



# University of Texas at El Paso College of Education



## Student Teaching Handbook Fall/Spring 2018-2019



**OFFICE OF STUDENT TEACHING**  
COLLEGE OF EDUCATION

**THIS HANDBOOK SERVES AS THE SYLLABUS FOR ALL STUDENT TEACHING COURSES  
IN THE DEPARTMENT OF TEACHER EDUCATION  
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## I. Welcome to Student Teaching at the University of Texas at El Paso!

We are pleased and honored that you have chosen to be a part of our Educator Preparation Program (EPP)! UTEP's College of Education (COED) has a long-standing commitment to excellence, and we believe that our program will continue our tradition of excellence in preparation of tomorrow's teachers.

Student teaching is the capstone experience for a novice teacher, but it's also the critical first step on your journey to becoming a professional. It is both challenging and rewarding to everyone taking the journey with you. It is a time of great professional growth. The student teaching experience typically has a lasting effect upon a teacher's outlook toward the profession and, as a consequence, greatly affects future generations of teachers and students.

As a **Student Teacher**, you will be putting into practice all that you have learned through your coursework and field experiences, while at the same time learning from two other sets of expertise—those of your Cooperating Teacher and Field Supervisor.

The **Cooperating Teacher** will provide guidance, assistance, and support in the areas of planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The Cooperating Teacher will report the Student Teacher's progress to the College of Education.

The **Field Supervisor** will provide the highest quality of evaluation, guidance, and dialogue. Their supervisory expertise provides the foundation necessary for guiding the efforts of both Student Teachers and Cooperating Teachers.

It is absolutely essential that Student Teachers, Cooperating Teachers, and Field Supervisors function effectively as a team during the student teaching experience. **Good communication is vital** to ensuring a positive experience for all involved. Ask questions about your teaching, try new things, and study your environment... great teachers never stop learning!

Our best wishes for a powerful semester of learning as you become the next generation of professional educators who will make a difference in the lives of children!

Sincerely,

The College of Education

## II. Critical Information for All Student Teachers

### A. Placements

Our ability to place you with an effective cooperating teacher so that you can learn your profession depends on our strong relationships and official memorandums of understanding with our local school districts. Various grade levels or specializations may or may not be available on a particular campus during any given semester. Also, school partnerships occasionally change, even at the last minute. The Office of Student Teaching will do everything possible to find you the best and most appropriate placement.

To respect our relationship with our partner districts who have asked us to communicate with them through consistent district representatives, **it is our policy that you cannot contact school districts or individual schools directly to request a placement for yourself.** All student teaching placements must be approved by the Office of Student Teaching. Even if you happen to know a principal, and he/she has said he/she wants you to come teach for her, the Office of Student Teaching must work through the district protocols, established by our Teacher Preparation Advisory Committee. Their normal and effective operation, as well as their relationship with us, will be impaired if our candidates approach them with individual requests.

#### Late Placements

Your ability to complete the program—and your degree—in a timely manner is important to us. Therefore, candidates who apply to student teaching late, **AND** have completed **ALL** required benchmarks (**including passing ALL state exams**), may still be eligible to be placed at a school depending on **district** deadlines. However, it is likely that the district choice will be limited, because our district partners make plans well ahead of time for how many Student Teachers they can accommodate. After our application deadline has passed, we provide each district with a final placement list so they can make the necessary arrangements. Following that deadline, we then work with districts who can still accommodate late applicants. **It behooves you to adhere to all deadlines and requirements!** However, such cases will be considered through an appeal to the Associate Dean of Undergraduate Studies and Educator Preparation, whose decision is final.

### B. Rule on Substitute Teaching

Student Teachers **may not** serve as substitute teachers. A Student Teacher is not considered to be serving as a substitute if the Student Teacher assumes responsibility for the class while the Cooperating Teacher is out of the classroom for part of the day but is in the building or is engaged in an approved activity relating to Student Teacher-teaching, including conferring with a Field Supervisor. Should you be asked to substitute for your cooperating teacher during student teaching, you **MUST** decline the request and contact your Field Supervisor immediately.

### C. Hallway Monitoring during STAAR Test

TEA requires that all student teachers be actively engaged and involved in a classroom setting with a certified cooperating teacher. Therefore, during spring semester student teachers **MAY NOT** serve as hallway monitors during STAAR Testing. Since student teachers are **NOT** district employees, we must protect student teachers, cooperating teachers, and schools from any liability should an incident with a student occur during testing. Student teachers must speak with their cooperating teacher (CT) and/or campus administrator to see if he/she can be placed in another classroom with a certified teacher who is not involved in STAAR testing for the day. In the event that another assignment is not available for the day, the student teacher will be required to leave but the day must be made up.

### III. Preparing for Student Teaching

#### A. Background Checks

In order to participate in student teaching, you **MUST** attain a background check clearance prior to the start of classes at your assigned school district. You will **not** be allowed in the classroom until your background check is cleared and you have submitted proof of such clearance. To avoid missing days from student teaching and losing your placement, apply for a background check as soon as possible. Once your background check has cleared, your assigned school district's Human Resources Department will issue a letter of background clearance to you, which you will need to deliver to your school principal. Upon receipt of the letter, the school will allow you to start your student teaching assignment. Each Student Teacher is responsible for paying all costs to obtain criminal history records information under Texas Education Code Section 22.0835. **No Student Teacher with a disqualifying criminal history shall be assigned to a district partner school or professional development school.** To begin the background check process, please follow instructions for your assigned district as shown in Appendix A of this Handbook. The information below will be updated annually as needed.

#### B. District Orientations

District Orientations provide specific information regarding the district's rules and regulations. **ALL** districts require that all Student Teachers attend their orientations before reporting to any campuses. Student Teachers **will not be allowed on any campus without a clearance letter** provided at the district orientation. **Attendance at district orientation is mandatory.** Please check the calendar on our website for dates and times of District Orientations. Final dates and times will be provided at the UTEP COED Student Teaching Orientation.

#### C. Liability

During student teaching, Student Teachers will be responsible for their own transportation, meals, and health care while participating in the field-based program. Student Teachers bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes and student teaching. The University will not reimburse the student for any expenses related to injuries or illness.

Student Teaching is not covered by professional liability insurance through UTEP or the public school district where Student Teaching is taking place. Liability insurance is available through membership in the student chapters of the **Texas State Teachers Association (TSTA)** ([www.tsta.org](http://www.tsta.org)) at 512-476-5355 and/or **the Association of Texas Professional Educators (ATPE)** ([www.atpe.org](http://www.atpe.org)) at 800-777-2873. Student Teachers at The University of Texas at El Paso are strongly encouraged to join one, or both, of these organizations during at the beginning of or prior to student teaching.

To protect the Student Teacher and their students throughout the student teaching experience, all Student Teachers must adhere to the following rules:

- **Corporal punishment** of any form or kind is strictly prohibited.
- **Touching or grabbing students** is not permitted at any time.
- **Administering medicine** to students is not permitted at any time under any circumstances.
- **Transporting students** to any school event or delivering them anywhere away from campus is not permitted at any time under any circumstances.
- **Interacting with students through social media** is strictly prohibited.
- **Sending texts or personal e-mails to students** is strictly prohibited.
- **Removing supplies and other items** that are property of the school without the consent of the Cooperating Teacher is prohibited.

#### D. Recommendations

- Review school and district websites.
- Map your travel to your campus before the first day you are required to be there.
- Once you are in your placement school, introduce yourself to the front office staff and make efforts to communicate with them regularly and pleasantly.
- Identify where important resources are located in your school. During the first several days, plan to visit these places and familiarize yourself with the various materials and technology available.

