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Dear Clinical Teacher,

One of the most critical phases of teacher preparation is clinical teaching. At Dallas Independent School District, we support this vital transition from college student to professional teacher by carefully pairing clinical teachers with outstanding Cooperating Teachers for this experience.

Dallas ISD clinical teachers are also offered staff development opportunities while they are involved in their clinical teaching experience. Key instructional topics are at your disposal throughout the semester that directly relate to your experiences in the classroom. At Dallas ISD we want you to get the most from your experience with us!

For those who may not know, Dallas ISD is the 14th largest school district in the nation. Our district serves a 384 square-mile area that covers 14 municipalities. We have over 225 schools in our district. We are a diverse school district of approximately 160,000 students. We know that at Dallas ISD, you have over 160,000 opportunities to make a difference!

Dallas ISD may be a large school district, but we want you to feel at “home.” During your clinical teaching experience you will be working with a strong team. This team will include an experienced Cooperating Teacher, who will share their expertise with you during your learning process. You will be brought into the classroom experience at a pace with which you feel comfortable. Your early days will be filled with observations and reflection of the teaching process, and then you will progress to more responsibilities. Soon you will be teaching one to two lessons a day, and ultimately preparing for, and then teaching, the entire instructional day.

We wish you the best as you begin your next steps in becoming a certified professional teacher. Know that representatives from the Office of Clinical Teaching are here to help you, so please let us know your thoughts and feelings. After all, YOU are our future!

Sincerely,

Heather Asp

Heather Asp, Teacher Residency Coordinator
Human Capital Management
Office of Clinical Teaching

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Dallas Independent School District: http://www.dallasisd.org/
Clinical Teaching Information: http://www.dallasisd.org/Page/26094
Goals and Objectives

Goals:

• To develop entry-level competence in the full range of teaching skills and functions of a classroom teacher.

• To provide experiences which allow clinical teachers to apply their knowledge base to the classroom experience.

• To model best teaching practices while allowing opportunity for the application of new teaching strategies and techniques.

• To apply a reflective, problem-solving approach to the development of teaching practices.

• To provide a safe and nurturing environment for developing a confident beginning teacher.

Objectives:

• To learn to plan effective lessons for maximum student learning.

• To understand and demonstrate the value of building student rapport.

• To achieve an effective style of classroom management that maximizes student involvement.

• To present curriculum content in an effective, meaningful way that includes student involvement.

• To establish a classroom that values diversity in learning and cultures.

• To assess student learning using appropriate strategies.

• To build a network of professional relationships through personal involvement.

• To exhibit appropriate professional qualities and commitment to teaching.
Roles of the University Supervisor

• To assume the responsibility for direct supervision of assigned clinical teachers, serving as liaison for the campus administrator, cooperating teacher and university.

• To evaluate the performance of clinical teachers in collaboration with the cooperating teacher.

• To maintain close contact with clinical teachers via email, telephone, and classroom visitations.

• To explain and define the experiences that should occur in the clinical teaching experience.

• To confer regularly with assigned clinical teachers, campus administrators and cooperating teachers regarding the performance and progress of clinical teachers. This team must address any major performance weaknesses and develop a plan for improvement with a reasonable timeline that can be agreed to by all concerned parties.

• To familiarize the cooperating teacher with the university evaluation form or process and the calendar for completion of the evaluation.

• To serve as a support person for both the clinical teacher and cooperating teacher.

• To assign, in cooperation with the cooperating teacher, a grade for the clinical teacher’s performance.

• To provide university contact information for both the clinical teacher and the cooperating teacher.
Roles of the Campus Principal

• To select model/master teachers who are willing and have the time to serve as cooperating teachers.

• To acquaint the clinical teachers with the school, campus, and district policies and procedures, and any practices that will contribute to the success of the clinical teacher.

• To orient the clinical teacher to the campus culture, the school community and the school staff.

• To encourage the students, staff, and parents to support the clinical teachers while they are a part of the school staff.

• To make classroom visits and informal evaluations of the performance of the clinical teacher.

• To be available for conferences with the clinical teacher, cooperating teacher and university supervisor.

• To serve as a reference for graduating clinical teachers who were assigned to the campus.

• To assign a substitute teacher on any day that the cooperating teacher is absent. According to policy, clinical teachers may not assume the role of substitute teacher during their clinical teaching assignment.
Roles of the Cooperating Teacher

• To model enthusiasm for teaching and learning and exhibit a positive attitude toward working with clinical teachers.

• To introduce the clinical teacher to campus personnel and involve the clinical teacher with all aspects of campus life.

• To induct the clinical teacher into classroom procedures as completely as possible and work toward full teaching responsibility before the end of the assignment.

• To establish a classroom climate that assures acceptance and respect by Dallas ISD students.

• To model effective lesson design, instructional delivery and assessment of student progress.

• To acquaint the clinical teacher with campus and district resources, tools, and personnel.

• To inform the clinical teacher of district/campus policies and procedures.

