must be completed within the first six weeks of all assignments. Field supervisors must complete one formal observation during the first six weeks of the assignment and two formal observations during the remainder of clinical teaching. The frequency, duration, and quality of field supervision (95% compliance) is one indicator used to determine our Texas Education Agency (TEA) accreditation [See TAC, Title 19, Part 7, Chapter 228, §228.35; Chapter 229, §229.4].

Observation Reports.

On the observation reports, field supervisors must include the following information:

- Names, date, lesson topic, etc.
- Start/stop/total time of formal classroom observation (not including interactive conferences).
- Signatures of teacher candidate or intern and field supervisor.
- Principal copy (obtain initial to verify).
- Mentors--meet the mentor and include them in conference, if possible; touch base with mentor each time.
- Coding--“Exceeds Expectations” should be used sparingly.

Supervisor Checklist.

A field supervisor checklist and timeline are included in the Field Supervisor’s Training. Tasks that must be completed by the recommended timeline include completion of field supervisor training either in person or online; confirmation of understanding of their role and responsibilities; and complete/submit PSA, W-9, and photo ID. Field supervisors must make initial contact with the teacher candidate or intern no later than the date on the timeline and document on the Contact/Coaching Log; and maintain Contact/Coaching Log documenting contact, support, etc., outside of the formal observations. Our field supervisors complete the first observation, second observation, and third (final) observation no later than the dates on the timeline and submit their reports to the Director of Teacher Preparation and Advising. Field supervisors submit their mileage log and Contact/Coaching Logs so payment may be processed.

Although supervision is required by the Texas Administrative Code and compliance impacts our program’s state accreditation, of primary importance to our EPP is that quality supervision and high quality clinical practice contribute to the success of our candidates and interns and the academic success and development of P-12 students in their classrooms. The state’s Principal Survey of First Year Teachers provides data to the
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EPP of the success of our in-service graduates and their impact on P-12 students learning and development [See 1.1.8f].

Candidate Assessments.

The development and performance of candidates are assessed by the cooperating teachers and university field supervisors using formative and summative assessments [See 1.1.11]; and upon completion of their clinical practice, candidates assess their cooperating teachers, their university field supervisors, and the EPP [See 1.1.8e; and 2.2.5]. Assessment tools developed by the EPP include the Candidate Evaluation Instrument (CEI) to assess the Ethical and Professional Dispositions of Candidates and the rubric of Program Educational Outcomes (PEOs) to assess learning outcomes of candidates [See 1.1.2; 1.1.4; and 1.1.4a]. The Reading program has piloted the use of these assessments and full implementation is now underway [See 1.1.12].

Our field supervisors use a PDAS appraisal document both formatively and summatively to assess the development and performance of our candidates. The PDAS document is used throughout Texas to assess all educators [See 1.1.8b; 1.1.8c; and 1.1.8d]. The PDAS document has been extensively field tested in Texas for validity, reliability, and inter-rater reliability.

As a result of the analyses of these data, the EPP has designed a Completer Follow-Up Survey to seek additional information from in-service graduates of our programs for continuous improvement and synthesis of program impact on P-12 students’ learning and development in our partner schools [See 2.2.6].

Multiple Evidence Sources:

- 2.1.1d. Exceptional Teachers through Exceptional Practice Communications. West Texas A&M University Program Directors, Faculty, and Amarillo ISD Program Director Electronic Correspondence.
- 2.1.2. Teacher Education Unit (TEU) and Educator Preparation Program (EPP) Advisory Council Meetings, 2013-2015.
- [See 1.1.1 Program Educational Outcomes, Ethical and Professional Dispositions, and Standards Alignment of the EPP].
- 2.2.2. Candidate, Clinical, and Diversity Placement Evidence.
- 2.2.3a. Methods Formative Assessments.
- 2.2.3b. Methods Summative Assessments.
- 2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.
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Multiple Evidence Sources (continued):

- 2.2.4a. Cooperating Teacher Handbook.
- 2.2.4b. Cooperating Teacher Professional Development/Training.
- 2.2.4c. Field Supervisor Handbook.
- 2.2.4d. Field Supervisor Professional Development/Training.
- 2.2.5. Candidate Assessments. (Cooperating Teachers, Field Supervisors, Self-Assessments, and the EPP).
- 2.2.6. Completer Follow-Up Survey.
- [See TAC, Title 19, Part 7, Chapter 228, §228.2].
- [See TAC, Title 19, Part 7, Chapter 228, §228.35].
- [See TAC, Title 19, Part 7, Chapter 229, §229.4].
- [See 1.1.1g. Texas Administrative Code (TAC)].
- [See 1.1.2. Program Educational Outcomes (PEOs) Rubric of the EPP].
- [See 1.1.4. Candidate Evaluation Instrument (CEI)].
- [See 1.1.4a. Texas Code of Ethics for Educators and Statement of Affirmation].
- [See 1.1.8b. Professional Development Appraisal System (PDAS) Framework].
- [See 1.1.8c. PDAS Appraisal Form for Clinical Teachers].
- [See 1.1.8d. PDAS Content Data].
- [See 1.1.8e. Clinical Teacher Exit Survey (Content)].
- [See 1.1.8f. Principal Survey (In-service) (Content)].
- [See 1.1.11. Candidate Field and Clinical Experience Assessments].
- [See 1.1.12. Ethical and Professional Dispositions of Candidates].
- [See 1.1.16. Decision Points of the EPP].