# **EDUCATOR** STUDENT CLINICAL GUIDE

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### **CLINICAL INTRODUCTION**

Congratulations on reaching your final clinical experience before graduation! We hope you've found your teaching journey rewarding so far.

The Clinical tab outlines the final six steps required before graduation. Once you've completed them, review your application and make sure everything is marked as completed. If all items are checked off, you'll be ready to be recommended for licensure by the Education Advisement Center.

This section includes fewer steps than earlier ones, but they are more challenging and timeconsuming. Be sure to plan ahead and give yourself enough time to complete each requirement thoroughly.



### **PROGRAM TASKS**

### STUDENT TEACHING/INTERNSHIP EXPERIENCE

Your student teaching or internship experience functions much like the practicum when it comes to what takes place on Educator.

Before the add/drop deadline, you'll see both Student Teaching and Internship options available in your account. After the deadline, only the clinical path you selected will remain visible, and your evaluations will appear under the dropdown arrow.

At the end of the semester, your evaluations will be completed on your behalf.

If you are completing an internship, your evaluations will be submitted in May of the following year.

You will have **two TCA evaluations**: one completed by your **mentor teacher** and the other by your **university supervisor**.

In addition, your **university supervisor** will also complete an **EDA (Educator Disposition Assessment)**.

As with your **practicum TCA evaluation**, you will need to **sign both of your TCA evaluations** for your student teaching or internship course.

#### **Clinical Requirements**

Use this checklist to keep track of what you have done and what you still need to do in order to complete the Clinical transition. You can complete the steps in any order, but all of the steps must be completed before you can submit your application.

#### **Major Tasks: Physics Education**

0	Student Teaching Experience   PHY S 476	>	In Progress
Ø	Utah Teacher Education Student Survey	>	Completed
0	BYU (ST) PROFESSIONAL TEACHER CAND	IDATE ASSESSMENT (v1)	) [Self] >

#### **Clinical Requirements**

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#### **Major Tasks: Physics Education**

0	Student Teaching Experience   PHY S 476 🗸 🗸	In Progress
0	Educational Dispositional Assessment (v1) [University_Supervisor]	Completed
0	BYU (US) PROFESSIONAL TEACHER CANDIDATE ASSESSMENT (v1) [University_Supervisor]	
C	BYU (MT) PROFESSIONAL TEACHER CANDIDATE ASSESSMENT (v1) [Mentor_Teacher]	Pending

### SIGNING THE TCA EVALUATION

To sign your TCA evaluation after it has been completed on your behalf, go to the homepage or the "Accounts" tab in your account. Then, click the blue hyperlink labeled "Complete/Sign Evaluations" located in your Current Tasks box.



To open the evaluation, either doubleclick the desired entry, or click once to select the row and then choose "Complete/Sign Evaluation."

Sign Evaluat	ions					He
Year Term	✓ Student	Evaluation V	Evaluator			SEARCH RESET
SIGN EVALUATION						H H 1 to 2 of 2 H H
Year Term	Student	Evaluation	Evaluator	Completed	UPC Signed	Student Signed
Year Term Fall 2024	Student	Evaluation TCA_MT	Evaluator	Completed In Progress	UPC Signed 4/15/2025	Student Signed
Year Term Fall 2024 Fall 2024	Student	Evaluation TCA_MT TCA_US	Evaluator	Completed In Progress In Progress	UPC Signed 4/15/2025 4/17/2025	Student Bigned

#### **Clinical Educator Feedback Survey - Evaluator**

Assessment prepared by the Educator Preparation Program (EPP), to be completed before TCA.

Evaluator:

### First, you'll need to complete the **Clinical Evaluator Feedback Survey** (CEFS).

This includes answering four short guestions about the evaluator who completed your survey on your behalf, along with any comments you'd like to share with them.

When you're finished, click "Submit Answers."

Evaluatee:

#### Candidate's feedback for the Evaluator

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Effectively supported you during your field experience (e.g., collaboration, modelling, coaching, feedback, encouragement, teaching resources, responsiveness).	0	0	0	0
Helped you learn about planning, assessment, and/or instruction.	0	0	0	0
Supported you in establishing a classroom environment conducive to learning.	0	0	0	0
Used BYU'S PAES instrument to provide formative and summative feedback.	0	0	0	0
Other comments/suggestions, or strengths of the evaluator that you have not	mentioned:			



### Finally, review the **TCA** evaluation.

Read through your feedback carefully, then scroll to the bottom. Click where it asks for the **student signature**, enter your name, and click "**Save**."

Repeat these same steps for the **second TCA evaluation** completed on your behalf.

# Reviewer Signature Candidate Signature

### COMPLETING THE UTESS

The **UTESS survey** in this section is identical to the one you completed during your **exploratory experience**, but this time, your responses should reflect your **student teaching** or **internship** experience.

To complete the survey, simply select the answer that best represents your opinion for each question.

Many students forget to select an answer for one or more questions, which will result in a **validation error**. Be sure to **select a response for every item** before submitting.

Once you've selected an answer for every question and completed the short answer prompts, click "**Submit Answers**" at the bottom of the page.

#### **Utah Teacher Education Student Survey**

Prepared by Utah Teacher Education Assessment & Accreditation Council (UTEAAC).

