FIELD-BASED

TEACHER EDUCATION PROGRAM HANDBOOK

NORTHEAST TEXAS CENTER FOR PROFESSIONAL DEVELOPMENT AND TEACHING
Northeast Texas Center for Professional Development and Teaching

Field-Based Teacher Education Program Handbook

Introduction
The Northeast Texas Center for Professional Development and Teaching (NET CPDT) was created in response to a call for proposals and grants from the Texas Education Agency in 1992. The purpose of the proposal was to redesign teacher certification into a more field-based program in collaboration with public school districts, universities, education service centers, and community/businesses to improve the teacher education process and to increase student learning in the public school classrooms. (See Goals - page 4) This collaborative effort, the Northeast Texas Center for Professional Development and Teaching, currently involves around forty independent school districts across a wide geographic area in Northeast Texas. These districts elementary, middle and high school campuses, public school teachers, and public school students in whose classrooms university students and faculty are where all learn to become more effective as they interact with each other.

The basic premise of the program identifies the importance of active participation of all partners in the teacher education process. The Texas Education Agency provided the initial funding for this partnership. School districts provide expertise in school administration, management and staff development for inservice teachers. Schools provide a realistic environment for teachers and teacher candidates to identify and refine their teaching abilities. The university and educational service centers provide expertise in research, professional development, and technology, as well as a pool for future teachers. The business and community stakeholders’ provides expertise in technology, business management, and the direction for the potential future for our children and their preparedness for lifetime goals. The interns (first semester seniors enrolled in field-based courses); and residents (final semester seniors in full-time student teaching semester) provide additional human resources in the classroom to assist teachers in providing the maximum amount of learning for the children. The Center for Professional Development and Teaching is the unifying element of all partners.

The purpose of this handbook is to identify and describe the role of the Center and its partners and to provide an overview of the process. By the very nature of the collaborative effort created through this program, it is not just a policy manual, but an informational document to assist our processes. Ongoing decision making to guide each student occurs primarily within Instructional Leadership Teams (ILT), Campus Committees, ISD Steering Committees, and the Partnership Advisory Committee.
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NORTHEAST TEXAS CENTER: PROFESSIONAL DEVELOPMENT & TEACHING

The Northeast Texas Center for Professional Development and Teaching (NET CPDT) is a collaborative partnership comprising Texas A&M University-Commerce, public school districts, educational service centers and businesses committed to the improvement of teaching and learning in our schools. The partnership is an initial teacher preparation program through which prospective teachers spend two semesters working and learning in public school classrooms while earning their degrees and teaching certificates.

MISSION OF THE NET CPDT
The mission of all partners in the collaborative effort as developed by the Advisory Board is:

To provide, through a collaborative commitment, relevant field-based teacher education and staff development programs in a way that integrates scientific research supported, innovative teaching and assessment practices so that educators share a common vision of improving the learning and achievement of all students.

GOALS OF THE NET CPDT PARTNERSHIP

Partners in this collaborative effort share a common ideal of improving the learning and achievement of all students. We are committed to providing relevant field-based teacher education and staff development programs in a way that integrates scientific, research supported, innovative teaching and assessment practices with technology. We have adopted seven goals to help us realize an exemplary undergraduate teacher education program at Texas A&M University -Commerce.

1. Recruit and retain substantial numbers of pre-service / in-service teachers
2. Build candidates’ scientific research based knowledge and skills through well-designed campus-based and field-based courses
3. Facilitate the initial job placements of program completers
4. Offer induction and mentoring programs for the first two years of fulltime teaching
5. Refine the program using results about the professional practice of program completers
6. Build teachers’ knowledge and skills through well-designed professional growth offerings
7. Engage in responsive research into teacher effectiveness

GOVERNANCE OF THE NET CPDT
The governance of the NET CPDT includes four committee structures, Instructional Leadership Teams (ILTs), Campus Committees, the Independent School District Steering Committees, and the NET CPDT Partnership Advisory Committee. These four committee structures, described below, have been organized to allow maximum decision making by the instructional leadership teams (ILTs) with each of the other formal organizational components seeking to provide support to the ILT. The structure has been established to ensure that maximum autonomy and authority are retained at each campus and throughout each school district and to recognize and emphasize the importance of the learning that happens at the point of impact, namely the classroom.
### Instructional Leadership Team