### IV. The Student Teaching Experience

Everyone involved in student teaching --you, your Cooperating Teacher, your Field Supervisor, and the Office of Student Teaching--have well-defined responsibilities. We want to do everything we can to make certain that these expectations are met so that everyone enjoys a positive experience. If you have concerns about your student teaching experience, you should make them known to your Cooperating Teacher and your Field Supervisor. You should also contact the Office of Student Teaching at 915-747-7663 if you have concerns that may require additional assistance from the College of Education. **Please do not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.**

#### A. Attendance Policy

Student Teachers are expected to maintain an excellent attendance record throughout the duration of their student teaching placement. If at any time, in the judgment of the Field Supervisor and/or Cooperating Teacher, your absences are excessive, your placement may be terminated. You and your Cooperating Teacher will ensure that any absences will be recorded through the Student Teaching Online Portal (STOP).

Student Teachers are allowed no more than two excused absences. If you are not present for more than two hours during the school day, you will be marked as absent for the full day. **If you will be absent, you must contact your Field Supervisor and your Cooperating Teacher as soon as possible.**

#### Excused absences:

- Illness -- A doctor's note will be required if absence extends beyond two days
- Caring for an immediate family member who is ill
- Death in the family
- Jury Duty
- Student teaching seminars - On designated days during the semester, you will be excused from student teaching to attend mandatory seminars with the COED Professors of Practice. At these seminars, you will discuss your experiences in student teaching and participate in professional development activities. Please check the ST calendar for dates and times of each seminar.
- UTEP COED Teacher Job Fair -- During your Student Teaching semester, the College of Education, in collaboration with both local and state-wide school districts, will sponsor a Teacher Job Fair. This is a great opportunity to interview with human resources representatives and principals from many districts to explore job opportunities. We require that you attend the event, and it will be considered an excused absence from student

teaching. Please make sure you sign in at the COED registration table so that you will not be marked as absent. If you do not attend the Teacher Job Fair, you must report to your campus.

Absences needing prior approval:

- Religious holiday
- Planned medical procedure

Unexcused absences:

All unexcused absences must be made up at the end of the semester without exception.

Spring Break:

Spring break at UTEP may or may not coincide with spring break for your district. If it does not, **you are still required to student teach during that week, without exceptions.**

Cooperating Teacher Absence:

Please note that, per Texas Administrative Code and district policies, **you have to be under the supervision of a certified teacher at all times.** If your Cooperating Teacher is absent, you **cannot be the substitute teacher** for the day (see [Rule on Substitute Teaching](#), page 4). If a substitute teacher is assigned to the Cooperating Teacher's class and is a **certified** teacher, then you can remain in the classroom and your hours for the day will count for your student teaching. If the substitute teacher **is not a certified teacher**, please talk to a campus administrator to see if he/she can place you in another classroom with a certified teacher for the day. In the event that another assignment is not available for the day, you may leave but the day must be made up. If your Cooperating Teacher is out for an extended period and the substitute teacher is not a certified teacher, please contact your Field Supervisor and the Office of Student Teaching. A reassignment will be requested at the school or district.

## **B. Dress Code**

Please note that you represent UTEP and are a guest at your partner school. Student Teachers are expected to take pride in their personal appearance and present themselves in manner of dress and hygiene that is professionally appropriate. Ask about the dress code policy for your district and observe what the faculty members are wearing. Dress, grooming, and cleanliness are part of the professional image you create and are part of the [Teaching and Learning Professional Attributes](#) outlined in this handbook. The following types of attire are prohibited during student teaching and at any time, including participation in school-sponsored parent and community events:

- Shorts/Sweat pants (except for Physical Education) (*Note: Divided skirts above the knee are considered shorts*)
- Tennis shoes (except for Physical Education)
- Jeans
- Baggy or over-sized pants
- Nylon jogging suits
- Overalls
- Bare or exposed midriffs
- T-shirts (except for campus-sponsored spirit days or college days, as approved by the district)
- Any clothing with inappropriate content, violent slogans, or advertising
- Tank, halter, mesh, sheer, spaghetti strap tops or dresses
- Flip flops or house slippers

- Sleeveless shirts
- Any form of head gear (hats, caps, hoodies, bandanas, etc.)
- Visible tattoos
- Body piercings
- Sunglasses inside the building
- Unusual hairstyles or hair coloring that attract attention and detract from the learning atmosphere
- Skintight attire (includes bike shorts and spandex)

Any other attire or grooming that is perceived by the campus administrator and/or Field Supervisor as detrimental to the education process will not be permitted. Student Teachers in violation of this dress code will be asked to leave campus.

### **C. Description of Student Teaching**

The College of Education is preparing you for one of the most meaningful yet demanding professions you can pursue, and you are asked to make a firm commitment beginning now. You will be in the field full-time -- every school day, for 15 consecutive weeks. You are expected to be present and on time every day in your assigned classroom, during the teacher contract hours for that district. Note that most teachers work extensively before and after school. For this reason, Student Teachers are highly encouraged to complete all other coursework prior to their Student Teaching semester. The College of Education will only consider allowing concurrent enrollment in extraordinary cases and only if the additional course does not conflict with their Student Teaching schedule. Student teaching is a full-time endeavor, and the College of Education urges you to consider student teaching as a semester-long job interview. Our partner schools look at our teacher candidates very closely to determine whether or not they are potential hires.

Figure 1 outlines a placement timeline for EC-6, 4-8, and Secondary Certifications, and Figure 2 outlines a placement timeline for SPED and All-Levels (EC-12) Certifications. These placement timeline serves as a guide for student teacher, cooperating teacher and field supervisor. A common goal for student teaching is that each student teacher has full responsibility for the instruction of students for a significant portion of their experience.



**Figure 1:** Timeline for EC-6, 4-8, and Secondary Certifications

As a Student Teacher (ST), you will **gradually** assume classroom duties to teach full days for eight weeks and then **gradually** return the class back to the Cooperating Teacher (CT). The time frame for your observations by the Field Supervisor (FS) is also indicated below.

