Lamar University is one of the major teacher preparation entities in the state of Texas. The University has a long history of preparing quality teachers. Programs are learner-centered, field-based, collaborative, and competency driven. This handbook provides guidance for the completion of teacher certification.
Leaders in the College of Education who are resources to students going through the program are:

Interim Dean of Education  
*Dr. William Holmes*  
(409) 880-8661

Interim Department Chair, Professional Pedagogy  
*Dr. William Holmes*  
(409) 880-8217

Admission to Teacher Education  
*Mrs. Megan Hale*  
(409) 880-8902

Advising for Teacher Education  
*Mrs. Debra Fondren*  
(409) 880-8166

Director of Field Experiences  
*Dr. Gayle L. Butaud*  
(409) 880-8033

Clinical Teacher Supervisor  
*Mrs. Paula Hussey*  
(409) 880-2235

Field-Based Site Coordinator  
*Mrs. Robin McCutcheon*  
(409) 880-8214
*Mrs. Wanda Nicklebur*  
(409) 880-2283

Certification Officer  
*Mrs. Lena Francis*  
(409) 880-8403

Graduate Certification Officer  
*Mrs. Dimples Jones*  
(409) 880-2125

TExES and Testing  
*Kylie Juarez*  
(409) 880-7774

COEHD Assessment Director  
*Dr. Mike Wallace*  
(409-880-7773)

Departments in College of Education and Human Development

Family and Consumer Sciences  
*Dr. Greg Thompson, Chair*  
(409) 880-8663

Kinesiology, Health, and Dance  
*Dr. Doug Boatwright, Chair*  
(409) 880-8711

Educational Leadership  
*Dr. Cindy Cummings*  
(409) 880-2315

Counseling and Special Populations  
*Dr. Carl Sheperis, Chair*  
(409) 880-8896
TABLE of CONTENTS

Introduction

Apply to Lamar University Educator Preparation Program

Academic Departments

Degrees and Certifications

Career and Testing Center
Help is available to help you create a resume that will highlight your particular strengths.

Policies of the LU Educator Preparation Program

Contact Information

Teacher Education at Lamar University

Checklist for Admissions to Teacher Education

Intern Field Experience Introduction

Field Experiences Terms

Field Experience Interns

Intern Request for Placement Form

Roles of Field Intern Mentors

Field Based Course Activity

Field Based Course Information

Roles and Responsibilities for Intern Mentors

Intern Verification Form

Intern Concerns Form

Roles of Lamar University Intern Supervisors

Clinical Teacher Information

Prerequisites for Clinical Teaching

Clinical Teaching Application Information

Role of the Mast Teacher

MaST Teacher Application

Suggested Timeline

Single Placements

Split Placements

Role of the Clinical Teacher
Attendance Policy
Evaluation Packet
Procedures for Removing a Student from Clinical Teaching

Code of Ethics
The Lamar University Teacher Certification Program

Lamar University provides certificate programs in elementary, secondary, special education, vocational home economics, all levels art, music, physical education, and hearing impaired. Certificate requirements are composed of four parts: (1) academic foundations, (2) academic specialization, (3) professional development, and (4) designated electives. Programs require completion of 126 to 139 semester hours.

Students wishing to certify in a secondary content area will be required to meet certification standards. It will be necessary to consult with your Department Head or the College of Education and Human Development Advising Center concerning specific requirements.

Educator Preparation Program

Mission

The mission of the Educator Preparation Program at Lamar University is to prepare teachers and educational leaders who will increase student achievement and provide leadership to meet the needs of learners in the 21st century.

Objectives

- Prepare teachers and educational leaders in a learner-centered, collaborative, proficiency-driven, field-based educator preparation program.
- Integrate the use of technology into the delivery of instruction
- Observe, develop, and implement strategies for teaching
- To develop observational skills to gain understanding of behavioral differences and effective classroom management
- Provide appropriate professional development to meet the needs of all partners
- Assess the effectiveness of the program

State Adopted Standards for Teachers in Learner-Centered Schools

Teacher preparation programs for Lamar University are based on the State-adopted standards for Texas teachers. Each student must show evidence of developing the proficiencies at the entry level in order to complete the program. The standards can be found on Texas Education Agency website at the links below:

- Texas Education Commissioner’s Rules concerning Educator Standards

- Texas Approved Educator Standards
Checklist for Field Interns
Admission into the Educator Preparation Program (EPP) can be found on the Policies of the Lamar University Educator Preparation Program.

☐ Attend all required field-based course meetings

☐ Attend the scheduled classes associated with the intern experience
(PEDG 2310, PEDG 3300, 3350, 3351, 3352, 3380, 3393, 3390, 4305, 4340 and 4380)

☐ Complete specific assignments required for working with mentor teachers.

☐ Become acquainted with the principal, school faculty, classroom and school policies of the field campus.

☐ After the initial visit, complete tasks the mentor teacher assigns, such as calling roll, grading papers, making copies and assisting with assigned activities.

☐ Teach assigned concepts to small groups or whole groups as pedagogy courses require and as directed by the mentor teacher.

☐ Study the methods of classroom management in use. Note effective strategies for relating to students.

☐ Study the methods of instructional delivery in use. Note effective methods and strategies.

☐ Become familiar with the mentor teacher’s philosophy, policies and methods of grading.

☐ Review the available resources for teaching including technology.
Field Experiences

Field experiences are an essential component in the Lamar University Teacher Preparation Program. While there are field assignments in all professional education courses, the major field experiences are provided through an undergraduate internship and through clinical teaching.

They are structured to help prospective teachers see the relationship of theory to practice. They allow students to observe master teachers, develop professional and personal strengths, and acquire skills required of a teacher. Following are the main focuses of the field experiences:

Special Terms Used in Field Experiences

**Internship**

To gain an understanding of the total school culture as it impacts students, families, teachers, and the community. To prepare for the clinical teaching semester.

A field experience that is an integral part of a pedagogy courses taught at the university in conjunction with the public schools during semesters preceding clinical teaching.

**Intern**

A university student enrolled in the professional pedagogy classes that precede clinical teaching

**Mentor Teacher**

Public school teacher who guides the work of the Intern

**LU Supervisor**

University professor teaching field-based courses or those assigned to supervise and observe students in the field classroom teaching lessons.

**Intern Coordinator**

University professor coordinating field-based courses in conjunction with the public schools.

**Clinical Teacher**

Preservice teacher who is assigned as a practicing preprofessional to a Master Supervising Teacher. To develop proficiency in teaching students at specific levels in specific courses. (formerly called student teacher)

**MaST Teacher**

Master Supervising Teacher (MaST) is the cooperating teacher or mentor teacher during the Clinical Teacher semester.

**Office of Field Experience Director**

University professor who monitors clinical teaching guiding the experience in a partnership role with the MaST teachers.
Completing an Application in Tk20

To complete an application in Tk20, you must first log into the system at https://lamar.tk20.com.