<table>
<thead>
<tr>
<th>Intern/Resident, Mentor Teachers</th>
<th>University Liaisons</th>
</tr>
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</table>

### ISD Campus Meetings & District Steering Committee Meetings

<table>
<thead>
<tr>
<th>Mentors, Liaisons, &amp; Principal</th>
<th>Representatives from each campus</th>
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### Partnership Advisory Committee

<table>
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<tr>
<th>Representatives from each of 4 categories for each major center</th>
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### INSTRUCTIONAL LEADERSHIP TEAMS

The primary force in the NET CPDT is the *Instructional Leadership Team (ILT)* that is coordinated by the university liaisons and mentor teachers with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern or resident will have are determined by the ILT through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

A *mentor teacher* is a public school classroom teacher who has volunteered to work with an intern and/or resident for two semesters. The primary role of the mentor teacher is classroom instruction, student learning and achievement. The role of the mentor teacher in this program is to provide an environment in which an intern and/or resident can observe, understand, and assimilate the experiences involved in the learning process. As a means of professional development, the mentoring teacher shares his/her experience and expertise, guidance, and feedback with the intern and resident; and, the intern and resident share their time and effort to enhance learning in the classroom.

A *university liaison* is a member of the instructional university personnel who works with an intern and/or resident and the mentor teachers at an assigned public school site. The primary role of the university liaison is to facilitate reflection and assessment activities for interns and/or residents, to assist mentor teachers in planning and coordinating assignments and activities with interns and/or residents, to foster communication between the university and public school, and to assist the ILT in ways which enhances the learning of the K-12 students.

An *intern* is a university-based student who is learning about teaching and who is in the first semester of his/her final year of work toward certification. The primary role of the intern is to
assist the teacher in achieving his/her professional instructional goals. The intern should listen, observe, question, reflect, learn, and contribute to the learning experiences of the classroom. Most of the intern semester is spent becoming acclimated to the school setting and culture so that increased awareness, knowledge, and sensitivity can be assimilated. More details on the responsibilities and activities of the intern semester are found on page 29.

A resident is a university-based student who has successfully completed the intern semester and is in his/her final semester toward teacher certification. The primary role of the resident is to assist the teacher in achieving his/her professional instructional goals. Having spent a semester in the school setting, the resident should also provide increasing instructional and management leadership in the classroom as the semester progresses, including a two week teach in each grade level assignment in which the resident is responsible for all teaching responsibilities (except conferencing with a parent). More details on the responsibilities and activities of the resident semester are found on page 30.

The primary duties of each ILT are:
(a) to facilitate communication among the members of the ILT so that the students in the classroom benefit from the activities in the program;
(b) to coordinate teaching schedules, duties, and experiences for interns and residents;
(c) to provide collaborative feedback and reflection for evaluation of interns and residents.
(d) to determine next steps in goals for the student and for mid-term and final evaluation conferences.

CAMPUS COMMITTEES
Each campus will form a Campus Committee to address campus-wide needs, goals, and directions for the school regarding staff development, preservice training issues, technology needs, additional training as indicated by needs assessments conducted with faculty and staff, and establish and maintain community relationships. The charge of the campus committee is to:
(a) facilitate communication between school ILTs so that the school will benefit from the activities in the program;
(b) meet as needed to coordinate activities, schedules, duties, and experiences for interns and residents;
(c) direct campus-wide needs, goals, and directions for the school regarding staff development, mentor training needs, intern/resident preparation issues, and other campus-wide needs, issues, or ideas that arise
(d) provide collaborative feedback and reflection for evaluation of interns and residents.
Membership on the campus committee should include ILT members, (mentor teacher, intern/resident, and university liaison), the principal or his/her designee, who chairs the committee, the Texas A&M University-Commerce Center Coordinator to the ISD, and a parent or business representative.

ISD STEERING COMMITTEE
The ISD Steering Committee is a district wide committee intended to connect program needs, issues, and practices across campuses, provide staff development based on needs assessments of campus personnel, disseminate information back to campuses regarding management, innovative, scientific research based teaching strategies, technological and legislative actions, feedback on program improvement, and provide for more global community interest and involvement.
The charge of the ISD Steering Committee is to:

(a) meet as needed or desired (at least twice a year is recommended); (b) keep schools and campus ILTs advised of instructional and technological innovations and any changes in state requirements; (c) conduct needs assessments to determine staff development workshops; (d) establish an effective public relations and involvement campaign; (e) address multicultural and socioeconomic issues of the local communities they serve; (f) propose policy, procedures, guidelines, and expenditures within the guidelines of the program and district policy.