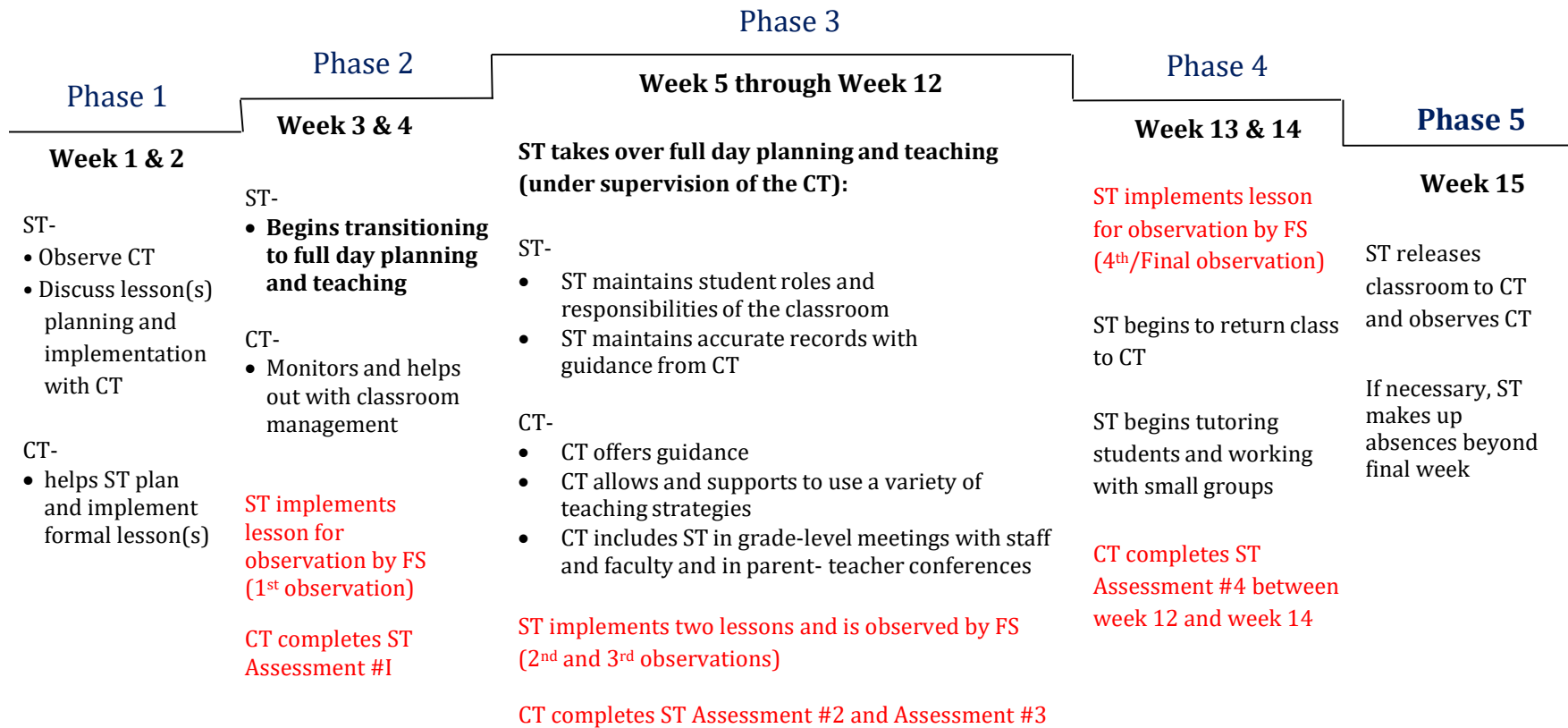
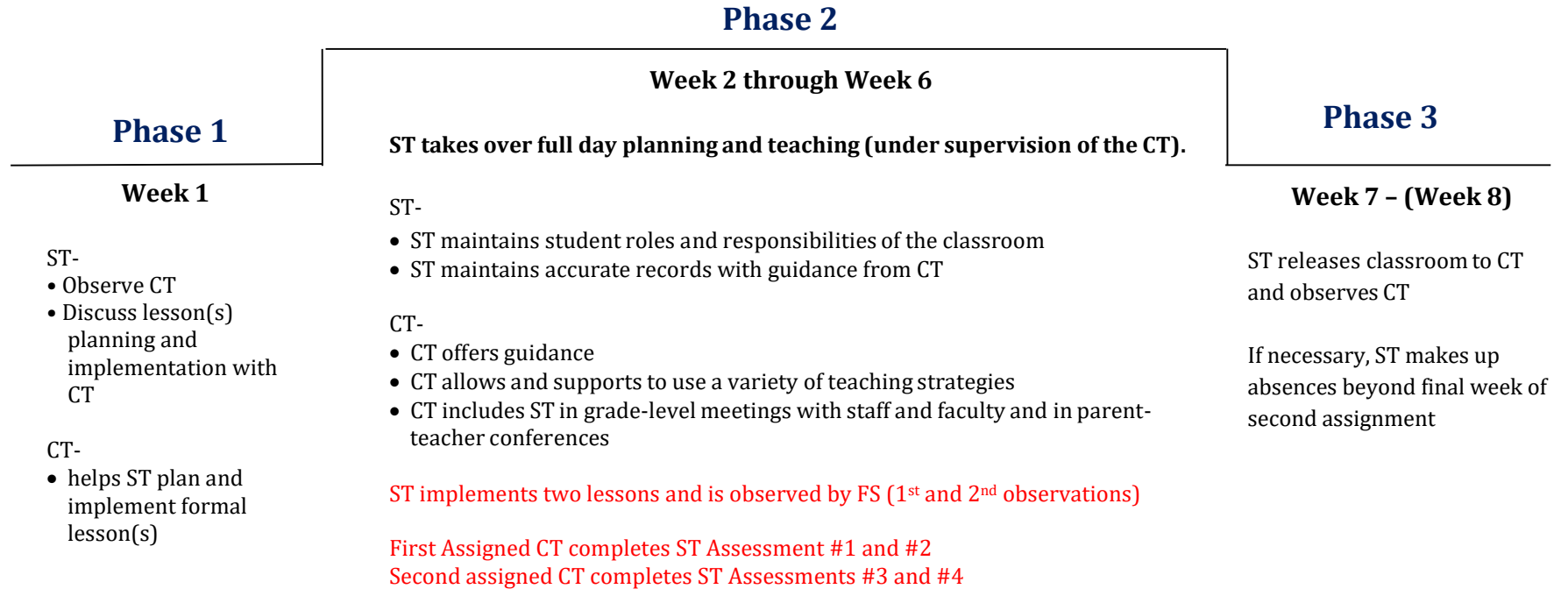


Figure 2: SPED and All-Levels (EC-12) Certifications

As a Student Teacher (ST), your field experience will take place in two settings (i.e. they will receive a “split assignment”). You are required by Texas Administrative Code to carry out half of your field experience in an elementary setting and half in either a middle or high school setting. The time frame for your observations by the Field Supervisor (FS) is also indicated below.



## V. Responsibilities

### A. The Student Teacher (ST)

- **Read and understand the Student Teaching Handbook**
  
- **Collaborate with your Cooperating Teacher (CT):**
  - Send an introductory email to your cooperating teacher prior to meeting him/her.
  - Communicate the days that you will be in your cooperating teacher's classroom; give your CT a calendar showing these days.
  - Take responsibility for reminding your CT frequently when you will be there and when you will not (e.g. for the mandatory student teaching seminars and Teacher Job Fair). It is vital that your CT knows where you are.
  - Make sure your CT has all of your contact information, including multiple emergency contacts.
  - Ask about the best method in which to contact your CT in an emergency—text, email, or call.
  - Establish the days that you will be observed implementing a lesson (see Figure 1 and Figure 2).
  - Create well-developed lesson plans in **advance** of teaching assignments and share copies with the CT and Field Supervisor (see Appendix C for the Lesson Plan Guide).
  - Make revisions as recommended by your CT, and obtain final approval prior to lesson implementation.
  - Arrange with your CT for working and storage space in the classroom.
  - Ask for a class roster and memorize each student's name.
  - Pay attention to clues about each student's academic progress, interests, ways to engage, and frustration points.
  - Become familiar with all textbooks used in your classroom. Ask if you could take them home some weekend and sit down and read them. Do the same with curriculum guides.
  - Find out about any extracurricular activities (including parent nights) you will be expected to attend.
  - Set aside time to confer daily with your CT (and make sure your attendance has been entered at that time).
  - Ask for feedback! Remember that you are a guest in the classroom, and your CT's policies, habits, and wishes always apply.
  - Have a thorough discussion with your CT regarding school and classroom policies. Consider that this will be an ongoing discussion throughout the semester as you learn enough to ask better questions. It is better not to assume anything—if you don't know—please ask!
  - **It is the ST's responsibility** to ensure that assessments be completed **and submitted online** through the Student Teaching Online Portal.
  
- **Collaborate with your Field Supervisor (FS)**
  - Within a week of receiving your FS assignment, provide him/her with your contact information, including multiple emergency contacts.
  - Ask about the best method in which to contact your FS in an emergency—text, email, or call.
  - You must also provide your FS with a schedule of your public school class days as well as a typical daily schedule for your placement class.
  - The schedule should also show the grade level for each period, the conference period, and lunch time.

- Your FS will **conduct four required observations** of your teaching during the semester. You must contact him/her to confirm the dates and times for your lesson implementations as established by you and your CT. Note that your FS has other STs at other schools, and you will likely need to be flexible when you schedule your observed lessons. Know that your FS is quite experienced in the operations of schools and understands that scheduling a lesson is not always easy and must be worked out with your CT.
- Submit your lesson plans (for any observed lesson you teach) to your FS, who will inform you of the best method of submission. Keep a hard copy for your FS to review on the day you are scheduled to teach. Lesson plans for required observations must be submitted to your FS within 3-5 working days before your observed lesson. Your FS will meet with you within two to five working days before his/her observation to discuss the lesson or activity that will take place. Per Texas Administrative Code, each observation will last from **45 to 60 minutes**. Once the observation is complete, your FS will meet with you within two to five working days to provide feedback. All observations will be signed and submitted through the Student Teaching Online Portal (see Appendix D for the Lesson Observation Assessment).