Complete the Application

1. Click on the Applications tab.
2. Choose Create in the side menu.
3. Select the appropriate application name from the dropdown menu. If you do not see the application you need, the application period may not have started or may already be over. Contact your campus Tk20 Unit Administrator for questions regarding application availability.
4. Fill out the application as directed.
5. You may Save the application and return to it at a later time. Please note that any fields on the application marked with an asterisk (*) are required and will need to be completed before the application can be saved. If you select Cancel, no changes made to the application at that time will be saved.
6. When your application is complete, select Submit to submit it for review.

Editing a Previously-Saved Application

You may only do this if it is not past the application's due date.

1. Click on the Applications tab.
2. Select the name of the application from the list of previously created applications in the center of the screen. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Edit the application and then select Save or Submit.
4. You may continue to edit the application as long as it is not locked.

Editing a Previously-Submitted Application

You may only do this if it is not past the application's due date.

1. Click on the Applications tab.
2. Select the checkbox to the left of the application you need to edit. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Click the grey Recall button.
4. Edit the application and then select Save or Submit.
5. You may continue to edit the application as long as it is not locked.

Help Resources

A. Online tutorials are available for students at https://lamar.tk20.com. Select the Tutorials tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.
B. You may also contact your campus Tk20 Unit Administrator for assistance.
   Administrator: Lamar TK20 Administrator
   Email: tk20@lamar.edu
   Phone: 409-880-2126
The Field Intern

The field intern precedes clinical teaching. University students attend the field-based courses and spend a minimum number of hours per semester working with an assigned mentor teacher.

The intern must be admitted to Teacher Education and have successfully completed all prerequisite courses in order to enroll for the courses that carry the internship. Assignment to mentor teachers is made cooperatively by the site coordinators and building principals.

Purpose, Objectives and Tasks

The purpose of the field intern experience is to immerse the student in the culture of the school that he/she will gain an understanding of the total school culture and those it impacts. Specific objectives follow:

- Gain knowledge about the personal, professional, and ethical qualities essential to becoming a successful teacher
- Tutor individual students and small groups of students
- Prepare teaching materials
- Obtain authentic knowledge of the cognitive, physical, social, cultural and emotional characteristics of students
- Teach single concepts, small group lessons and whole group lessons
- Experience and develop appreciation for the cultural diversity of students
- Share teachers’ duty assignments
- Gain knowledge about special population students
- Analyze educational resources, including media and technology, and their uses
- Increase skills in curriculum organization, planning and instruction
- Share experiences in classroom management
- Observe work of educators with parents, colleagues and supervisors
- Participate in professional development activities
- Review the structure and organization of the schools
The Roles and Responsibilities of the Intern

Tutor Students
- Help with assignments
- Extend class assignments
- Provide remedial teaching
- Interact with students during appropriate learning activities

Teach Small Groups
- Present effectively
- Implement an activity

Prepare Instructional Materials
- Create bulletin boards (related to course content, holidays, etc.)
- Develop instructional activities (small or whole group, oral, written, performance, etc.)
- Develop technology activities (web research, locate drill and practice software, create transparencies, etc.)
- Develop assessment materials (quizzes, questions/answers, observation checklists, etc.)
- Develop teaching aids (flash cards, worksheets, games, manipulatives, etc.)

Shadow Mentor Teacher during the School Day
- Planning
- Grading
- Monitoring/duty
- Conferencing

Observe School Service Area
- Office
- Library
- Health Clinic
- Counselor’s Office
- Cafeteria
Standards of Behavior

Successful interns are professional in their relationships with students, administrators, mentor teachers, site professors, site coordinators, other teachers, other interns and support staff. They exhibit the following behaviors:

- Professionalism that reflects maturity, good judgment, diplomacy and high ethical standards.
- Appropriate relationships with students, keeping all information confidential concerning individual students and modeling the appropriate teacher/student relationship.
- Professional dress based on good grooming and appropriateness for the teaching assignment. All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher, for students and for the profession.
- Adherence to the standards for attendance and punctuality expected of all professionals.
- Honesty
- Appropriate conversations with peers, colleagues and students.

If the intern has a concern about their placement, an Intern Concerns Form should be completed and emailed to the Intern Coordinators. Include ALL information requested so the concerns can be resolved in a timely manner.
### Field Based Course Activities
#### Intern Responsibilities by Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDG 2310</td>
<td>Junior Achievement</td>
<td>One-on-one or small group tutoring at mentor teacher’s discretion.</td>
</tr>
<tr>
<td>PEDG 3300</td>
<td>Phase I</td>
<td>One-on-one or small group tutoring at mentor teacher’s discretion.</td>
</tr>
<tr>
<td>PEDG 3351</td>
<td>Phase I</td>
<td>Activities as assigned by course instructor.</td>
</tr>
<tr>
<td>PEDG 3350</td>
<td>Content/Methods Courses</td>
<td>Activities as assigned by course instructor.</td>
</tr>
<tr>
<td>EACH 4305</td>
<td>Phase II</td>
<td>Activities as assigned by course instructor.</td>
</tr>
<tr>
<td>READ 3390, 3393, 4305</td>
<td>Literacy Block</td>
<td>Activities as assigned by course instructor.</td>
</tr>
<tr>
<td>PEDG 4340, 4380</td>
<td>Classroom Management Courses</td>
<td>Activities as assigned by course instructor.</td>
</tr>
<tr>
<td>PEDG 4620, 4630, 4650</td>
<td>Phase III Clinical Teaching</td>
<td>Activities as assigned by course instructor.</td>
</tr>
</tbody>
</table>

**NOTE:** These are NOT observation hours. Interns should be actively involved in the classroom for all courses.
Interns should make a note of the number of hours required to spend in class at LU and on the public school campus. It is very important that you have 2-3 hour blocks of time to spend with your field placement to complete the required activities and assignments for each course.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Proficiency Tests</th>
<th>Lecture At LU</th>
<th>Field Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDG 2310</td>
<td>Introduction to Teaching</td>
<td>45 hours</td>
<td>JA lessons</td>
<td></td>
</tr>
<tr>
<td>PEDG 3300</td>
<td>Child and Adolescent Development</td>
<td>45 hours</td>
<td>15 hours</td>
<td></td>
</tr>
<tr>
<td><strong>EC – 6 Generalist</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEDG 3350</td>
<td>Math Methods</td>
<td>EC-6 #2</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3351</td>
<td>Language Arts and Social Studies Strategies</td>
<td>EC-6 #1</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3352</td>
<td>Science Methods</td>
<td>EC-6 #2</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 4340</td>
<td>Managing the Elementary Classroom</td>
<td>EC-6 PPR</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td><strong>READ 3390,3393,4305</strong></td>
<td>Literacy Block</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EACH 4305</td>
<td>Organizing &amp; Managing Early Childhood Classrooms</td>
<td></td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>SPED 4307</td>
<td>Inclusion</td>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>4-8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEDG 3350</td>
<td>Math and Science Methods</td>
<td>4-8 math</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3352</td>
<td>Science Methods</td>
<td>4-8 science</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 3351</td>
<td>Language Arts and Social Studies Strategies</td>
<td>4-8 social studies</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 4340</td>
<td>Managing the Elementary Classroom</td>
<td>4-8 PPR</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td><strong>8-12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEDG 3380</td>
<td>Secondary Planning and Methodology</td>
<td>8-12 PPR or EC-12 PPR</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 4380</td>
<td>Managing the Secondary Classroom</td>
<td></td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td><strong>EC-12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEDG 3380</td>
<td>Secondary Planning and Methodology</td>
<td>8-12 PPR or EC-12 PPR</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>PEDG 4340</td>
<td>Managing the Elementary Classroom</td>
<td></td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
</tbody>
</table>
Roles and Responsibilities of Mentor Teachers of Interns