Membership on the ISD Steering Committee should include two mentor teachers (one from elementary and one from secondary), one principal, the superintendent or his/her designee, the ISD Coordinator, the Texas A&M University-Commerce Center Coordinator to the ISD, and a parent or business representative. Other stakeholders may participate as needed.

THE NET CPDT PARTNERSHIP ADVISORY COMMITTEE

The NET CPDT Partnership Advisory Committee is a committee that addresses the needs of the CPDT campuses, school districts, educational service centers, universities, businesses, and communities involved in the collaborative. This committee functions in an advisory, informational, networking, guiding, consensus building capacity to serve as a collaborative vehicle between Texas A&M University-Commerce and the participating locations. The charge to the Partnership Advisory Committee is to: (a) meet as needed or desired (at least twice a year); (b) address programmatic issues, needs, changes, laws, etc.; (c) address technical writing (grants) for outside funding; (d) review research projects, and (e) disseminate information locally, regionally, and nationally.

The Partnership Advisory Committee members include a relatively equal mix of representatives appointed by the ISD Steering Committees, as guided by the center coordinator, from each of the field-based centers as follows:

(a) ISD representatives; mix of administrators, elementary teachers, and secondary teachers; (b) university representatives (c) representatives from the Regional Education Service Center(s); and, (d) community and business representatives.

The Advisory Committee may establish sub-committees as needed to function as avenues for problem solving in areas such as: 1.) Admission, Placements, Retention, and Dismissal; 2.) Academic Issues; 3.) Professional Development/Induction; 4.) Research and Evaluation; 5.) Recruitment, Public Relations, and Publicity; or, 6.) Finances.

The membership on the Partnership Advisory Committee will reflect the cultural diversity of the region and ensure that no one category representation will be greater than the K-12 teacher representation.
Center for Educator Certification and Academic Services

The Center for Educator Certification and Academic Services (CECAS) is housed on the second floor in Education North, on the campus of Texas A&M University-Commerce. The Director of Educator Certification oversees educator certification for the university and certifies to the state of Texas that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification. CECAS is responsible for coordinating educational field experience placements for teacher certification candidates, to coordinate and deliver staff development activities to university and public school faculty, to coordinate the alternative teacher education program, and to participate in designing and implementing program evaluations, to disseminate the results of these evaluations to program participants, and to facilitate communication among program participants. CECAS responsibilities include:

- Coordinates Early Field Experience placements
- Reviews Intern applications and determines admission for teacher candidacy and eligibility for interviewing for field placements; collaboratively coordinates educational field experience placements with appropriate departments and ISDs.
- Coordinates and facilitates correspondence with Accrediting Agencies and collects and maintains records and data required by the state and other accrediting agencies
- Coordinates TExES exam approvals and registrations; keeps the college and departments aware of current TExES passing rates; and, provides TExES review sessions for students
- Certifies and submits students’ applications for teacher certification to the state
- Coordinates A&M Commerce Alternative Certification Program (A&M-TRAC)
- Designs and implements evaluations of clinical experiences including Early Field Experience, Internship/Residency, and ACP placements; and, disseminate the results of these evaluations to program stakeholders;
- Serves as the university liaison to TEA; attend meetings and training essential to accreditation and keep the university personnel and students updated on relevant changes to certification.
- Generates reports for State and National accrediting agencies and professional associations, including Title II, federal agencies, etc., about teacher education, and certification.
- Provides faculty and administration updates regarding changes in laws and regulations from TEA, or the Council for Accreditation of Educator Preparation, CAEP, and/or other accrediting agencies
- Ongoing monitoring and updating of the records and systems of the certification office to ensure compliance with TEA and CAEP standards
- Plan, assess, and manage the Certification Office budget and accounts.
- Enforces policies of the Teacher Certification for Texas A&M University-Commerce includes enforcing decisions/rulings from the Teacher Education Admission, Retention, and Appeals Committee (TEARAC); and, communication with students who are being dismissed from the program.
Texas A&M University-Commerce in Commerce (and off site campuses in Corsicana, McKinney, Mesquite, and Midlothian) is the teacher education degree granting and teacher certification institution for teacher candidates involved in the Northeast Texas Center for Professional Development and Teaching. This institution provides the curriculum, through courses and field-based experiences, and faculty to deliver a teacher education and certification program. This institution also provides partial funding for the operation of the NET CPDT through administrative support and faculty salaries.