## **B. The Cooperating Teacher (CT)**

The Student Teaching is a clinical teaching experience that takes place in a K-12 school setting, at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA, and is completed during the final semester of the student's undergraduate academic career. Student teachers are encouraged to become part of the full campus experience by participating in the daily activities of the CT. This includes, but is not limited to professional development, parent/teacher conferences, and preparation and planning time and meetings. During the student teaching experience, students are expected to follow the same schedule as their CT.

A CT who agrees to host one or more STs during their clinical teaching experience play the most important role in creating a positive classroom experience for the ST. The CT works side-by-side with the ST, guiding them through the process of moving from novice to experienced pre-service teachers. The main responsibilities of the CT are *mentoring/coaching* and *evaluating* the ST.

- **Mentoring/Coaching**

- The CT should conduct a brief campus orientation that includes, but is not limited to: introduction to key personnel, identification of important campus locations, and explaining emergency evacuation and disaster procedures.

- **Welcoming the Student Teacher**

The CT helps the Student Teacher to feel welcome by:

- Introducing the ST to students, faculty, and staff
- Showing the ST around the building and grounds
- Creating a unique space for the ST in the classroom
- Informing the ST of staff meeting dates and times
- Keeping the ST actively involved in all classroom/school activities

- **Classroom Procedures**

The CT should provide opportunities for the ST to participate in structured observations in the classroom during weeks 1-2. The CT should also help the ST understand the established rituals, routines, policies, and procedures such as:

- Familiarizing the ST with students and family situations that impact learning

- Sharing the grading policy
- Familiarizing the ST with your classroom management system
- Familiarizing the ST with emergency/disaster/evacuation procedures
- Showing the ST where to find resources, materials, and supplies
- **Lesson Planning**
  - The CT ensures that the ST is involved in all planning, grading, teaching, and extracurricular activities/duties assigned to the CT.
  - The CT assists the ST, beginning week 3, in planning and teaching lessons each week throughout the semester.
  - The CT schedules regular meetings with the ST to touch base daily, collaborate on lesson and assessment planning.
- **Assessment**
  - The CT is responsible for evaluating the ST. There are four (4) assessments that CT will complete through the Student Teaching Online Portal (STOP).
  - If a student teacher scores consistently low on a particular domain or multiple domains, the Field Experiences Office must be notified immediately. The student teacher may be placed on an Improvement Plan (Please see Appendix F)
- **Attendance Records**
  - The CT is responsible for recording ST absences through STOP.
  - For instructions on how to record absences, please see the video/pdf tutorials on the “Resources” tab in the STOP.
  - STs are expected to maintain an excellent attendance record throughout the duration of their Student Teaching placement.
  - The CT must notify the field supervisor (FS) as soon as possible if any issues regarding attendance arise. STs are allowed no more than two excused absences.
  - If a ST is not present for more than two hours during the school day, the CT will mark it as a full-day absence.
  - If a ST plans to be absent, the ST must notify the CT as soon as possible. The ST is also responsible for contacting their FS about the absence.
  - STs are required to attend several events with the College of Education (COED). CTs must record the ST’s attendance as absent for these events.
  - STs will check in at the COED registration table in order to receive credit for the day. See **page 6** for the **Attendance Policy**.
- **Conferencing with the ST**

When an assessment is scheduled to take place, the CT must do pre-conference and post-conference with the ST. Some possible guiding questions may be used to initiate and facilitate discussion with the ST.

Pre-Conference Guiding Questions:

- Do you have any questions about what is expected from you?
- What Student Expectation (SE) will you focus on for your lesson?
- How do you plan to engage students?
- How will you ensure that students learn the curriculum?
- How will you assess for student understanding?
- What materials/resources do you need to successfully teach this lesson?

- Do you have any questions or challenges that you think might hinder you from successfully teaching this lesson? How can I, as CT, help you?

Post-Conference Guiding Questions:

- How do you feel about the lesson?
- What did you observe?
- What went well? What didn't work? What can you do to improve?

Student teachers should not be evaluated as teachers. It is important for the CT to remember that student teachers are still learning and adapting to the profession. If a cooperating teacher has not submitted assessment on the Friday it is due, the Field Supervisor will notify the CT the following Monday to remind the CT to submit an assessment for the ST. If a ST has been placed at a different campus, the first CT must still enter any missed assessment for that ST for the days that they did attend student teaching. If the past CT is unable or unwilling to submit an assessment for the ST, then the new CT may enter the assessment. The Field Supervisor and Field Experiences Office must be notified if this situation occurs.

### **C. The Field Supervisor (FS)**

A university field supervisor is assigned to each student teacher. A field supervisor:

- Provide the highest quality of evaluation, guidance and dialogue for ST.
- Assist ST and CT in all phases of student teaching.
- Meet with ST and CT during week 1 or week 2 of student teaching.
- Conduct four required observations for ST during the semester.
- Review and give feedback to ST's lesson plan
- Meet with ST within two to five working days before observation (pre-conference) to discuss the lesson or activity that will take place. Per Texas Administrative Code, each observation will last from 45 to 60 minutes.
- Meet ST within two to five working days to provide feedback (post-conference).
- Sign observations and submit through the Student Teaching Online Portal
- Hold meetings (if required) with the ST and CT so that issues of mutual concern may be discussed.
- Be available to consult with CT and ST when necessary.
- Assist CT in completing university requirements.
- Maintain effective communication with ST and CT.
- Communicate immediately with Student Teaching Coordinator of Field Placement Office if there are serious concerns about the performance or conduct of ST
- Serve as "the point of contact" between the ST, CT and Field Placement Office.
- Submit observation report through the STOP as required by the university.

### **D. The School Principal/Administrator**

The principal/administrator can play a number of roles in the ST experience. Some take a very active role in shaping ST through observations and conferences. Other choose to let the CT and FS take the lead and instead take the role of problem solver. STs are strongly encourage to initiate conversation with the principal/administration.

- Notify teachers of their role as assigned CT for UTEP's ST.
- Change assigned CT with another teacher (if required).

## VI. Assessment of Student Teachers

### A. Assessment by Cooperating Teacher (CT)

Student Teachers will meet with their CT weekly to confer on progress. Your CT will **conduct four (4) required assessments** of your teaching during the semester. See Appendix D for the Assessment form, based on the Texas Teacher Evaluation and Support System (T-TESS) currently adopted by our regional districts. The Instrument consists of four domains, each of which has clearly identified dimensions (16 in all). The rubric consists of five performance ratings (from “Improvement Needed (1)” to “Accomplished (4)”). For each assessment, the Student Teacher will be given a total number of points and an average performance rating for each domain based on a rating for each dimension listed. The Student Teacher will then be given a total number of points (maximum of 64) as well as an overall average performance rating (maximum of ‘4’) based on the points and average scores earned for each domain.

The Assessment Form is designed to determine the Student Teacher’s progress and to recommend adjustments in student teacher’s teaching if required. The CT may select a few areas on which to focus each week. All forms are available through the Student Teaching Online Portal. If you disagree with the assessment conducted by your CT, contact your Field Supervisor. Remember, it is your responsibility to communicate with your CT about your assessments. A final student teaching grade will be posted at completion of all requirements. **It is the Student Teacher’s responsibility to ensure that all assessments are completed, submitted, reviewed and signed through the Student Teaching Online Portal.**

### B. Assessment by Field Supervisor (FS): Lesson Observations

Your FS will **conduct four (4) required observations** of your teaching during the semester. See Appendix D for the Lesson Observation Assessment, based on the Texas Teacher Evaluation and Support System (T-TESS) currently adopted by our regional districts. The Instrument consists of four domains, each of which has clearly identified dimensions (16 in all). The rubric consists of five performance ratings (from “**Improvement Needed**” to “Accomplished (4)”). For each observation, the Student Teacher will be given a total number of points and an average performance rating for each domain based on a rating for each dimension listed. The Student Teacher will then be given a total number of points (maximum of 64) as well as an overall average performance rating (maximum of ‘4’) based on the points and average scores earned for each domain.

### C. Final Grade

You are preparing to be a teacher, so you must work at the level and with the integrity you would intend your future students to demonstrate!