The mentor teacher models the role of a professional educator and is very influential in the development of pre-service teachers. Interns quickly absorb attitudes and philosophy from mentors; therefore, the work of the mentor is critical to the teaching profession. An effective internship experience is based on respect, understanding and cooperation among the intern, the mentor teacher and the site professor. The internship is not an observation experience; the intern is responsible for being involved in authentic teaching duties. Basically, the mentor teacher assumes the responsibilities reflected in the following checklist.

Checklist for Mentor Teachers of Interns

☐ Collaborate with your intern and university faculty member.

☐ Keep an open line of communication with interns and the university.

☐ Make time to share ideas.

☐ Discuss special programs, events, etc. at the school site.

☐ Employ and explain many types of management ideas.

☐ Help your intern learn the school culture.

☐ Discuss the diversity of learners in your class(es).

☐ Demonstrate different types of teaching methods/strategies.

☐ Allow your intern to work with small groups of students or whole groups of students as required in the intern’s course(s).

☐ Acknowledge that both mentors and professors have a stake in and share the responsibility for training new teachers.

☐ Seek help from the LU supervisor or Intern coordinators when needed or desired.

☐ Keep Lu supervisor aware of any problems or concerns you may have with your intern. If problems persist contact the Intern Coordinator.

☐ Understand your importance to the field-based program experience.

☐ Complete assessments related to intern required activities in all field courses.

☐ Complete attaching all assignments to Tk20 as assigned by instructor.

☐ Sign VERIFICATION OF FIELD PLACEMENT form after each visit the intern makes to the classroom
The Intern Coordinator is responsible for placement of all interns on public school campuses and works with the LU supervisor to rectify any problems that occur with intern placements during the course of each semester. Intern Coordinators are charged with making placements that expose the intern to all the different aspects of diversity, including SES and cultural diversity. Placement requires collaboration between the Intern Coordinator and campus administrators to ensure timely placements for the interns. In general, the responsibilities of the LU supervisor and intern coordinator are shown in the following checklist.

**Checklist for LU Supervisors and Intern Coordinators**

- Be aware of University policies relating to the internship.
- Represent the University within the public school setting.
- Teach assigned field-based courses.
- Ensure that teacher candidates have diverse experiences in field placements.
- Work with the interns to arrange a schedule compatible with the mentor teacher’s and the intern’s additional responsibilities.
- Make an orientation visit to assigned public school campuses to meet administrative staff and become familiar with the layout.
- Visit assigned campuses/mentor teachers according to field schedule requirements.
- Serve as a resource for the intern and mentor teacher.
- Communicate regularly with interns, mentor teachers, and campus administrators.
- Provide for documentation of intern performance.
- Be a value-added resource for the public school.
- Become an integral part of the school system.
- Complete all required evaluations on Tk20 system.
Clinical Teaching is the culminating experience in the teacher education program at Lamar University. It requires one to demonstrate the knowledge, skills, and attitudes about teaching and learning that have accrued through the undergraduate experience.

The clinical teaching semester is a valuable professional laboratory experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Field-based classes are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the clinical teaching semester will depend on the cooperative efforts of many people. Our hope is that the clinical teacher, mentor teacher, LU Supervisor and Office of Field Experience will form close connected goals—all resulting in a positive and memorable clinical teaching experience. It is both the aim and expectation of Lamar University’s Teacher Preparation Program that all participants become reflective professional educators who facilitate successful student learning. It is intended that the schools, the students, the University, and the clinical teacher will all benefit from this cooperative learning experience.
PREREQUISITES FOR CLINICAL TEACHING

In order to qualify for clinical teaching, the applicant must be recommended by a Candidate Performance Review Committee (CPRC) and have met the requirements as stated in the Policies of the Lamar University Educator Preparation Program.

You should complete Clinical Teacher Request for Placement in Tk20 the semester prior to Clinical Teaching.

The semester prior to clinical teaching you will be notified of an Orientation Meeting which will be held the semester prior to your clinical teaching semester. Attendance is MANDATORY.

Clinical Teacher Request for Placement

Student Cheat Sheet
Completing an Application in Tk20

To complete an application in Tk20, you must first log into the system at https://lamar.tk20.com.

Complete the Application
1. Click on the Applications tab.
2. Choose Create in the side menu.
3. Select the appropriate application name from the dropdown menu. If you do not see the application you need, the application period may not have started or may already be over. Contact your campus Tk20 Unit Administrator for questions regarding application availability.
4. Fill out the application as directed.
5. You may Save the application and return to it at a later time. Please note that any fields on the application marked with an asterisk (*) are required and will need to be completed before the application can be saved. If you select Cancel, no changes made to the application at that time will be saved.
6. When your application is complete, select Submit to submit it for review.

Editing a Previously-Saved Application
You may only do this if it is not past the application’s due date.
1. Click on the Applications tab.
2. Select the name of the application from the list of previously created applications in the center of the screen. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Edit the application and then select Save or Submit.
4. You may continue to edit the application as long as it is not locked.

Editing a Previously-Submitted Application
You may only do this if it is not past the application’s due date.
1. Click on the Applications tab.
2. Select the checkbox to the left of the application you need to edit. Please note, if an application has a lock by it, it is past the submission date and cannot be edited.
3. Click the grey Recall button.
4. Edit the application and then select Save or Submit.
5. You may continue to edit the application as long as it is not locked.

Help Resources

Online tutorials are available for students at https://lamar.tk20.com. Select the Tutorials tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.

You may also contact your campus Tk20 Unit Administrator for assistance.