The Utah Teacher Education Student Survey (UTESS) is an evaluation designed to measure a teacher candidate's confidence and preparation in the classroom throughout their collegiate experience. The UTESS is a self-assessment that students perform upon admission to their program, after graduation, and within their first and third years of teaching. The UTESS is designed to show growth over time and is aligned with UETS. The UTESS is measured on a four-point scale ranging from "Not at AIP" to "Exceptionally."

#### UTESS Abilities

Based on the courses and experiences within your teacher preparation program (including your major, minor, and education courses), how well can you do the following:

	Not at All (0)	Minimally (1)	Effectively (2)	Exceptionally (3)
Advocate to meet the needs of all learners.	0	0	0	0
Stay informed of current educational policy.	0	0	0	0
Reflect on the effectiveness of instruction to identify areas of strength and challenges.	0	0	0	0
		31233		100

#### UTESS Knowledge

Based on the courses and experiences within your teacher preparation program (including your major, minor, and education courses), how extensive is your understanding of ...

None (0)

Very Little (1) Sufficient (2) Comprehensive (3)

Federal and state laws, State Board of Education rules, and policies pertaining to teaching (R277-530).	0	0	۲	0
Actions that adversely affect a teacher's ability to carry out the responsibilities of the profession, including role model responsibilities (R277-515).	0	0	0	۲
The need for maintaining confidentiality regarding student records and collegial consultations.	0	0	0	۲
The need for maintaining accurate student records.	0	0	0	۲
SUBMIT	ANSWERS			
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### COMPLETING THE SELF TCA

### To **complete your self TCA evaluation,** go to the the "**Clinical**" tab in your account.

To open the evaluation, **click** the **self** 

click on "Start [evaluation name]".

**TCA** to open the drop down menu, then



#### **Clinical Requirements**

Use this checklist to keep track of what you have done and what you still need to do in order to complete the Clinical transition. You can complete the steps in any order, but all of the steps must be completed before you can submit your application.

#### **Major Tasks: Physics Education**





Click on the "**Start**" button, so that you can see the full evaluation.

### **TCA** Instructions

At the top of the evaluation, you'll be able to keep track of your score.

Scroll down to fill out all required fields. There are five areas, each with specific aspects to evaluate,

scored from 0 to 3 points.

## BYU (ST) PROFESSIONAL TEACHER CANDIDATE ASSESSMENT

At the end of your final field experience please mark the extent to which you have met the competencies as outlined below. At the end of each section reflect on the aspects of the BYU-Public School Partnership Commitments and the competencies as it relates to your teaching experience and the Mission of BYU.

Evaluator Name: Type: Self

Score Points: 0 / 60 No minimum score required. Status: Incomplete

Signatures Program Coordinator: Candidate:

Candidate

Name: Semester:

3. BYU-Public School Partnership Commitment: Engaged Learning Through Nurturing Pedagogy:

The Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies, high expectations, and positive classroom environments and relationships.

	Not Effective (0)	Beginning (1)	Demonstrates Competency (2)	Exceptional (3)
Classroom Climate 4: Address physical and emotional safety concerns in a timely manner. Classroom Climate 8: Encourage an environment where students feel safe to take risks, participate and engage. (InTASC 3)	Fails to create an environment where students feel safe and willing to take risks, participate, or engage	Creates an environment where some students feel safe and willing to take risks, participate, and engage	Addresses physical and emotional safety concerns in a timely manner to create an environment where students feel safe to take risks, participate, and engage	and Creates a nurturing environment, develops relationships, and supports student learning
Classroom Climate 3: Involve students in establishing clear guidelines for behavior. Learners and Learning 5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. (InTASC 6): (InTASC 6):	Does not establish clear expectations, procedures, or guidelines for behavior	Establishes and communicates teacher- created expectations, procedures, and guidelines for behavior	Involves students in establishing clear guidelines for behavior, communicates clear expectations and procedures, including positive behavior interventions that promote student ownership of behavior	and Creates an environment where students demonstrate high accountability to self and others

Click on the answer that best describes your ability. The section's score will update automatically.

# I. BYU-Public School Partnership Commitment: Civic Preparation & Engagement The Partnership develops educaters who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society Not Effective (0) Beginning (1) Demonstrates Compatency Exceptional (3)



Enter your reflection comments in the textbox after each section. When you're done, click the blue "**Submit Answers**" button at the end of the evaluation. Please note that once you submit, you will no longer be able to view or edit the evaluation. If you need to make changes to your TCA after submission, contact the BYU- EPP support staff at <u>(801) 422-1190</u> or <u>eppsupport@byu.edu</u> for assistance.



### FAQ's

### QUESTION

I need to sign my evaluations urgently, but I can't because others have not signed.

### ANSWER

Unfortunately, you will need to wait, but you can accelerate the process if you reach out directly to them.

### QUESTION

I keep receiving emails saying I have not signed my evaluations, but I did already.

### ANSWER

First, make sure you have completed your self TCA, you will find this one only in the Clinical tab. In addition, make sure you submit your evaluation after signing. Sometimes students forget this step, so it shows in our system like they have not signed.

### QUESTION

I tried to sign my evaluation but it says that I didn't sign it on time, what can I do?

### ANSWER

If you don't meet this deadline, we will sign it for you, and it will stay on the record that you didn't sign. After that, there is nothing you can do. Avoid this by trying to get it done as soon as you can.