

## **Clinical Teaching Experience**

The Region 10 Teacher Preparation and Certification (TPC) Program is approved through the Texas Education Agency (TEA) to offer a fifteen-week Clinical Teaching Experience (CTE). These fifteen-week assignments are offered once during the fall semester and may be offered once during the spring semester in limited settings. Acceptance into the TPC Program is no guarantee of acceptance for the Clinical Teaching Experience. Upon acceptance for the CTE, the Region 10 field supervisor and school district administrators make every attempt to place the candidate in a district of choice. In addition, alternative district placements may be available. After all program/certification requirements are met, CTE candidates are recommended for a Texas standard teaching certificate. For application deadlines, fees, and related information, please visit the TPC website at [www.region10.org/tpc/cte](http://www.region10.org/tpc/cte).

### **Screening for a CTE**

- Obtain acceptance in the Region 10 TPC Program
- Submit a writing sample focused on an assigned prompt
- Complete a face-to-face interview
- Complete coursework at a satisfactory or better level

### **Prior to Beginning the Clinical Teaching Experience**

- Complete the required the fingerprinting process.
- Complete 30 hours of field-based experience.
- Complete pre-service coursework at satisfactory level and the appropriate TExES content tests.
- Attend a CTE orientation.
- Pay CTE fees in full or make arrangements by August 1st for three equal payments during the clinical teaching assignment.

### **CTE Placement**

- Indicate first, second, and third choice districts for assignment (choices honored whenever possible).
- Accept fifteen week CTE school assignment (once accepted that placement must be honored.)

### **Clinical Teaching Experience**

- Complete fifteen consecutive weeks of unpaid, full-time clinical teaching.
- Work closely with a Texas certified cooperating/mentor teacher and Region 10 TPC field supervisor.
- Make up all absences during the fifteen-week practicum. More than two absences will be cause for dismissal from the Clinical Teaching Experience.
- Complete the TExES EC-12 Pedagogy and Professional Responsibilities test before or early during the Clinical Teaching Experience. Testing approval is given after coursework requirements are met.
- Complete requirements of the Individual Certification Plan.
- Attend two seminars and respond to online forums during the CTE

## **Clinical Teaching Experience Overview**

Clinical teaching is a period of exploration and continuous self-evaluation. During this period of time, past experiences are integrated into real teaching-learning activities and a personal philosophy of education is refined and tested. Planning and replanning to determine and extend individual abilities is a continuous expectation. Candidates work closely with the cooperating/mentor teacher, who facilitates the gradual change of roles; so that the CTE candidate will assume full classroom teaching responsibility as described in the clinical teaching schedule. Previous to beginning the teaching practicum, you are expected to attend and participate in school/district professional development activities in preparation for beginning the school year with your cooperating/mentor teacher. Much of the first two weeks of the clinical teaching experience is spent in observation of the classroom environment, instructional techniques, interpersonal communication, and relationship building. During the next six weeks (weeks three through eight), CTE candidates assist and then begin assuming teaching roles. The cooperating/mentor teacher and candidate work together to determine the schedule and processes for that transition. After eight weeks, the CTE candidate assumes full responsibility for instruction for a four week period. Finally, during the last three weeks of the clinical teaching experience, the candidate returns to an assisting teacher role. CTE candidates must demonstrate initiative, professionalism, enthusiasm and a strong work ethic throughout the fifteen weeks. Below is a schedule for a candidate's clinical teaching experience.

## **Clinical Teaching Experience Schedule**

Week 1: Clinical teacher observes cooperating teacher  
Week 2: Clinical teacher observes cooperating teacher  
Week 3: Clinical teacher teaches 25% of the lessons  
Week 4: Clinical teacher teaches 25% of the lessons  
Week 5: Clinical teacher teaches 50% of the lessons  
Week 6: Clinical teacher teaches 50% of the lessons  
Week 7: Clinical teacher teaches 75% of the lessons  
Week 8: Clinical teacher teaches 75% of the lessons  
Week 9: Clinical teacher teaches 100% of the lessons  
Week 10: Clinical teacher teaches 100% of the lessons  
Week 11: Clinical teacher teaches 100% of the lessons  
Week 12: Clinical teacher teaches 100% of the lessons  
Week 13: Clinical teacher teaches 75% of the lessons  
Week 14: Clinical teacher teaches 50% of the lessons  
Week 15: Clinical teacher teaches 25% of the lessons

## **Clinical Teacher's Beginning Assignments (Weeks 1 & 2)**

- Learn classroom procedures and routines, observe students and the cooperating/mentor teacher interactions.
- Learn the names of the students and identify individual learning needs.
- Obtain and read pertinent textbook pages, handouts, curriculum guides, etc.
- Discuss and identify the schedule for assuming teaching roles throughout the CTE with cooperating/mentor teacher.
- Provide a copy of the daily class schedule to the Region 10 field supervisor that the cooperating/mentor teacher assigns.
- Begin a collaborative discussion with the cooperating/mentor teacher about selection of unit/lesson topics to be taught.

- Ask cooperating/mentor teacher “why” and “how” questions to expand your knowledge for choosing methods for instruction and management.
- Organize a CTE notebook including defined items.

