



## CLINICAL TEACHING RESIDENCY

All clinical teachers will complete a one-year clinical teaching residency experience. Clinical teachers will work closely alongside their mentor teacher to develop the clinical teacher's efficacy and expertise in planning and delivering quality instruction and grow their professional identity as a teacher. Clinical Teachers work alongside their Mentor teachers and follow a co-teaching model which supports and helps scaffold the Clinical teacher to independence in both lesson planning and instruction. They also work closely with a field supervisor while clinical teachers actively engaged in the learning process as they receive coaching and support within a continuous improvement model to prepare for, develop and provide culturally responsive instruction to the students they serve in the classroom.

### Goals and Learning Outcomes for the Clinical Teaching Residency Experience

The purpose of the clinical teaching experience is to support the transition from college student to becoming a professional educator. As they experience the day-to-day routine of the classroom teacher, the clinical teacher will gain a better understanding of the inter-relationships and dynamics of classrooms and schools. This course sequence provides for the opportunity for the clinical teacher to benefit from the professional guidance of an experienced teacher and group of colleagues. Through this process, the clinical teacher will gain greater effectiveness and professionalism in assuming their role of the teacher.

### Clinical Teaching Residency Expectations

The clinical teacher will apply educational theory and knowledge in a real, working school placement and satisfactorily demonstrate:

- Effective co-planning and preparation of engaging classroom lessons;
- Active participation in team planning, Professional Learning Communities (PLCs) professional development and clinical teaching meetings;
- Delivery of culturally relevant and sustaining teaching pedagogies in small and whole group lessons;
- Awareness and responsiveness to student needs;
- Application of effective classroom management strategies and routines;
- Monitoring and adjusting instruction, based on formative and summative assessments, data analysis; and application of data to differentiated teaching to meet students' needs;
- Engaging in reflective practice;
- Participating in informal and formal observations; and
- Contributing to the school community by participating in events such as after school clubs, family nights, Super Saturdays, tutoring.



The Clinical Teacher meets specific instructional responsibilities Aligned to T-Tess and satisfactorily demonstrate:

1. An understanding of the complex classroom context to
  - Identify and address individual students' social, emotional, and behavioral learning needs;
  - Utilize knowledge of students;
  - Facilitate the development of a culture of respect and enthusiasm for learning; and
  - Implement effective classroom organization and consistent procedures for learning.
  
2. the ability to plan and prepare effective instruction to
  - Co-plan with a mentor teacher and/or grade level content team;
  - Apply high learning standards using current Texas Essential Knowledge and Skills (TEKS) to develop meaningful objectives and assessments;
  - Employ effective differentiation strategies;
  - Facilitate critical thinking and higher ordering questioning;
  - Anticipate student misconceptions and challenges;
  - Use student data to plan and organize instruction; and
  - Monitor and reflect on student learning.
  
3. the ability to deliver effective instruction to
  - Provide quality small group and whole group instruction that challenges students;
  - Adapt lessons to meet the needs of all students;
  - Engage in collaborative co-teaching and individual instruction; and
  - Collect meaningful evidence of student learning.
  
4. the development of a professional identity to
  - Demonstrate an essential, effective teacher disposition;
  - Engage in reflective practice;
  - Solicit, receive, and respond to feedback and suggestions for growth;
  - Seek out and participate in professional development opportunities; and
  - Demonstrate effective oral and written communication skills.

Progressive Experience



Clinical teachers will have a year-long opportunity to refine and practice their teaching skills under the direction of a cooperating teacher and a university field supervisor. This experience introduces clinical teachers to all aspects of the teaching profession. Prior to their final semester, clinical teachers are placed in a classroom for intensive field experience to experience the beginning and end of a school year. They learn the comprehensive responsibilities of the teaching profession and practice developing lessons and learning sequences that are aligned to the TEKS and include relevant assessments. They continue to refine these skills the following semester when they are placed in classrooms full-time. Clinical teachers are expected to be immersed in the classroom experience, and gradually assume the duties and professional responsibilities of a classroom teacher. Clinical teachers assume greater responsibility in lesson planning, preparation, delivery, as well as engaging in the process of on-going student assessment. Clinical teachers utilize the TEKS and teaching standards as they respond to student instructional needs and grade level objectives. They co-teach in collaboration with their mentor teacher to deliver outstanding instruction and quality learning experiences for their students.