At the end of the student teaching semester, Student Teachers are assigned Satisfactory ‘S’ or Unsatisfactory ‘U’. No letter grade is assigned and the student teaching grade does not impact your overall GPA. In order to pass student teaching (i.e. earn a grade of ‘S’), the student must meet the following criteria:

- All excused and unexcused absences have been made-up by the end of the semester
- All lesson observations have been completed, and the Student Teacher has scored at least 32 points on each lesson observation (Except for Assessment #1)
- Student Teacher met all requirements as outlined by the Teaching and Learning Professional Attributes (TLPA) and the Code of Ethics and Standard Practices for Texas Educators (see Appendix E).

Student Teachers who receive a “U” as a final grade by not meeting the above criteria will have to repeat and pass a student teaching semester in order to graduate and be recommended for certification by the College of Education. Students may also receive a “U” as a final grade based on more serious circumstances. See the Student Success section on page 17.

## **D. Teaching and Learning Professional Attributes (TLPA)**

A key benchmark of the Educator Preparation Program is the ongoing tracking of your Professional Attributes. This list describes affective characteristics and behaviors expected of a professional educator. In student teaching, the Professional Attributes will be used for evaluation purposes. The expectation is that all candidates will exhibit these Professional Attributes in all field experiences (including student teaching) throughout the program. The following list of teacher Professional Attributes provides additional detail to guide implementation and evaluation.

### Criteria 1: Physical Characteristics

1. **Health and Able-ness:** The candidate has the physical and mental characteristics, sufficient motor coordination and energy, adequate visual and auditory acuity, and otherwise good health needed to effectively and independently implement the instructional and managerial duties associated with teaching the levels and fields for which the candidate is being prepared.
2. **Appearance:** The candidate takes pride in his or her personal appearance and presents him/herself in manner of dress and hygiene professionally appropriate to the students being taught.

### Criteria 2: Personality Characteristics

1. **Cooperation:** The candidate works cooperatively with peers, site teachers, and UTEP faculty; contributes constructively to group objectives; disagrees courteously, avoids sarcasm, and makes constructive suggestions; accepts suggestions and constructive criticism; and modifies behavior appropriately.
2. **Tactfulness:** The candidate recognizes the implications of words and actions upon others and avoids situations that offend institutional and community mores.
3. **Flexibility and Patience:** The candidate displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks, and an overall patience for circumstances and human interactions.
4. **Organization:** The candidate monitors and controls time, materials, and product expectations.
5. **Enthusiasm:** The candidate displays energy and enthusiasm and responds appropriately to humor.
6. **Creativity:** The candidate synthesizes theory and practice into new personalized adaptations and applications.
7. **Initiative and Risk-Taking:** The candidate displays independence and motivation in undertaking activities and assignments.

### Criteria 3: Responsibility Characteristics

1. **Responsibility:** The candidate undertakes and completes assigned tasks, meets University and program requirements and deadlines, anticipates problems and plans ahead, and adapts to professional standards and policies.
2. **Attendance and Punctuality:** The candidate is present and punctual for class and appointments; arranges ahead of time with all necessary individuals for unavoidable delays or



absences; and does not solicit exceptions for any but very special and legitimate circumstances.

3. **Maturity:** The candidate displays poise in task completion and personal interactions, acknowledges his or her own responsibility and culpability, and does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

#### Criteria 4: Communication Skills

1. **Oral Communication:** The candidate's oral communication reflects appropriate voice and speech delivery; clarity, fluency, and grammatical correctness; use of standard English and understandable accent; appropriate formality to any situation; and verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to students.
2. **Written Communication:** The candidate's written products reflect appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage; display neat and legible handwriting and word-processed text; and demonstrate organization and composition that effectively communicate ideas, directions, explanations, lesson plans, messages, and other teaching-related written products.

#### Criteria 5: Professional Relationship Skills

1. **Demeanor:** The candidate demonstrates positive attitudes in interactions with other professionals; collaborates with peers; relates easily and appropriately to those in authority; and complies with rules and reports problems with school and university operations with reference to specific evidence and reasonable courtesy.
2. **Rapport:** The candidate relates easily and appropriately to children, youth, and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.
3. **Awareness of Individual Differences:** The candidate recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability, and demonstrates sensitivity to social expectations in varied environments.

#### Criteria 6: Commitment to the Teaching Profession

1. **Professionalism:** The candidate recognizes, seeks, and applies the best theory, research, and practice in professional activities; is proud to assert his or her intention of becoming a teacher, and demonstrates a commitment to education as a career.
2. **Awareness:** The candidate exhibits simultaneous awareness of all aspects of the learning environment.
3. **Reflectivity:** The candidate reflects and evaluates professional experiences with constructive criticism.

### **E. Student Success**

Teacher preparation comes to its culmination with a series of experiences called student teaching. This clinical teaching experience is one that has disparate tasks, skills, relationships and professional attributes that must be brought together for successful completion. During this process, Student Teachers are supported through a team comprised of the Cooperating Teacher, the Field Supervisor, University Faculty members, and the Office of Student Teaching. **Student Teachers exhibiting specific difficulties with the professionalism, academic, and teaching requirements as outlined by the TLPA and the Code of Ethics and Standard Practices for Texas Educators (see Appendix E) will follow a tiered set of stages of intervention with the goal of supporting all Student Teachers toward program success, to the extent possible.**

### Informal Stage

The preparation of strong and effective professional educators is the mission of the Educator Preparation Program; therefore, the Teaching and Learning Professional Attributes are a regular part of the content and assessment of all Teacher Education courses, **including student teaching**. Teacher Education instructors and staff are constantly alert and responsive to candidates' strengths and needs, be they academic, behavioral, personal, emotional, or otherwise in nature.

When issues with candidate behaviors are observed (as outlined by the TLPAs), whether in courses, in school settings, in the Office of Student Teaching, or through electronic communication, all faculty and staff will consult and advise the Student Teacher, identifying both the problem and recommended solution. Candidates can seek, and are offered, assistance in many informal ways on a daily basis. It is assumed that most inappropriate behaviors or other concerns can be remediated at the informal stage.

### Formal Stage 1

Teacher Education faculty and staff regularly communicate about student strengths and needs. Throughout student teaching, faculty instructors and supervisors will recommend Student Teachers who may need additional assistance to reach the threshold of professionalism outlined in our program. Concerns are reported to the Office of Student Teaching and the Associate Dean for Undergraduate Studies and Educator Preparation. The Department of Teacher Education and the Associate Dean will begin a monitoring process and a growth plan for a Student Teacher with one reference by disparate faculty and/or a supervisor. Concerns will be documented as a Student Teacher progresses through student teaching. Written documentation includes a description of the concerning behaviors or instances and their context. It is expected that any student issue that is reported has already been addressed with the individual student by the professional raising the concern. For most concerns at Formal Stage 1, the policy is to continue to monitor the behavior, watching for trends or ways in which the program can intervene for a candidate's success.

### Formal Stage 2

Persistent lack of professionalism, academic, and/or teaching requirements, or the contingencies of a growth plan not being met, may result in a hearing to discuss the best course of action for that particular candidate. This task force will consist of any relevant faculty members, the Field Supervisor, placement school administration, and the Associate Dean for Undergraduate Studies and Educator Preparation.

The outcomes of such a meeting can range from modified growth plans with additional requirements to a recommendation for dismissal from the Educator Preparation Program and subsequent denial of the certification process. Both written and oral evidence may be submitted at the meeting or in writing by the Student Teacher or by task force members. Written records of any formal student hearings will be maintained. A hearing will not be conducted with two or fewer task force members present.

If the recommendation for dismissal from the program stands as a result of the hearing, the Dean's Office will inform the Student Teacher and placement school administration in writing of the outcome. The Student Teacher may file a written appeal of any decision to the Dean of the College of Education within ten working days of notification from the decision. **The Dean's decision is final.**

Candidates must complete all coursework, field placements, and benchmark requirements, and have

good professional attributes ratings, in order to be eligible to be recommended for certification by the University of Texas at El Paso. However, all candidates who are in good academic standing but who have been dismissed from the Educator Preparation Program, or those who elect **not to pursue teacher certification**, are permitted to complete their degree. These candidates should see their advisors to submit a “Graduating without Certification” petition. They will then work with the Center for Student Success and the Associate Dean to substitute alternate assignments or courses in place of the student teaching requirement/course.