The university has made the following commitments in support of field-based teacher education:

- utilizing grant funds to supplement rather than supplant existing resources for teacher education;
- supporting the redefinition of faculty workload and the reward system for merit, promotion, and tenure to reflect the changing role of field-based faculty;
- recognizing the full range of field-based activities in the funding formula and assigning additional funding in support of teacher education;
- accepting and approving curriculum changes necessary for the most effective field-based teacher education possible;
- supporting the modification of traditional patterns of offering courses and evaluating student work at both graduate and undergraduate levels as needed for the success of the field-based program;
- creating a category/rank and procedure for recognizing clinical and field-based personnel;
- supporting the acquisition and utilization of technology to enhance instruction across the university and among field-based campus members;
- demonstrating full confidence in those who provide leadership in the development of the field-based teacher education program.

Key instructional university personnel associated with the center include full time, part time and adjunct faculty members and graduate teaching assistants. These university personnel fulfill one of two or both roles described below concerning the field-based program:

(1) Instructional Faculty

- assist in the development, delivery, and assessment of the teacher education curriculum
- assist in the development, delivery, and assessment of the teacher education courses
- participate in the research components of the program
- help identify and select potential teacher candidates
- promote the field-based teacher education program
- be an active member of an ILT, and attend Campus Committee, Steering Committee and Advisory Committee meetings
• model and demonstrate effective teaching practices for teachers and teacher candidates
• promote and maintain communication between the partners in the program
• provide instructional assistance to ILT’s, teachers, interns, residents in the field-based setting
• encourage and model professional development and reflection
• demonstrate and promote the use of technology in instructional settings
• demonstrate a strong knowledge base of scientific, research-based teaching strategies, instructional design, curriculum development, assessment, classroom management, and student developmental needs
• demonstrates openness to growth and new ideas
• demonstrates effective communication skills by delineating classroom and professional expectations
• support and reinforce mentor teacher’s role through collaborative planning and co-teaching where appropriate
• perform perfunctory duties assigned by the department head

(2) University Liaisons & Center Coordinators
• visit schools and classrooms on a regularly scheduled basis (at least once every two weeks)
• coordinate and attend ILT, campus, and district steering committee meetings
• complete evaluations on each assigned resident as specified by the NET CPDT Liaison Handbook and in accordance with TEA requirements
• attend and participate in seminars for interns and residents
• conduct occasional demonstration lessons for ILT’s, teachers, interns or residents, as needed
• assist in identifying potential field-based teachers who could conduct instructional seminars for Interns and Residents

INDEPENDENT SCHOOL DISTRICTS

The underlying philosophy of the NET CPDT is that a collaborative effort is mutually beneficial to all partners of the program. Those school districts, geographically located near Texas A&M University-Commerce and its off site campuses in Mesquite, McKinney, Corsicana Midlothian and Rockwall, which are willing to participate, have become involved in the activities of the NET CPDT. The following independent school districts have been actively involved in the Northeast Texas Center for Professional Development and Teaching:

Allen Independent School District
Caddo Mills Independent School District
Campbell Independent School District
Chisum Independent School District
Commerce Independent School District
Cooper Independent School District
Cumby Independent School District
Dallas Independent School District
Garland Independent School District
Greenville Independent School District
Mesquite Independent School District
McKinney Independent School District
North Lamar Independent School District
Paris Independent School District
Plano Independent School District
Prosper Independent School District
Rockwall Independent School District
Royse City Independent School District
Sulphur Springs Independent School District
Wylie Independent School District
Navarro Partnership Program (Corsicana and Midlothian Areas)