Administrator: Lamar TK20 Administrator
Email: tk20@lamar.edu
Phone: 409-880-2126
Lamar University

ROLE
of the
MaST TEACHER
The Role of the MaST Teacher

When the public school teacher agrees to assume the responsibility of guiding a clinical teacher, they are agreeing to share their skill and experiences with the beginning teacher in such a way that they will become a very real partner in teaching. The co-teacher relationships of the MaST teacher cannot be over-emphasized, for it is here that the prime value of clinical teaching rests. If we truly seek behavioral change through clinical teaching and accept the fact that this change will largely depend on the student’s ability to learn new values and beliefs, we must consider those conditions which foster the acceptance of new values. When the student assumes the role of co-teacher and partner in the responsibilities of instruction, they place themselves in an optimum environment for experiencing and evaluating the values and beliefs of the profession.

Stages in the Clinical teaching Sequence

The supervision of clinical teachers evolves through two or three stages, depending on one’s point of view. The first stage is Observation. During this stage, clinical teachers acquaint themselves with their new environment. In the second stage, Participation, clinical teachers lend assistance to the teacher but do not assume a responsible position in the teaching processes. The final stage is realized when the clinical teachers have arrived at the point where they are ready and are provided the opportunity to do responsible teaching.

Observation-Participation

Observation and participation are elements vital to clinical teaching experience. Though these elements take many forms as students mature, they continue to permeate all clinical teaching experiences. The MaST teacher and the Clinical Teacher can most effectively determine the amount of observation-participation, and responsible clinical teaching, which should be a part of each experience. They will take into account such factors as maturity, willingness, and preparedness in establishing ratios between observation-participation and responsible clinical teaching.

The following are suggestions provided to help the MaST teacher in the procedures during the observation-participation stage:

- Orient clinical teachers to the philosophy, aims, policies, and physical facilities of the school.
- Prepare the way for a good relationship between clinical teachers and the children in your room. Take steps to give clinical teachers real “teacher status” in the room.
- Interpret your program; help clinical teachers interpret their observations intelligently. Help them see “theory in practice” by using specific illustrations.
- Provide clinical teachers with copies of the textbook, manuals, local courses of study, etc. They should know what school supplies, books, and equipment they are permitted to utilize and where these may be found.
- Explain what you conceive to be “good discipline.” Clearly explain to clinical teachers what they can and cannot do when disciplining members of the class.
- Assist clinical teachers in becoming acquainted with pupils as quickly as possible. This may be done by providing a class role, seating arrangements, or other devices. Show them school records, interpret these records, and explain the importance of regarding such information confidentially. Assist them in getting to know the problems and characteristics of the students in the class.
Gradually induct clinical teachers into the classroom activities by giving them responsibilities in (a) classroom routine, (b) keeping records, (c) assembling teaching materials, (d) working with individuals and small groups, and (e) doing “bit” teaching.

Bridging the nonparticipating kind of observation and responsible clinical teaching is an intermediate level of experience; it is transitional and important. It is as the Clinical Teacher begins to participate that this role becomes identified for the children. The Clinical Teacher and MaST teacher take on the role of co-teachers in the children’s eyes. Rapport is strengthened when children see the Clinical Teacher assume a growing responsibility for teaching. When both persons feel that sufficient readiness has been achieved for the next step, responsible teaching, then and only then should this step be taken.

**Responsible Teaching**
In this stage, clinical teachers assume increasing responsibility for the teaching and learning experiences of their pupils. They plan, execute, and evaluate a learning experience with boys and girls. The differentiation between participation and clinical teaching can best be described by the term “responsibility.” When clinical teachers plan and teach, they assume the responsibility of the teacher. In a sense, it is during this stage of clinical teaching that MaST teachers and clinical teachers exchange roles. Clinical teachers assume much of the responsibility for the class, while MaST teachers observe the effectiveness of the teaching.

When should clinical teachers begin to assume responsibility for teaching? The answer, as was previously stated, is when the MaST teacher and the Clinical Teacher decide jointly that the Clinical Teacher is ready. It is doubtful that clinical teachers should be assuming responsible teaching roles before they have given evidence of their ability to plan effectively tasks involving partial responsibility, to show some ease in handling the classroom management, and to reflect the personal attributes desired of teachers. However, the MaST teacher **MUST** turn full responsibility over to the Clinical Teacher a minimum of 2 weeks prior to the end of the full assignment and at least a week prior to the end for split assignments.

MaST teachers may wish to consider the following guides while working with clinical teachers during this stage:
- Clinical teachers should not teach unless plans are made and you have seen them. They will need guidance in developing functional plans. A weekly plan is to be handed to the MaST teacher by Thursday or Friday of the week prior to the one covered by the plan.
- Offer specific criticism of the students’ work. This will enable them to know which techniques are satisfactory and which ones are not. Their ability to take constructive criticism is very important in the final appraisal. Conduct post-teaching conferences to analyze and evaluate the results of teaching and to make further plans.
- It is hoped that it will be possible for you to have conferences as often as possible, or as are needed, with clinical teachers.
- Maintain a permissive atmosphere when clinical teachers are working with pupils in order to instill confidence in both clinical teachers and pupils.
- Be willing for clinical teachers to try a variety of ideas if they are not completely out of line with your program or point of view. It is, however, your decision as to what particular techniques and procedures are employed by clinical teachers while they are under your guidance.
• Clarify the role of the Clinical Teacher when you are absent. A substitute must be employed during your absence, but if the Clinical Teacher is capable, they may assume the major portion of the teaching responsibilities during the time that you are away.

• Impress upon the Clinical Teacher the value of:
  o A well modulated voice.
  o Proper dress and grooming.
  o Carefully phrased directions; the need for repeating directions so that all pupils will understand what to do before they begin.
  o Adjusting vocabulary to the age and level of the children.
  o Speaking slowly, enunciating and pronouncing words correctly, and demonstrating good English usage.
  o Correct use of the chalkboard.
  o Doing first things first; not attempting too much at a time.
  o Good housekeeping.

• Expect and demand that your clinical teachers be punctual in everything, on time for class, punctual with lesson plans, materials, schedules, etc.

• Help clinical teachers build a wholesome professional attitude toward faculty meetings, PTA affairs, etc. They should attend some of these functions when possible and when they are invited.

• Help the Director of the MaST Program to make evaluations of progress. They will appreciate your suggestions and criticisms.

• Frequent communication by phone or e-mail with the Director of the MaST Program is imperative to the success of the program.

• Recommend that the principal evaluate the clinical teacher.

• The MaST teacher is responsible for completing the clinical teaching evaluation packet and returning it to the Director by the end of the clinical teaching assignment.

SUGGESTED ACTIVITIES FOR THE MaST TEACHER

• Introducing the student to the faculty, students, and parents as a professional colleague.

• Reviewing with the Clinical Teacher school policies, faculty regulations, and student responsibilities.

• Acquainting the Clinical Teacher with cumulative records of the students and emphasizing the importance of keeping certain information confidential and using prudence in judging the validity of test scores and past records.