• To instruct the clinical teacher in classroom organization strategies such as setting up a grading system, lesson plans, attendance reporting, lunch counts, grade reporting and paper management.

• To demonstrate effective classroom management and assist the clinical teacher in establishing a plan that is comfortable and effective.

• To model effective teaching practices that are inclusive, challenging and appropriate for all learners.

• To assist the clinical teacher in becoming familiar with the curriculum and state assessment system (STAAR).

• To evaluate the clinical teacher’s performance utilizing the university’s evaluation system.

• To offer suggestions and support for improvement of skills.

• To confer with the university supervisor regarding progress.
Roles of the Clinical Teacher

• To demonstrate enthusiasm toward the clinical teaching experience and a commitment to learning through experiences and reflection.

• To maintain professional and personal conduct that reflects the role of a teacher in matters of cooperation, appearance and confidentiality.

• To participate in non-instructional activities such as PTA meetings, faculty meetings, professional association meetings, staff development and parent-teacher conferences.

• To become acquainted with campus and district policies/procedures and apply them in practice.

• To accept the responsibility of classroom instruction and demonstrate effective lesson planning, instructional delivery and student assessment.

• To achieve an effective style of classroom management that maximizes student learning.

• To establish and practice appropriate, fair and effective behavior management.

• To model acceptance and value student diversity.

• To submit all necessary forms to the university supervisor and district personnel as scheduled.

• To inform the cooperating teacher of any university communications.

• To strive to learn and grow as a professional teacher.

• To attend clinical teaching workshops provided by Dallas ISD designed specifically for student teachers and required by the university.
Campus Hours

Elementary Schools and Vanguards
7:55am – 2:55pm

Middle Schools, Montessori Schools, and Academies
8:35am – 3:35 pm

High Schools, Magnet Schools, and Early Colleges
9:15am - 4:15pm
School Closings

Cooperating Teacher:
Make sure your Cooperating Teacher has your contact information.

Internet:
District Website at www.dallsdisd.org
Connecting to Dallas ISD http://thehub.dallasisd.org/

Email:
Sign up for District E-news (CAPE) by going to
http://www2.dallasisd.org/cape/subscribe/

Radio:
WBAP 820 AM
KVIL 103.7 FM

Television:
KXAS-TV Channel 5
Attendance

- Absences should only occur when the employee is ill or for other approved reasons in accordance with district/university leave policy.

- If an absence is to occur, it is the responsibility of the student teacher to contact his/her cooperating teacher in advance to let them know of the absence. This is a professional courtesy and an expectation of the school district.

- Call your University Supervisor and Dallas ISD Cooperating Teacher. Be sure that the school office knows you will be absent in the event you receive important phone calls or messages.

- The Cooperating Teacher will document clinical teacher’s attendance as part of the internship.

- Remember that it is okay to stay home because you are sick. Also remember that just because you “have the days” doesn’t mean you should necessarily use them.
Dress Code

- Dress and appearance should be clean, neat, in a manner appropriate for their assignment, and in accordance with any additional standards established by their supervisors and approved by the District.

- Wear identification at all times!

- Every day is an interview, so make sure you reflect the professionalism of a future educator.

- You are an example to students of what it means to dress in a professional manner that is both respectful of yourself and others.

- You want to make sure to set yourself apart from the students, even in the way you dress.
School Board Policy

- District policies are available online on the District website at www.dallasisd.org, or by going to http://pol.tasb.org/Home/Index/361
- Enter a key word/phrase or policy code and hit search.
- Select applicable policy, download, and print.

Relevant Board Policies

- Code of Ethics and Standard Practices for Texas Educators
  - “...The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty.....The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.”

- Sexual Harassment/Sexual Abuse/Other Prohibited Harassment
  - DIA (Legal, Local)
  - FFH (Legal, Local)
  - “Sexual harassment” includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
  - “Other prohibited harassment” refers to any harassment of an employee or student, on the basis of race, color, gender, national origin, disability, religion, or age.
Social Networking

- Facebook, Twitter, Instagram, YouTube, and Blog accounts should always have appropriate, conservative privacy settings in place to avoid access to Dallas ISD students.

- Privacy settings should be adjusted to protect students/parents from viewing any status updates, posts, published pictures, profile pictures, or other content which may be considered offensive by the viewer.

- It is NOT appropriate to accept Dallas ISD students, regardless of whether they are your students, as “friends” or “followers” in these accounts as doing so gives them access to all of the content and information on your page.

- Identifying yourself as employee of Dallas ISD on your accounts may be considered misrepresenting the District if inappropriate or offensive material is visible.

- Inappropriate or offensive may include, derogatory language, disparaging comments about the District, campuses, colleagues, supervisors, or students.

- Posting status updates during the school/work day is unwise and could result in preventing you from hire down the road.

Text Messaging

- Text messaging students or replying to text messages from students for reasons not directly related to your job is unwise and may violate the code of ethics.