### Clinical Teaching Eligibility

To be eligible to begin your clinical teaching, clinical teachers must complete certain specified courses and meet and demonstrate the following criteria:

- Mastery of objectives related to teacher preparation in the courses prior to clinical teaching and the successful completion of all TEACH requirements and coursework other than clinical teaching;
- Progress towards mastery of the knowledge and skills included in the Texas Educator Standards as well as:
  - Effective planning and preparation of engaging classroom lessons
  - Developmentally and culturally appropriate teaching methods
  - Awareness and responsiveness to student needs
  - Application of effective classroom management strategies
  - Application of a variety of evaluation methods and assessments
- Successfully acquire a professional disposition and mindset required of teachers as determined by the Professional Practices and Dispositions Assessment;
- Effective oral and written communication skills through collaboration with teaching professionals and peers to reflect on pre-service teaching experiences;
- Content knowledge and skills by earning at least 80% on all practice content certification exams and exhibit “readiness”;
- Clear a criminal background check as required by partner districts and TEA;
- Be in "good academic standing" in the Education Department, e.g., maintain a 2.75 GPA.
- Complete all coursework required in the academic program.



### Residency Logistics

Spring graduates begin their clinical teaching residency at the beginning of the school year (August) in the district where they are placed. They complete their clinical teaching residency in May.

Fall graduates begin their clinical teaching residency in January through May, they continue in their assignment placement in August of the next school year, they conclude their residency in December.

Clinical teaching residents who are employed by a district are expected to complete the conditions of their residency employment contracts.

All clinical teaching residents are expected to complete:

- A minimum of 3 full days of professional development and classroom readiness at the beginning of the school year
- A minimum of 5 days in their assigned classroom during the first two weeks of school when students are present.
- At least 20+ days (160 hours) of field work during the semester they are enrolled in EDUC 5330. (All candidates will complete an average of 3 days a week on their campus before they begin their clinical teaching semester)
- An additional 10 days of field work during the 5330 semester, or in December (for May graduates) or May (for December graduates)
- 70 full days in their placement the semester in which they are enrolled in EDUC 5684. All candidates will complete an average of 4-5 days on their campus. (Note this is in addition to professional development days, 5 days during the first week of school, and 10 days in May or December, and or edTPA writing days)

Days and hours of the clinical teaching residency are determined in collaboration with OLLU and the school district.

Pay eligibility will be determined by the OLLU Student Employment Office for Federal Work-Study Experimental funding.

Compensation for employment as a Clinical Teaching Resident by a local school district (SAISD) will be determined by the school district. See job descriptions below.

### Observations During Clinical Teaching

During the first semester of clinical teaching, Clinical teachers will participate in the following observations:

- 3 45-minute literacy lessons (faculty, peer, and self-reflection)
- 3 Mentor Teacher Observations
- 1 Video Observation – peer review and reflection (University Supervisor will review)
- 2 - University Supervisor Observations - small group and whole group



During the final semester of clinical teaching, candidates will participate in the following observations:

- 4 mentor teacher observations
- 4 university supervisor observations (1 unscheduled observation)
- Several informal observations – university supervisor and mentor teacher

These formal observations will last at least 45-minutes and will include a pre-conference and a reflective post-conference. Informal observations will also be completed by the mentor teacher and university supervisor in comprehensive efforts to capture the clinical teacher's growth and progress.

### Professional Competencies and Benchmarks of Clinical Teaching

The mentor teacher and the field supervisor complete an evaluation of the clinical teacher that assesses the following effectively demonstrated competencies:

- Plans lessons and submits her/his plans to the mentor teacher for guidance and approval in advance of instruction.
- **Sets goals and objectives that are aligned to state content and skills standards.**
- Plans activities, materials and assessments that are well sequenced and relevant to students.
- Actively and appropriately contributes to team planning meetings.
- Analyses student data to plan instruction.
- Sets high expectations that challenge students.
- Models high energy and enthusiasm in teaching.
- Communicates effectively with students.
- Communicates effectively and collaboratively with fellow teachers and professional colleagues.
- Practices effective and positive classroom management techniques.
- Is mindful and respectful of cultural differences
- Presents culturally relevant lessons and learning experiences.
- Meets professional standards for attendance.
- Meets professional standards for punctuality.
- Consults with their cooperating teacher about professional development opportunities and goals.
- Participates effectively in school community events.
- Demonstrates the professional dispositions expected of a teacher.
- Demonstrates the skills and dispositions required for certification per 19 TAC §228.35(e)(2)(A)(iii)
- Receives the recommendations of the mentor teacher and field supervisor for certification.