### **Exceptions to the Process**

**If a campus administrator or a representative from a district Human Resource office asks a Student Teacher not to return to a campus (i.e. they are pulled from student teaching), or any other egregious action occurs, as determined by a subsequent investigation by the College of Education, the Student Teacher immediately enters Formal Stage 2.** As a result:

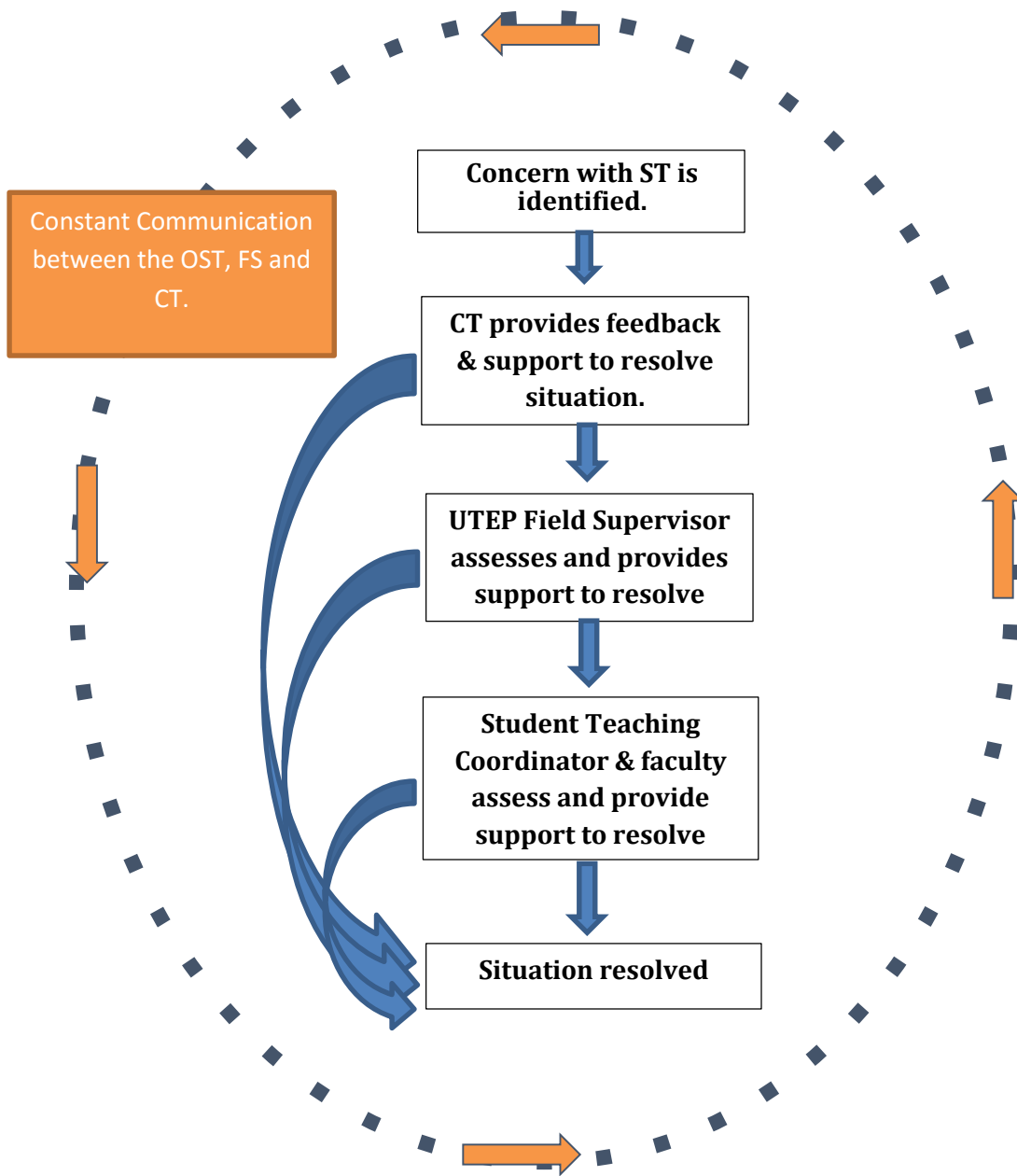
- The Student Teacher may not be placed again during that semester.
- The Student Teacher may receive an “U” for the student teaching course.
- The Student Teacher may have to repeat the semester of student teaching (or practicum in the case of Alternative Certification Program candidates).
- The Student Teacher may be asked to withdraw from the program.

### **F. Student Teaching Improvement Plan**

A student teacher may be placed on an Improvement Plan if the student teacher scores consistently low on a particular domain or multiple domains. When this situation occurs, the Office of Student Teaching (OST) must be notified immediately. The purpose of the improvement plan is to provide ST with an opportunity for professional growth and the necessary support to improve their performance in each of the evaluation areas.

First, the ST, and CT meet to discuss concerns and possible steps required in order for the ST to demonstrate growth in the targeted areas. If concerns are not resolved, the ST, CT, FS and the ST coordinator meet to decide the next steps and come-up with a plan. An improvement plan is submitted to the CT, the FS, and the OST. If the ST’s score does not improve from “Improvement Needed” (“1”) by the 12th week, the CT notifies the FS. The ST is then asked to repeat the student teaching experience (practicum) the following semester.

The FS serves as a contact person for STs, CTs, and the OST. The flow chart below provides a possible reporting route for documenting problem situations. If a situation cannot be resolved or is of a more serious nature, the school principal is notified. The ST will be evaluated by the Educator Preparation Program Committee (College of Education) according to TLPA and ethics standards for educators as outlined in this ST Handbook (see Student Success, p. 17).



## Appendix A: Background Check Procedures

### Canutillo ISD

1. Go to [www.canutillo-isd.org](http://www.canutillo-isd.org)
2. Hover over Departments.
3. Scroll down and click on Human Resources.
4. Scroll down the menu on the left hand side and click on Miscellaneous Forms.
5. Click on University Application (is the last form on the second page)
6. Print the entire packet, fill out, and follow submission instructions.

### El Paso ISD

The school district will handle the background check according to the Student Teacher list that is provided by the College of Education. Student Teachers will receive a letter with the result of their background check at the District Welcome Day. Student Teachers are then responsible for submitting that letter to their assigned campus.

### Socorro ISD

1. Go to [www.sisd.net](http://www.sisd.net)
2. Click on **Jobs**
3. Click on **Forms**
4. Scroll down and click on **Criminal Records Form**
5. Print and fill out the (1) **Texas Department of Public Safety Criminal History & Investigative Consumer Report Consent Form**, and (2) **DPS Computerized Criminal History (CCH) Verification**
6. Return the form with a copy of your state ID to the school district's Human Resources Department at 12440 Rojas Dr., El Paso, TX 79928

*Note: Allow the school district 3 working days to complete your background check. Also if a student have a criminal hit, it can take up to a week to get them through the district's legal review process. The student must pick up the letter in person at the receptionist desk at the District Service center 12440 Rojas. The Police Waiver is not required for Student Teachers.*

### Ysleta ISD

1. Go to [www.yisd.net](http://www.yisd.net) page
2. Click on Community
3. Click on Interns/Observation
4. Click on Intern Consent Form on line item # 2
5. Fill out the application and submit

*Contact us in 48 hours to make sure that the clearance form has been submitted and is ready. First contact the reception area at 434-0428/or Pauline at 434-0413.*

## Appendix B: Student Teaching Calendar Fall 2018 | Spring 2019 (Tentative)

<p><b>4</b> Independence Day</p> <p><b>18</b> COE Orientation for STs placed in SISD: 8:30 am - noon SISD Orientation: 1:00 – 2:00 pm</p> <p><b>23</b> Student Teaching Begins for SISD</p> <p><b>25</b> COE Orientation for STs placed in EPISD/YISD/CISD: 8:30 am – noon</p> <p><b>25</b> EPISD &amp; CISD Orientation: 1:00 – 4:30 pm</p>	<p><b>JULY 2018</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td style="background-color: #0070C0; color: white;">18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td style="background-color: #FFD700;">23</td><td>24</td><td style="background-color: #0070C0; color: white;">25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p><b>7</b> Student Teaching Begins</p> <p><b>21</b> M.L. King Day</p>	<p><b>JANUARY 2019</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td style="background-color: #FFD700;">7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																
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## Appendix C: Lesson Plan Guide

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**Subject/Grade level:**

**Unit topic (if applicable):**

**Lesson goals:**

**Lesson title or topic:**

**Estimated length of lesson:**

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**TEKS Standards:** Why are you doing this lesson? What TEKS or Pre-K Guidelines are you addressing? List the subject area(s) and TEKS number(s), and write a brief description of the TEKS/Guidelines being addressed.