### **Assisting/Teaming (Weeks 3-8 and Weeks 13-15)**

After a short period of time in observation, the CTE candidate should be ready to interact with the students. Ask the cooperating/mentor teacher to provide specific suggestions for activities. For example:

- Monitor student work at their desks to give one-on-one assistance
- Distribute papers or materials
- Grade papers
- Check attendance
- Assist with end-of-day duties
- Assist students with make-up work

To initiate the teaching experience in the classroom, the CTE candidate should begin by sharing the responsibility for planning and teaching a selected lesson. This may be done in any number of ways. For example:

- The CTE candidate may present the lesson “warm up” and objective while the cooperating teacher teaches the lesson.
- Divide the class into two groups with the cooperating/mentor teacher taking one group for instruction and the CTE candidate taking another group for instruction.
- The cooperating/mentor teacher models a lesson presentation, and if there is a repeat of that class, the candidate presents the same lesson.

After observing how the cooperating/mentor teacher prepares lesson plans for teaching, the CTE candidate will be able to assume responsibility for planning and teaching a single lesson in a single subject or period. This lesson plan will be written and submitted to the cooperating/mentor teacher prior to teaching in order to gain constructive feedback for revisions before teaching.

Team teaching is an option that also allows the CTE candidate to gain some initial experience in front of the class with support from the cooperating/mentor teacher. When team teaching occurs, students observe the cooperative relationship of the CTE candidate and the cooperative/mentor teacher as they share responsibility for instruction. This process will accelerate until the CTE candidate has had experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day.

### **Teaching (Weeks 9-12)**

The CTE candidate assumes full teaching responsibilities for four weeks in order to demonstrate proficiency as a beginning teacher. During the four weeks, the goal should be to assume as many responsibilities of “the certified teacher” as your cooperating/mentor teacher is willing to allow. Planning all the instruction, preparing all the materials to deliver the instruction, implementing and assessing the instruction, and reflecting on the effectiveness of the instruction in order to adjust the next day’s instruction should be expected. Having an authentic teaching experience will enable you to fully benefit from the clinical teaching experience.

### **Role of the Cooperating/Mentor Teacher**

The cooperating/mentor teacher is key to the professional development of the clinical teaching candidate. The understanding, assistance, encouragement, and enthusiasm of the cooperating/mentor teacher provides strong support throughout the CTE. More specifically, the cooperating/mentor teacher assists and teaches the candidate, while at the same time encourages the development of professional independence. The decisions related to activities undertaken by the clinical teaching candidate should be determined collaboratively with the final decision being made by the cooperating/mentor teacher who holds the final responsibility for the learning of the students. In addition, as an evaluator of the clinical teaching candidate's effectiveness, the cooperating/mentor teacher will provide regular feedback throughout the 15 weeks.

### **Role of Region 10 Field Supervisor**

The Region 10 field supervisor serves as liaison for Region 10 TPC, the school, and the CTE candidate. He/she assists by working closely with the cooperating/mentor teacher to establish the most desirable educational experiences possible for the CTE candidate. In all cases, the Region 10 field supervisor will respect the planning of the cooperating/mentor teacher and the policies of the school. In addition, as an evaluator of the CTE candidate effectiveness, the field supervisor will provide regular feedback and support throughout the 15 weeks.

<b>Week 1 &amp; 2 - Clinical teacher observes cooperating mentor/teacher</b>
☐ Initial visit/conference by the Region 10 Field Supervisor
☐ Turn in copy of daily class schedule to field supervisor
☐ Class Background Study Part A
☐ Daily written observations due end of second week
<b>Week 3 - Clinical teacher teaches 25% of the lessons</b>
<b>Week 4 - Clinical teacher teaches 25% of the lessons</b>
☐ First observation report completed by cooperating/mentor teacher
<b>Week 5 - Clinical teacher teaches 50% of the lessons</b>
☐ First evaluation completed by the Region 10 field supervisor
☐ Class Background Study Part B
☐ First written CTE candidate reflection form
<b>Week 6 - Clinical teacher teaches 50% of the lessons</b>
<b>Week 7 - Clinical teacher teaches 75% of the lessons</b>
☐ Second observation report completed by cooperating/mentor teacher
<b>Week 8 - Clinical teacher teaches 75% of the lessons</b>
☐ Second evaluation completed by the Region 10 field supervisor
☐ Second written CTE candidate reflection form
<b>Week 9 - Clinical teacher teaches 100% of the lessons</b>
<b>Week 10 - Clinical teacher teaches 100% of the lessons</b>
☐ Third observation report completed by cooperating/mentor teacher
<b>Week 11 - Clinical teacher teaches 100% of the lessons</b>
☐ Third evaluation completed by the Region 10 field supervisor
<b>Week 12 - Clinical teacher teaches 100% of the lessons</b>
<b>Week 13 - Clinical teacher teaches 75% of the lessons</b>
☐ Fourth observation report completed by cooperating/mentor teacher
<b>Week 14 - Clinical teacher teaches 50% of the lessons</b>
☐ Fourth evaluation completed by the Region 10 field supervisor
☐ Third written CTE candidate reflection form
☐ CTE End of Semester Survey due
<b>Week 15 - Clinical teacher teaches 25% of the lessons</b>
☐ Summative evaluation completed by cooperating/mentor teacher and Region 10 field supervisor.