• Clarifying the role of the Clinical Teacher in his/her initial contacts with and his/her increased involvement as he/she gains experience and reveals readiness.

• Holding regular conferences with the Clinical Teacher (about one hour per week).

• Discussing the lesson plans with the Clinical Teacher and evaluating their effectiveness.

• Explaining to the Clinical Teacher how to do cooperative planning and how to evaluate student performance.

• Encouraging and guiding the clinical teacher’s participation in extra-curricular activities.

• Reviewing and evaluating the clinical teacher’s lesson plans and appraising his/her procedures in carrying out his/her aims and purposes.

• Holding unscheduled conferences with the student as the need and opportunity presents itself.
• Keeping the Clinical Teacher informed of his/her progress and guiding his/her development in areas needing improvement.
• Becoming familiar with required and suggested forms for evaluating the clinical teacher.
• Completing the evaluation forms on the Tk20 system.
RATING SCALE FOR THE MaST TEACHER

Orientation

1. Have I properly prepared the students in my classroom for the arrival of the clinical teacher? ________ ________
2. Have I had an informal get-acquainted visit with my clinical teacher? ________ ________
3. Have I introduced the Clinical Teacher to the persons with whom he/she will be working? ________ ________
4. Have I acquainted my Clinical Teacher with school and classroom routines? ________ ________
5. Have I given my Clinical Teacher copies of the texts and manuals with which he/she will be working? ________ ________
6. Have I provided my Clinical Teacher with seating charts or lists my pupils’ names? ________ ________
7. Have I acquainted my Clinical Teacher with files, records, and other teaching materials? ________ ________
8. Have I made provisions for my Clinical Teacher to participate in teachers’ meetings or activities? ________ ________
9. Have I invited my Clinical Teacher to share such tasks as designing bulletin boards, checking attendance, collecting lunch money and other tasks? ________ ________
10. Have I provided a place in my room for my clinical teacher? (If possible, the Clinical Teacher should have his/her own desk) ________ ________

Directed Observation and Participation

11. Have I directed my clinical teacher’s observation for definite purposes? ________ ________
12. Have I allowed my Clinical Teacher to participate in classroom tasks? ________ ________
13. Have I observed my Clinical Teacher in his/her initial attempts at teaching? ________ ________
14. Have I observed whether or not students are beginning to turn to my Clinical Teacher for assistance? ________ ________

Demonstration

15. Have I demonstrated sound teaching methods? ________ ________
16. Have I prepared my Clinical Teacher for observation of demonstration lessons? ________ ________
17. Have I demonstrated a variety of teaching-learning techniques? ________ ________
18. Have I demonstrated the use of teaching manuals? ________ ________
19. Have I demonstrated the use of audio-visual resources? ________ ________
20. Have I demonstrated sound planning procedures? ________ ________

Planning

YES NO
21. Have I acquainted my Clinical teacher with the overall objectives and content of the course or courses?

22. Have I acquainted my Clinical teacher with curriculum bulletins, special guides, units or work, and daily plans?

23. Have I briefed my Clinical Teacher on what the students have studied to this point?

24. Have I held conferences with my Clinical Teacher daily, long-term, and unit planning?

25. Have I discussed individual needs and differences with my clinical teacher?

26. Have I explained to my Clinical Teacher how various school resources materials may be used in planning?

27. Have I conveyed to my Clinical Teacher that his/her lesson plans should be approved before they are used?

28. Have I set a specified time for my Clinical Teacher to turn in his/her plans before actual teaching?

Teaching Techniques

29. Have I encouraged my Clinical Teacher to use a variety of teaching approaches?

30. Have I encouraged my Clinical Teacher to relate techniques to intended learning outcomes?

31. Have I encouraged my Clinical Teacher to experiment with his/her own teaching approaches?

32. Have I conferred with my Clinical Teacher about his/her teaching style?

Conferences

33. Have I provided a time for formal weekly conferences?

34. Have I provided for frequent informal conferences?

35. Have I discussed school policies with my clinical teacher?

36. Have I acquainted my Clinical teacher with the purposes of conferences?

Evaluation

37. Have I helped my Clinical Teacher develop self-evaluation abilities?

38. Have I familiarized my Clinical teacher with observation forms?

39. Have I used the observation forms as focal points for conferences?

40. Have I conferred with my Clinical Teacher about each point on the evaluation form?
**SUGGESTED Time Frame for Clinical Teachers**

**Single Placement**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>CLINICAL TEACHER RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first 3 weeks of</td>
<td>During the first two weeks, the Clinical Teacher should observe, assist, and team teach. The majority of time should be focused on learning classroom routines and materials and on observing students and MaST teacher. Clinical Teachers should assume responsibility for small group work or one-on-one tutoring with students. By the third week or before the Clinical Teacher should be ready to co-plan and teach 1-3 subjects or class periods per day. Clinical Teachers are required to turn in lesson plans every other Monday throughout the semester.</td>
</tr>
<tr>
<td>clinical teaching should</td>
<td></td>
</tr>
<tr>
<td>include:</td>
<td></td>
</tr>
<tr>
<td>Week 4 – Week 6</td>
<td>There should be gradual transition from MaST teacher to Clinical Teacher during this time period. The Clinical Teacher should be teaching at least half-time and should move to full-time teaching by the end of Week 5.</td>
</tr>
<tr>
<td>Week 7 – Week 12</td>
<td>The Clinical Teacher should assume all classroom responsibilities under the direction of their MaST teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation and any other duties assigned by the MaST teacher.</td>
</tr>
<tr>
<td>Week 13</td>
<td>The final week of clinical teaching should be a time of transition as the MaST teacher resumes total teaching responsibility.</td>
</tr>
</tbody>
</table>

*This timeline is an example of appropriate times for division of responsibility. The MaST teacher and the Clinical Teacher should work together to determine the timeline based on the individual student. Adjust the timeline according to the number of weeks the student will be in your classroom.*
**SUGGESTED Time Frame for Clinical Teachers**  
**Split Placement**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>CLINICAL TEACHER RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first 2 weeks of clinical teaching should include:</td>
<td>During the first two weeks, the Clinical Teacher should observe, assist and team teach. The majority of time should be focused on learning classroom routines and materials and on observing students and MaST teacher. Clinical Teachers should assume responsibility for small group work or one-on-one tutoring with students. By the second week or before the Clinical Teacher should be ready to co-plan and teach 1-3 subjects or class periods per day. Clinical Teachers are required to turn in lesson plans every other Monday throughout the semester.</td>
</tr>
<tr>
<td>Week 3</td>
<td>There should be gradual transition from MaST teacher to Clinical Teacher during this time period. The Clinical Teacher should be teaching at least half-time and should move to full-time teaching by the end of the week.</td>
</tr>
<tr>
<td>Week 4 – Week 6</td>
<td>They should assume all classroom responsibilities under the direction of their MaST teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation and any other duties assigned by the MaST teacher. The final week of clinical teaching should be a time of transition as the MaST teacher resumes total teaching responsibility.</td>
</tr>
</tbody>
</table>

*This timeline is an example of appropriate times for division of responsibility. The MaST teacher and the Clinical Teacher should work together to determine the timeline based on the individual student. Adjust the timeline according to the number of weeks the student will be in your classroom.*
ROLE of the CLINICAL TEACHER
The Roles and Responsibilities of the Clinical Teacher

Clinical teachers are professional people in the developmental stage of their careers as educators. They begin the experience with confidence built from the knowledge that they possess a sound general education, an area of specialization, and a foundation of professional practice provided by professional education courses and experiences. They understand that the clinical teaching experience represents a partnership among professionals committed to success in teaching and learning.