**Learning Objective(s):** What are the specific instructional objectives? What should students know or be able to do as a result of the lesson? Describe in terms of observable behavior.

**Academic Language:** What academic language must students develop to grasp the central focus? What is the essential vocabulary?

**Grouping:** Is the activity for whole class, small groups, learning stations, individuals, etc.? If students are working in pairs or groups, how will you decide on placement?

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**Materials:** List everything you will need to do the lesson, including materials for students to complete the activities, written materials and handouts, resource books for students, videotapes, etc.

**Resources:** Cite the source of information used to plan the lesson (e.g., other teachers, textbook, teacher's guide, journals, teachers' web sites, etc.). List all specific technology tools needed, including any preparation, development, or checkout procedures needed. For each resource, present the rationale for why each is vital to support learning (e.g., why *this* resource for *these* TEKS in *this* way?)

**Connections to Other Subjects:** What content subjects will you integrate in the lesson? How will you integrate literacy with the content subjects in the lesson?

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**Gradual Release of Responsibility:** A lesson design that progressively shifts responsibility for learning from the teacher to the students. The lesson begins with **teacher modeling** of the lesson objective; this is the "I do" section of the lesson. Next the teacher plans **guided student practice** whereby students are given the opportunity to practice the lesson objective in whole group & small group activities. The teacher facilitates learning during this phase with guided support; this is the "we do" section of the lesson plan. Then the teacher plans **independent student practice** activities whereby students apply the learned lesson objective in a variety of ways. The teacher informally assesses student learning during this phase of the lesson; this is the "you do" section of the lesson plan.

### **Instructional Procedures (including differentiation and targeted support)**

Completely describe the flow of the lesson, the content to be presented, the pedagogies to be used, and media/technology tools to be integrated. When designing your lesson, consider the following questions during the introduction, body & closure of the lesson.

- **Introduction:** How will I begin the lesson? How will I establish a purpose for the lesson? How will I link the lesson to prior knowledge? Will I review yesterday's lesson, pose a problem, ask a question, do a demonstration, tell a story, etc.?
- **Teacher Modeling:** How will I model the lesson objective for students? What questions will I ask to engage students in higher order thinking?
- **Body of the Lesson:** What activities will I plan for students to do? How will I transition students from one activity to another? This will vary according to the design and purpose of the lesson, but you should be sure to include enough detail that someone else could take your plan and teach the lesson.
- **Guided Practice:** How will I provide guided student practice of the lesson's objective? How will I group students for guided practice? How will I differentiate learning based on individual and group needs? How will

I support students with gaps in prior knowledge to be successful in this lesson? How will I check for understanding during guided student practice?

- **Independent Practice:** How will I plan independent learning activities for students to apply the lesson's learning objective? How will I ensure that students completely understand directions before releasing them to work independently? What will students do if they finish their independent work early?
  - **Conclusion (closure):** How will I conclude the lesson (bring closure)? How will I review important information of concepts? How will I help students pull together what they have learned so they can take it with them? How will you informally assess students' learning of the lesson objective? Reflecting on the lesson afterwards, what went well; what did not go well; and what changes would I make to the lesson?
- 

**Assessment:** You need to vary your assessment methods to include both formative & summative assessment of student learning. Before the lesson, review diagnostic assessment information to understand your students' strengths & weaknesses. When planning an assessment consider the following questions:

- How will you assess how well the students are meeting the objectives during the lesson?
  - How will you assess how well the students have achieved the learning objectives?
  - How will you provide feedback to support student learning?
- 

**Accommodations/Modifications/Enrichment:** Accommodations change how the lesson is taught, but do not change the curriculum itself. Modifications change the curriculum, based on students' IEPs. Enrichment enhances the curriculum.

#### - **Special Needs Learners**

- *Modeling (I do it.):* Teaching using think-aloud to reveal to students the strategic thinking required to solve a problem. The teacher models the skill three times. The teacher demonstrates and describes the skill performance.
- *Demonstration:* Teaching using physical objects to clarify the content and to support kinesthetic learning.
- *Guided Practice (We do it.):* Working problems together with the students. Working the problem step-by-step, and the students are working with the teacher at the same time. Guided practice is a dynamic component in lessons.
- *Checking for Understanding (CFU):* Checking all students' levels of understanding throughout each lesson to track learning and adapt instruction appropriately during instruction.
- *Independent Practice (You do it.):* Having students practice what has been taught while it is being taught.

#### - **English Language Learners**

- *Preparation*
  - Use the Texas English Language Proficiency Standards (ELPS) to write clear content and language objectives based on students' proficiency levels.
  - Adapt content (e.g., text, assignment) to all levels of student proficiency
  - Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking
- *Instruction*
  - Explicitly link concepts to students' backgrounds and experiences
  - Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students
  - Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
  - Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)
  - Provide ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
  - Use scaffolding techniques consistently throughout lesson
  - Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions)



- Provide frequent opportunities for interaction and discussion between teacher/student and among students about lessons concepts, and encourage elaborated responses
- Use group configurations that support language and content objectives of the lesson.
- Provide sufficient wait time for student responses consistently.

- o *Review/Evaluation*

- Give a comprehensive review of key vocabulary.
- Give a comprehensive review of key content concepts.
- Provide feedback to students regularly on their output (e.g., language, content, work).
- Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

- **Gifted and Talented**

Identify specific strategies you will use to extend instruction, such as more challenging tasks, extensions that require in-depth un-coverage of content, expanded investigation in related topics of the learner's choice, open-ended tasks, or projects.

## Appendix D: Assessment form for Cooperating Teacher and Field Supervisor

I. PLANNING	OBSERVOR RATING	SUPPORTING EVIDENCE
<p><b>Dimension 1.1: Standards &amp; Alignment (SA)</b> The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Measurable goals aligned to state content standards</li> <li>○ Technology integration</li> <li>○ Sequenced &amp; relevant activities, materials &amp; assessments appropriate for diverse learners</li> <li>○ Integrates other disciplines</li> <li>○ Provides appropriate lesson time &amp; closure</li> <li>○ Fits activities, materials &amp; assessments into unit &amp; course objectives.</li> <li>○ All objectives aligned to the lesson's goal.</li> </ul>
<p><b>Dimension 1.2: Data &amp; Assessment (DA)</b> The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Uses formal &amp; informal assessment data to monitor student progress and plan lessons.</li> <li>○ Provides feedback to students, families &amp; other school personnel on student growth while maintaining confidentiality.</li> <li>○ Analyzes student performance data connected to instructional strategies.</li> <li>○ Uses student performance data reflect on &amp; monitor teaching strategies.</li> </ul>
<p><b>Dimension 1.3: Knowledge of Students (KS)</b> Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Connects lessons to students' prior knowledge, life experiences &amp; future learning expectations.</li> <li>○ Adjusts lesson to address students' strengths &amp; gaps in background knowledge, life experiences &amp; skills.</li> <li>○ Provides opportunities for students to use their individual learning patterns, habits &amp; needs.</li> </ul>
<p><b>Dimension 1.4: Activities (ACT)</b> The teacher plans engaging, flexible lessons that encourage higher –order thinking, persistence and achievement.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Asks questions that encourages all students to engage in higher-order thinking &amp; problem-solving.</li> <li>○ Assigns instructional groups based on the needs of students.</li> <li>○ Maintains both group &amp; individual accountability.</li> <li>○ All students understand their assigned roles in instructional groups.</li> <li>○ Facilitates opportunities for student input on goals &amp; activity outcomes.</li> <li>○ Aligns activities, resources, technology, &amp; materials to instructional purposes.</li> </ul>
<b>Domain I Total Points</b> _____		<b>Domain Average Score</b> _____