- Texting a student is not advised, and it isn’t worth the risk of someone bringing allegations against you.
Student Teacher Access to Online Curriculum

Cooperating teachers are expected to spend a significant amount of time working with clinical teachers on lesson development. This involves exposing them to the District Curriculum. In order to do this without violating District Network Access Policy, you may wish to create an account at www.dropbox.com (a free file sharing/storage site) where you can download the Curriculum Maps and weekly resources and share them with your clinical teacher. The clinical teacher can then download, view, or print them from the dropbox.com on their own devices.
Frequently Asked Questions

Where can I find a map to my school?

Go to http://www.dallasisd.org/schools/. Choose Elementary Schools, Middle Schools or High Schools from the page. Click on the listing of the school by the first letter of the last name. Choose view map.

Where can I find general information about my school?

Go to http://www.dallasisd.org/schools/. Choose Elementary Schools, Middle Schools or High Schools from the page. Click on the listing of the school by the first letter of the last name. Click on the school link.

When do I need to arrive at school?

Plan to arrive at least 15-20 minutes before the students arrive. Check with your Cooperating Teacher or Principal to find out what is the acceptable practice.

Do I need to sign in?

Yes, the school office has a sign-in sheet where all visitors and staff to sign in. Check with your school secretary to be sure that your name has been added to the roster.

How do I know where to park?

Please check with your Principal and Cooperating Teacher. Some schools require parking stickers and assigned parking places.
Do we have to eat in the cafeteria?

Most schools have a designated place for the staff to eat. Keep in mind that your student teaching is a premier opportunity to learn about the school and the students. Take advantage of every opportunity you are afforded.

Do I need to attend PTA, parent conferences, etc.?

Yes, it is very important that you have a complete picture of teaching and all the responsibilities associated with leading a class. You will probably have “duty” assignments with your cooperating teacher.

What do I do on district staff development days?

You will attend staff development sessions that you and your cooperating teacher agree will be beneficial.

Do I have to be a part of the Professional Development learning offered by the clinical teaching program?

Yes. The Office of Clinical Teaching works in tandem with your sponsoring university or education program to make certain we are providing professional development opportunities that will enhance your experience in the classroom. It is highly encouraged that you attend in order to gain the most out of your clinical teaching experience and professional growth.
Survival Tips

Call your assigned school before reporting to meet with your Cooperating Teacher. Introduce yourself and make sure he/she knows what day you are reporting. Check on the time you need to be there and where you will meet. Leave home early to avoid any unexpected delays.

When you arrive, introduce yourself to the office staff and let them know with whom you will be working. Inquire where you will need to sign in, and how to locate your Cooperating Teacher. It is important to get to know the office staff, the custodians, and the cafeteria workers. They can make your clinical teaching experience go smoother.

Ask questions and be a good learner. You already know a lot from your college work, but the on-the-job training you will receive in clinical teaching is invaluable! Take every opportunity to learn from veteran teachers. Be a good team member while you are in the school - others will appreciate your commitment.

Inquire as to how the parents will be informed about you and your role in the classroom. The students will be talking about you, so the parents will want to know about the “other” teacher in the class.

Your first time to assume teaching responsibilities will come soon, so get ready! Study the curriculum, make notes about methods that work and don’t work, get to know the names of the students and practice before you teach. The first time in front of the class is not easy so don’t expect to be a “pro”. You have to be willing to accept suggestions and comments from your Cooperating Teacher.

Classroom Management is one of the difficult strategies that you have to learn. Remember that your Cooperating Teacher has taught the class for several months and can make classroom management look easy. Learn from your Cooperating Teacher. How did she/he set up a discipline management plan with the class? What consequences are appropriate for this age group? What are the school/campus discipline policies? What do I do if something major happens and I need help?

You will be evaluated several times during your clinical teaching experience. Enlist your Cooperating Teacher to help you with your lesson, strategies and
materials. The purpose of evaluation is to help you improve, so approach it as an opportunity and be prepared.

Maintaining a reflective journal and developing a portfolio will be valuable to you. Not only can you share it with your University Supervisor and Cooperating Teacher, but you can use it for interviews. It is a great way to gauge your growth.

When your clinical teaching is complete, write a note to the Principal, Cooperating Teacher, University Supervisor and others who have had an impact on your experience. This is an appropriate and sometimes overlooked business practice. Remember that when it comes time to be considered for full-time employment, you want to stand out!
Clinical Teacher Handbook Receipt Acknowledgment

I have read and been informed about the content, requirements, and expectations of clinical teaching in Dallas Independent School District. I have received a copy of the Clinical Teaching Handbook, in which the policies and procedures appropriate to my assignment are contained, and agree to abide by the guidelines as a condition of my practicum within Dallas ISD.

I understand that if I have questions, at any time, regarding the clinical teaching policies, I will consult with the Teacher Residency Coordinator at Human Capital Management immediately.

Please read the Clinical Teaching Handbook carefully to ensure that you understand the policy before signing this document.

Clinical Teacher Signature: ________________________________

Clinical Teacher’s University or Program: ____________________

Date: ________________________________