Athens, Axtell, Canton, Cayuga, Corsicana, Cross Roads, Dallas, Ennis, Eustace, Fairfield, Ferris, Groesbeck, Kaufman, Kemp, Kerens, Italy, Mabank, Martin’s Mill, Mexia, Midlothian, Red Oak, Scurry-Rosser, Teague, Venus, Waxahachie, Village Tech in Cedar Hill, Westwood,

ROLE OF THE PRINCIPAL

The role of the principal in support of Instructional Leadership Teams at the building level is a key to the success of the NET CPDT. Facilitating schedules and meeting times to enable ILTs to plan and to evaluate is imperative. Scheduling and chairing the Campus Committee meetings and volunteering for ISD Steering Committee and Advisory Committee appointments are expectations for principals. Additional responsibilities include interacting with both interns and residents when possible and providing input to continuously improve the NET CPDT program. A supportive principal demonstrates willingness to:

• provide adequate facilities and resources for ILT members;
• establish guidelines for using building facilities and resources for ILT members;
• demonstrate openness to growth and new ideas;
• create a climate that encourages teachers to be risk takers;
• maintain a positive attitude;
• provide encouragement and support for mentoring teachers;
• establish and maintain adequate channels of communication with all levels of participants;
• involve university partners in school events as appropriate;
• demonstrate commitment to quality by providing release time for mentor teachers for planning with program participants, training, and participation in collaborative research or NET CPDT seminars.
ROLE OF THE MENTOR TEACHERS

The classroom teacher is the key to the success of the NET CPDT. The seven goals of the program focus around teaching and learning in the public school classroom for pre service teacher education, use and integration of technology, professional development, graduate education, and student learning in a culturally diverse population. Even though preservice teacher education is the primary focus of this handbook, the NET CPDT in this collaborative effort has recognized, initiated and is implementing new strategies and guidelines to realize the other goals of the NET CPDT.

In their role in this preservice teacher education program, the mentor teachers are keys to a successful support system for beginning teachers. As a necessary component of professional growth, all teachers must be able to reflect, discuss, learn, and implement changes in the instructional and management components of the classroom. The NET CPDT with an emphasis on scientifically based effective teaching practices and instructional uses of technology provides an opportunity for mentor teachers to lead the learning of their intern/resident, model research based teaching practices, co-plan and teach with the preservice teacher, reflect, collaboration with university personnel, use technology in the school, and receive professional development. The NET CPDT, through interns and residents, provides instructional assistance to help teachers realize their own professional instructional and management goals. The beneficiaries of this collaborative effort are the diverse and unique students in the public schools.

To achieve the ultimate goal of increased student learning and achievement, the NET CPDT field-based program aligns teachers with interns and residents in a mutually beneficial relationship. In order for both parties to attain maximum benefit, the roles of the interns (page 29), residents (page 30), and mentor teachers need to be recognized.

Supportive mentoring includes, but is not limited to the willingness to:

• demonstrate effective teaching practices and a stance of ongoing learning;
• have knowledge of the curriculum, subject matter content, and TEKS and ELPS;
• demonstrate a range of lesson designs (direct teach, cooperative learning, inquiry based learning, project-based learning, etc); utilizing various instructional strategies that have been shown to be effective through scientific research
• be committed to enhancing the status of teachers as professionals;
• believe that all students can learn;
• hold high expectations for preservice teachers
• convey enthusiasm for learning to other professionals, students, and children;
• be willing to share ideas and initiate change;
• demonstrate the ability to plan and organize instruction and classroom management;
• be flexible and open to change;
• be a risk taker and a lifelong learner;
• be willing to communicate and share curricular and instructional expectations; provide constructive feedback to students and children;
• be available to share teaching and learning experiences in the classroom; and, to provide thoughtful, specific feedback to the preservice teacher

Through the NET CPDT opportunities and support for mentor teachers to learn and practice the development of the desired abilities and responsibilities will be provided. The responsibility of the mentoring teacher is to be willing to learn more about teaching and learning when the opportunities arise and to provide an environment for the interns and residents to learn about the teaching and learning process.

EDUCATIONAL SERVICE CENTERS

The Region X, and XII Educational Service Centers (ESC) are located within the service area of the Northeast Texas Center for Professional Development and Teaching. The educational service centers provide leadership and staff development training to educational administrators, faculty, and staff. As a result of their expertise in educational administration and instructional excellence, these centers play a vital role in the collaborative partnership.