II. INSTRUCTION	OBSERVOR RATING	SUPPORTING EVIDENCE
<p><b>Dimension 2.1: Achieving Expectations (AE)</b> The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Challenging Academic, Social and Emotional Expectations</li> <li>○ Ensures Student Content/Objective Mastery (evidence-based)</li> <li>○ Anticipates Gaps in Content Mastery</li> <li>○ Promotes Student Error Analysis and Self-reflection</li> <li>○ Promotes Active, Constructive Learning through Discovery and Critical-Creative Thinking</li> <li>○ Promotes Student Learning Goal Setting</li> </ul>
<p><b>Dimension 2.2: Content Knowledge Expertise (CKE)</b> The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Displays and Conveys Mastery of Content in Multiple Contexts</li> <li>○ Integrates/Embeds Cross-Curricular and Real-World Connections</li> <li>○ Anticipates and Mitigates Potential Student Misunderstandings/Misconceptions</li> <li>○ Frames Instruction to Include Bloom’s Revised Taxonomy and Levels of Rigor</li> <li>○ Sequences and Scaffolds Instruction addressing standards, structure of discipline making real world connections and opportunities for constructive learning</li> </ul>
<p><b>Dimension 2.3 Communication (COM)</b> The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Integrates/Embeds Interactive Learning and opportunities for frequent, small group purposeful talk [FSGPT].</li> <li>○ Provides a ‘safe’ classroom environment that promotes and encourages active interaction.</li> <li>○ Integrates multiple media/technology, tools, and strategies to enhance clear, correct and coherent explanation of content and student engagement in learning (including differing learning styles and diverse learner needs).</li> <li>○ Adopts a modeling strategy such as “I Do, We Do, You Do” to scaffold student’s learning.</li> <li>○ Promotes student engagement, exploration, discovery, and elaboration recognizing misconceptions and encouraging error analysis/reflection.</li> <li>○ Facilitates learning with effective questioning techniques and strategies to promote a variety of levels of thinking (Bloom’s Revised Taxonomy), demonstrating wait time to encourage higher order thinking skills.</li> <li>○ Facilitates learning with effective questioning techniques and strategies (such as Repeat, Rephrase, Reduce) to address needs of diverse learners.</li> </ul>

II. INSTRUCTION	OBSERVER RATING	SUPPORTING EVIDENCE
<p><b>Dimension 2.4 Differentiation (DIF)</b> The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Adapts lessons to address individual needs and learning styles of all students.</li> <li>○ Integrates/Embeds a variety of methods of formative evaluation throughout the instructional cycle to assess prior/background knowledge, content mastery, and quality of student performance and participation.</li> <li>○ Provides opportunities for student engagement of all students through development and implementation of differentiated teaching methods, tools, and strategies to insure content mastery.</li> <li>○ Proactively anticipates, prevents, minimizes, and addresses student misconceptions, disengagement, and learning gaps to facilitate student learning and content mastery.</li> </ul>
<p><b>Dimension 2.5 Monitor &amp; Adjust (MA)</b> The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Utilizes formative and summative evaluation to assess and gather information/data/student input of learning progress to guide instructional decisions.</li> <li>○ Makes adjustments to instruction informed by gathered evidence to address student learning needs, including but not limited to: pacing alterations, re-teaching, extensions and modifications.</li> <li>○ Provides immediate, effective feedback, recognition and reward in response to frequent checking for understanding.</li> <li>○ Provides multiple opportunities/venues for student success, as well as multiple formats for evaluation.</li> </ul>
<p><b>Domain II Total Points _____ Domain II Average Score _____</b></p>		

III. LEARNING ENVIRONMENT	OBSERVOR RATING	SUPPORTING EVIDENCE
<p><b>Dimension 3.1</b>  <b>Classroom Environment, Routines &amp; Procedures (ERP)</b>            The teacher organizes a safe, accessible and efficient classroom.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Develops effective Routines</li> <li>○ Uses effective Transitions</li> <li>○ Classroom design is conducive toward optimal learning</li> <li>○ Students feel safe in their classroom</li> </ul>
<p><b>Dimension 3.2</b>  <b>Managing Student Behavior (MSB)</b>            The teacher establishes, communicates and maintains clear expectations for student behavior.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Proactively monitors behavior</li> <li>○ Effectively uses positive reinforcement</li> <li>○ Effectively corrects and negotiates misbehavior</li> <li>○ Maintains positive rapport with students</li> </ul>
<p><b>Dimension 3.3</b>  <b>Classroom Culture (CC)</b>            The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p>	<p><input type="checkbox"/> Accomplished (Always) (4)  <input type="checkbox"/> Proficient (Regularly) (3)  <input type="checkbox"/> Developing (Does) (2)  <input type="checkbox"/> Improvement Needed (Does Not) (1)</p>	<ul style="list-style-type: none"> <li>○ Consistently engages with all students</li> <li>○ Maintains positive rapport among students</li> <li>○ Lesson adheres to or sparks student interest</li> <li>○ Students collaborate and encourage their mutual efforts</li> </ul>
<p><b>Domain III Total Points _____ Domain III Average Score _____</b></p>		

IV. PROFESSIONAL PRACTICES & RESPONSIBILITIES	OBSERVER RATING	SUPPORTING EVIDENCE
<p><b>Dimension 4.1: Professional Demeanor &amp; Ethics (PDE)</b> The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Adheres to Texas Code of Ethics &amp; Standard Practice for Educators</li> <li>○ Meets Professional Standards (e.g. attendance, professional appearance &amp; behaviors)</li> </ul>
<p><b>Dimension 4.2: Goal Setting (GS)</b> The teacher reflects on his/her practice.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Uses Self-Assessment, Reflection &amp; Supervisor to Set Goals &amp; Meets Professional Goals</li> <li>○ Implements changes in practice based on student performance.</li> </ul>
<p><b>Dimension 4.3: Professional Development (PD)</b> The teacher enhances the professional community.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Engages in Professional Development &amp; PLCs</li> <li>○ Seeks guidance and resources from cooperating teacher, Field Supervisor, school administrator and grade level peers and faculty</li> </ul>
<p><b>Dimension 4.4: School Community Involvement (SCI)</b> The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p>	<input type="checkbox"/> Accomplished (Always) (4) <input type="checkbox"/> Proficient (Regularly) (3) <input type="checkbox"/> Developing (Does) (2) <input type="checkbox"/> Improvement Needed (Does Not) (1)	<ul style="list-style-type: none"> <li>○ Communicates the Mission, Vision, &amp; Goals to Students, Colleagues, Parents &amp; Families, Regularly Contacts Parents &amp; Participates in Outreach Activities</li> </ul>
<b>Domain IV Total Points _____ Domain IV Average Score _____</b>		
<b>OBSERVATION TOTAL POINTS _____ OBSERVATION AVERAGE SCORE _____</b>		

## Appendix E: Code of Ethics and Standard Practices for Texas Educators

### **(1) Professional Ethical Conduct, Practices and Performance.**

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
- (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

### **(2) Ethical Conduct Toward Professional Colleagues.**

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### **(3) Ethical Conduct Toward Students.**

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
  - (i) the nature, purpose, timing, and amount of the communication;
  - (ii) the subject matter of the communication;
  - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
  - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - (v) whether the communication was sexually explicit; and
  - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329

Please See:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)



## Appendix F: Office of Student Teaching