Teaching Responsibilities

The MaST teacher and the Clinical Teacher work together to determine which classes will be taught by the clinical teacher. The MaST teacher has the responsibility to determine the major objectives of lessons taught to the classes and he/she monitors the development of the lessons planned by the clinical teacher. The Clinical Teacher has the responsibility to plan lessons that reach the lesson objectives. The planning is done in close cooperation with the MaST teacher. The MaST teacher must approve all lesson plans, tests, guest speakers, and grades prior to class time. The clinical teacher must have a lesson plan for each lesson he/she teaches.

Checklist for Clinical teachers

☐ Check in at the building office. Meet the principal. Inquire about parking and visitation policies.
☐ Meet the MaST teacher and other school personnel related to the assignment.
☐ Obtain information about the teacher’s assignments, daily schedule, course assignments, texts, and special responsibilities.
☐ Learn students’ names.
☐ Study the methods of classroom management that are in use. Analyze effective strategies.
☐ Become familiar with the teacher’s philosophy, policies, and methods of grading.
☐ Become familiar with all policies relating to the teaching of your assignment.
☐ Practice using equipment needed for the classes you will teach.
☐ Confer with the MaST teacher about assigned classes, dates, and objectives.
☐ Make lesson plans and have them approved for every class taught as required by your MaST teacher.
☐ Prepare more material than you think you will need for the first lessons.
☐ Obtain permission from your MaST teacher before inviting any resource person to your class.
☐ Take responsibility for the classroom in which you teach; environment, arrangement, orders, etc.
☐ Return all resources and equipment that you use to the appropriate storage area.
☐ Make occasional visits to the faculty lounge; interact with other teachers.
☐ Share assigned teacher duties.
☐ Attend faculty meetings, assemblies, parents’ nights, advisory council meetings, and teacher in-service meetings.
☐ Participate in sponsorship of youth organizations and other professional groups for which your MaST teacher has responsibility.
☐ Confer regularly with your MaST teacher.
☐ Call the Director of the MaST Program if any problem arises (880-8033).
☐ Participate in the final evaluation process.
☐ Return all materials that you have borrowed for use in the clinical teaching experience.
☐ Practice professional behavior in dress, relations with students, loyalty to Lamar University, loyalty to your assigned school, and loyalty to the education profession.
☐ Practice ethical behavior in confidentiality and in your talk—avoid gossip at all costs.
☐ Avoid any inappropriate discussion of your personal life with students and/or teachers.

☼ Clinical Teacher Effective Practices
- Making clinical teaching a top priority for the semester
- Being prompt and complete in all endeavors (arrival and departure times, lesson planning)
- Providing MaST teacher with written lesson plans for approval before any teaching situation (preferably two days prior to lesson)
- Notify the school office, your teacher, and the Director of Field Experiences if you are too ill to be at school.
- Preparing in advance all necessary materials for teaching to alleviate misuse of time
- Incorporating a variety of teaching strategies that provide for individual differences, that motivate, and that create a positive classroom climate
- Developing with the MaST teacher a specific classroom management plan that complements both the existing plan and your strengths as a new teacher
- Keep accurate records, grades, and reports while doing so in a timely manner.
- Exhibit initiative in the classroom – be a self-starter.
- Be flexible and adaptable in new or adverse situations.

☼ Clinical Teacher Professional Practices
- Welcoming and accept constructive suggestions with a positive attitude and incorporating them in subsequent planning and teaching
- Being discreet with confidential information
- Interacting with the MaST teacher(s) as well as other faculty members
- Making a point to meet the principal, vice-principals, and becoming familiar with the school climate and policies
- Dress in an appropriate manner to gain respect from students, parents, and school personnel.
- Be discrete with any confidential information.
- Take your work seriously, but yourself lightly. Assume responsibilities and be dependable, but also exhibit an enjoyment and enthusiasm for your students, your subject matter, and everyone’s accomplishments.
- Be a continual seeker of knowledge and skills related to the profession by reading journals and participating in professional organizations when possible.

☼ Participation: Attendance and Daily Schedules
- Clinical teachers observe the local school’s policy governing teacher’s daily arrival and departure times. In some instances, a Clinical Teacher may be expected to stay beyond normal departure times if the MaST teacher has a professional assignment that extends beyond the normal school day.
- Stay after school as late as necessary to complete lesson preparation and organization for the next day.
- Approval for the release of a Clinical Teacher from attendance is the responsibility of the Director of the Office of Field Experiences.
- Be at school on time each day.
- Participate willingly in routine teacher duties such as bus, playground, or cafeteria duty.
- Attend school-related meetings such as PTA, in-service workshops, and special events.

**Standards of Behavior**
- Successful clinical teachers are professional in their relationships with students, administrators, supervisors, other teachers, and support staff. They abide by the Professional Code of Ethics and exhibit the following behaviors as they assume their responsibilities:
  - Conduct that reflects maturity, good judgment, diplomacy, and high ethical standard.
  - Appropriate relationships with students.
  - Confidentiality regarding all information concerning individual students.
  - Adherence to all local school policies while they are assigned to the school district.
  - Appropriate professional appearance. Professional dress is based on good grooming and appropriateness for the teaching assignment. All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of teacher, for students, and for education.
  - Communicate respectfully with all persons.
  - Refrain from allowing personal problems to interfere with classroom teaching.
  - Demonstrate a willingness to share your ideas with professional colleagues.
  - Avoid involvement in school politics or gossip about teachers, administrators, students, or parents.
  - Seek to communicate with parents in an effective manner.
  - Use of cell phones in school classrooms and professional seminars is prohibited.

**Illegal and Inappropriate Clinical Teacher Behaviors/Practices**
- Taking alcoholic beverages or firearms onto school campuses, either in personal belongings or in cars.
- Making direct contact with media about school activities.
- Making sexual advances to students, faculty, or staff, or asking a student for a date.
- Inviting guest speakers without permission from mentor teacher.
- Planning field trips before discussing with the mentor teacher.
- Making arrangements for parent conferences without approval of the mentor teacher.
- Criticizing the school district, faculty, or students in the community.
- Gossiping about students or teachers.
- Using incorrect grammar and telling inappropriate ethnic jokes.
- Following an inappropriate chain of command (i.e. complaining to the principal before talking with the teacher, use of school stationary for personal views, etc.)
- Using school resources for personal use (i.e. taking projector for home use, copying personal materials, etc)
- Carrying critical stories about one person to another person.

**Evaluation of the Clinical Teacher’s Performance**
- Evaluation of the clinical teacher’s performance is an ongoing process. The process itself is both formulating a single or a group of teaching activities, and summative, evaluating the overall teaching experience. Self-evaluation by the Clinical Teacher is encouraged and is viewed as an important part of the evaluation process. Reflections written and shared in conferences are one way self-evaluation may occur. Evaluation forms can be found in this handbook.
- Be a continual seeker of knowledge and skills related to the profession by reading journals and participating in professional organizations when possible.
Checklist for Clinical Teachers
Teacher Education Candidates

As you move through the process of becoming certified in Texas, follow these steps. This checklist is designed to serve as an aid in helping you meet all the requirements. Some people have unique situations that may require additional or different steps in the process. Professional Pedagogy professors are available to work with you as the certification process is implemented. Policies governing the Teacher Education Program at Lamar University are available on the web site: http://dept.lamar.edu/education.

☐ Be sure you have completed all requirements for admission. (see http://dept.lamar.edu/education.)
☐ Begin taking the required courses for certification beginning with PEDG 2310. Continue with other requirements as shown on your degree plan. All course standards must be met.
☐ Complete Request for Clinical Teaching Placement in Tk20 during the first month of the semester prior to the planned clinical teaching semester. If clinical teaching is put off please inform the Office of Field Experience and you must complete a second Request for clinical Teaching Placement in Tk20 during the first month of the semester prior to the planned clinical teaching semester.
☐ Observation with your clinical teaching mentor should be done the semester prior to student teaching.
☐ Attend the Clinical Teacher Seminars throughout the semester as indicated on your Clinical Teacher calendar.
☐ Report to your school for clinical teaching on all dates assigned on your Clinical Teacher calendar. The only exceptions will be that you follow the district calendar related to holidays, not the Lamar University calendar.
☐ Make your final degree plan in Room 202 of the Education Building one semester prior to graduation.
☐ Contact the Director of the MaST Program if you feel you are having a problem as you are teaching. If he/she does not resolve the problem, call the Dean of Education at (409) 880-8661.
☐ YOU MUST NOTIFY THE OFFICE OF FIELD EXPERIENCE IF YOU CHANGE YOUR NAME, ADDRESS, PHONE NUMBER, or ANY OTHER INFORMATION.

☐ All TExES information and registration is available in Office 201 F of the Education Building.

☐ Apply for your teacher’s certificate. Instructions for completing certification application will be given at the Final Seminar:
  ● You will complete a Lamar application for teacher certification located on Tk20
  ● You must complete an online application with the state of Texas (www.sbec.state.tx.us) and pay the state fee.
  ● You must complete and pay for fingerprinting (www.tea.state.tx.us.)
The Professional Seminar

There are many facets of clinical teaching providing knowledge and direction for students. There are specific topics for which you need to be prepared. Previous clinical teachers have assisted us in identifying some of the important issues we need to address during the student teaching semester. In an effort to better prepare our students for their “professional semester,” students will be **REQUIRED** to participate in the scheduled seminars.

The seminars will include topics such as:

- Professionalism and Ethics in the Workplace
- Legal Concerns in the Educational Setting
- Professional Development Appraisal System
- Parents and Parent Conferencing
- Classroom Management
- Getting Organized
- First Days of School
- Job Interviews

The scheduled seminars will be included on the clinical teaching calendar and will also allow time to share with each other and with the Director of Field Experiences. The seminars will be held on different days and times. Please refer to the calendar for dates and times. The seminars are considered **mandatory meetings** and your absence from any of the seminars will be reflected in the grading process.
Attendance and Professional Policies

The Clinical Teacher must complete 60 days on the assigned campus. The clinical teacher’s daily schedule is the same as the classroom teacher’s schedule required by the campus and district. The Clinical Teacher will follow the district calendar for holidays instead of Lamar University’s holidays. Each Clinical Teacher must remain in the school the number of hours per day required of teachers in the school in which he/she is clinical teaching. Clinical Teachers should attend faculty meetings to which they are invited, PTA meetings, conferences, in-service workshops, duty assignments, and other appropriate meetings. The Clinical Teacher is not allowed, by law, to serve as a substitute teacher during the student teaching experience.

ALL ABSENCES MUST BE MADE UP!

- You are expected to keep an Attendance Log which is turned in at the end of the semester. It is wise to complete the attendance log regularly so a mistake is not recorded requiring you to return to your placement for additional days.

- Absences should be limited to emergencies. There is no provision for absence during clinical teaching. In case of unexpected absence (personal illness, death in immediate family, or other extreme circumstances), It is the clinical teacher’s responsibility in anticipation of absence to:
  - As early as possible, notify the MaST teacher,
  - Notify the Director of Field Experiences
  - Notify the school office if required.
  - Send teaching plans and materials to the school or have on file at the school alternate lesson plans already prepared depending on the MaST teacher’s directives.

- The MaST Teacher cannot excuse your absence. If the Director of Field Experiences is not notified of your absence, it will automatically be documented as unexcused.

- After two absences have been deemed unexcused by the Director of Field Experiences, the student’s grade shall drop one grade level. Excessive absences may result in an extension or termination of the clinical teaching experience.

- If a Clinical Teacher has four unexcused absences, the Candidate Performance Review Committee (CPRC) will determine if repeating the clinical teaching semester is warranted. All absences MUST be made up. An additional clinical-teaching placement may be required before recommendation of certification/graduation is given.

- All make-up days must be completed prior to the grading deadline.

- You are expected to be on campus on time and ready to begin teaching when the bell rings. The Clinical Teacher must be prompt and in daily attendance. BE PREPARED!

- You are not permitted to leave campus earlier than the required time of the district. In most cases, you may not leave at lunch time.
- **TARDIES/LEAVING EARLY** – It is the responsibility of the candidate to **IMMEDIATELY** notify the MaST Teacher, Director of Field Experiences, and school office of any tardy/leaving early exceeding 15 minutes.
  - If the Clinical Teachers is late more than an hour a half day must be made up.
  - If the Clinical Teacher leaves early more than an hour a half day must be made up.
  - After three tardies have been deemed unexcused by the Director of Field Experiences, the student’s grade will drop one grade level.
  - If a student has four unexcused tardies/leaving early, the Candidate Performance Review Committee (CPRC) will meet to determine if repeating the clinical teaching semester, or termination from the program, is warranted.

- Professional Seminars are **MANDATORY**! After one unexcused absence, the student’s grade will drop one grade level. Additional unexcused seminar absences will be reviewed by the Candidate Performance Review Committee (CPRC) to determine if dismissal from the program will occur.
An Evaluation Packet will be delivered to the MaST teacher through the Tk20 system. MaST teachers will be notified through email of their passwords and usernames. This will happen after the 12th day of class when the banner download is completed for Tk20 purposes.
Mast Teacher Grading Procedures

Clinical Teacher Assessments
Mentors should SAVE the complete the evaluations on Tk20 and NOT SUBMIT. Clicking 'submit' will lock the Clinical Teacher out of the binder.

ATTENDANCE LOG

Clinical teachers should complete a daily attendance log that is kept in the classroom. It is advised that it be completed at least weekly so that there are no discrepancies at the end of the semester. The Clinical Teacher will deliver, to the Office of Field Experience, the completed daily attendance log, signed by the MaST teacher, at the end of the required time on campus. The MaST teacher will complete an acknowledgement statement agreeing to the correctness of the attendance log as part of the Tk20 Grading Packet.

NTACT TEACHING LESSON RUBRICS

Five completed NTACT Teaching Lesson Rubrics are required for the clinical teaching final grading packet. Split assignments will complete three Teaching Lesson Rubrics in each placement. A copy of the rubric can be found at the LU assessment link. Copies should be made of the blank NTACT Teaching Lesson Rubric for use in observing and giving regular feedback to the clinical teacher. Offering specific criticism and feedback of the teacher candidate's work will enable them to know which techniques are satisfactory and which ones are not. Conducting post-teaching conferences will help students to analyze and evaluate the results of teaching and to make further plans. The assigned University supervisor will schedule with the Clinical Teacher at least three formal lessons to observe. A formal lesson plan is required for each of the three lessons. The University Supervisor will provide written feedback on Tk20 and verbal feedback of the students planning and teaching to enable Clinical Teacher to know which techniques are satisfactory and what can be improved on. A interactive feedback conference will be held to help students analyze and evaluate their teaching and make further plans.

DISPOSITIONS

For all single placements mentors should complete a dispositions form on Tk20 for Clinical Teacher information in the middle of the clinical teaching time on campus. A date will be noted on the Clinical Teacher calendar. This will allow clinical teachers to make any corrections needed before the final grading packet. At the end of the semester the Final Disposition Rubric will be completed on Tk20.

For all split assignments the Disposition will be completed at the end of the first assignment by the first mentor and then a Final disposition rubric will be completed at the end of the second placement by the second mentor.
TECHNOLOGY RUBRIC

Clinical teachers are required to implement technology into their teaching and planning. The rubric requires three forms of technology to be implemented in their teaching and two forms of technology to support the teacher’s work. One form of technology should be the gradebook. If it is against district policy for clinical teachers to input grades on the computer gradebook the Clinical Teacher is required to create a gradebook in a spreadsheet.

GRADER LESSON PLANS

Clinical teachers are required to plan, teach, and reflect 5 formal lesson plans throughout the semester to be attached to Tk20. Dates are assigned for clinical teachers to turn in a completed lesson plan and analysis of their student learning and reflection of their planning and teaching. Clinical teachers will attach these five taught lessons and reflections to Tk20 after university graders have reviewed and given feedback. If there are significant errors or problems with these lesson plans, the Clinical Teacher may be required to create, teach, and reflect, and submit another lesson plan to grader before attaching to Tk20.

Mentors will evaluate the Grader Lesson Plans at the end of the semester by reviewing the Grader Lesson Plans attached to Tk20 with a Grader Lesson Plan Rubric. Split assignment mentors will evaluate the Grader Lesson Plans taught during that placement.

Professional Comments

If you have an area of concern please don’t hesitate to complete this section on Tk20. If you do not have an area of concern you can type N/A and submit.
Procedures for Removing a Student from Clinical Teaching

The University reserves the right to remove a Clinical Teacher from clinical teaching in the event that the University and/or the school district feel it is necessary. In the event that a student must be dropped from clinical teaching, the following steps will be taken:

- Automatic removal can take place if the Clinical Teacher places any student at risk and/or commits any act that the University and/or the school district believe is detrimental to the welfare of any student.

- Prior to removal from the clinical teaching semester, the student will be counseled on weaknesses and given the opportunity to improve.

- If the Clinical Teacher has been counseled and has shown no improvement, the University reserves the right to meet with the MaST teacher, student, principal, and/or representatives from the University. The University representatives will include the Director of Field Experiences, Phase III Committee, and any others the Director of Field Experiences deems necessary. In the event that all agree, there will be a written, signed agreement with signatures from the Director of Field Experiences and Phase III Committee indicating the need for the student removal from the classroom.

It is not our intention to remove a student from the clinical teaching semester. This would be done as a last resort and in thorough agreement with the parties mentioned above. It is our hope that all clinical teachers will complete their semester with a positive experience. If any of the above should occur, the student will be dropped from the clinical teaching semester.
Master Supervising Teacher Program  
(MaST Program)  
Lamar University

Under traditional methods of supervision, clinical teachers are assigned to a cooperating teacher and a university supervisor. The cooperating teacher is present almost constantly and the supervisor makes from four to six observations in a full semester placement. Under this system, there is a tendency for cooperating teachers to defer to the college supervisor, even though the cooperating teacher sees the clinical teacher more frequently. Master Supervising Teachers (MaSTs) are elementary, middle school, and secondary school teachers selected to participate in an innovative intern (clinical teacher) supervisory program. MaSTs are unique because they combine the roles of college supervisor and cooperating teacher and work in teams, when possible, to cooperatively supervise clinical teachers. Supervisors work with MaSTs to support their efforts with clinical teachers. MaSTs are paid $200 per full semester placement and $100 per half semester placement.

RESPONSIBILITIES

- Because MaSTs combine the roles of cooperating teacher and college supervisor, they take full responsibility for supervising clinical teachers, completing all assessments and recommending a final grade for the clinical teacher. The MaST director is available to consult with and assist MaSTs when requested.

- To prepare for the total responsibility of supervision, training will be provided each semester for participating teachers. Teachers must attend the training, one time only, in order to participate in the MaST program. This training has been approved as professional development hours through Region V. Special arrangements can be made if scheduling makes attendance impossible. The MaST program and the grading process are covered in detail during the training sessions.

- The goal of the MaST Program is to place two to six clinical teachers on one campus so that those interns and teachers form a team. This team will meet as often as desired for support, reflection, sharing and discussion of problems, new ideas, programs, materials, etc.

- MaSTs can observe lessons of other clinical teachers who are members of the team. This will provide the support and feedback which may be helpful when assigning the clinical teacher’s grade.

A MaST application can be accessed by clicking here.