The Educational Service Centers will be providing administrators and teachers within their service area with opportunities for growth and reflection through staff development activities. Schedules of activities will be sent directly from the ESCs and coordinated with other activities within the scope of the NET CPDT and Texas A&M University-Commerce. Various representatives from the ESCs serve on the Partnership Advisory Committee, with at least one for each center/site of these meetings.

BUSINESS AND COMMUNITY LEADERSHIP

The participation of a business and community partner in this collaborative is essential. For example, Texas Instruments, long recognized for its expertise in technology and business management, has contributed to this partnership by providing a unique and valuable perspective in the areas of professional development and technology. Community and business representatives also provide the NET CPDT partnership with an unbiased vision of the future of the ultimate beneficiaries of this program - the future of the United States - our children. Various representatives from business and the communities serve on the Partnership Advisory Committee, with at least one for each center/site of these meetings.

Curriculum and Delivery of the Program

The curriculum for prospective teachers in this program is designed as a field-based curriculum once core curriculum requirements are met. The curriculum is delivered through seminars, workshops, lectures, and demonstration lessons. The practical application of instructional leadership is learned through the internship/residency and decision making practices in the field-based setting.

The curriculum itself can be classified into four major areas: (1) subject matter content; (2) pedagogy and professional responsibilities, including the Code of Ethics, with a focus on scientific research based practices; (3) knowledge of and strategies for teaching diverse
populations (ELLs, special needs, etc); and (4) assessment and problem solving. Each of these areas is related directly to the major goals of the NET CPDT and corresponds to the five state adopted proficiencies for teachers as determined by the Texas Education Agency.

Each intern/resident is expected to progress through several stages of development while becoming a qualified professional educator. In the NET CPDT program, these four stages can be described as: (1) observer of learning; (2) small group instruction; (3) team teacher; (4) and whole group instruction. As the members of the ILT recommend various types and sequences of experiences for interns and residents, they should be guided by the awareness that students in the program move through the above stages at differing rates based upon their own background and experiences.

The specific courses for all degree programs, with certification, may be found in the most current university undergraduate catalog. You may visit http://catalog.tamuc.edu/ to access an online version of the university catalog. Students are required to adhere to their degree audit as they pursue their degree and certification. In addition, students are required to meet all Teacher Education Program admission and retention criteria as they matriculate through the program.

**ADMISSION TO THE TEACHER EDUCATION PROGRAM**

**BENCHMARKS/PROGRESSION THROUGH THE PROGRAM**

**EC-6 Generalist/EC-6 Generalist/SPED/ EC-6 Generalist/Bilingual**

**Benchmark One: Academic Advising (TSI/ Course Completion Check/ GPA)**

Student will meet with Academic Advisor in Curriculum and Instruction Department:

- Review core course work for appropriate grades and completion (usually after earning 54 hours of core and interdisciplinary courses)
- GPA requirements (2.5 GPA and TSI satisfactory for ELED 300 and RDG 350) (Fall 2014 and after 2.75 GPA in each area), TSI and Reading THEA 250 or higher, or appropriate SAT or ACT scores for RDG 360, 370, and 380),
- Review course work in Interdisciplinary Core, Specialization, and Professional Development
  - “C” or better course work
  - 2.5 GPA overall (Fall 2014 and after 2.75 GPA in each area)
- Discuss interview process and Internship and Residency Semester
Benchmark Two: Initial Admission Interviews

- Student register for the initial admission interview through the Department of Curriculum and Instruction or through designated person at off-site locations.
- The results of the interview are recorded on a rubric.
- Successful recommendation of admission is then determined by the Initial Admission Interview Committee composed of at least two university faculty members.
- Students who do not meet the rubric score requirement may be denied admission to the program; or the admissions team may recommend that the student remain “under review” for progress in course work and asked to complete a second interview the following semester.
- After completion of interviews, rubrics and any other paperwork is sent to the certification office to be placed in students’ files.

Benchmark Three: Complete the coursework and benchmarks required in the junior year.

Prior to beginning internship placement:

- Senior Standing (completion of approximately 80 semester hours of college coursework)
- Grade of “C” or better in public speaking and college algebra (or appropriate test score) and “C” or better in English 1301 or 1302 (or appropriate test score) are required.
- Satisfactory completion of the Basic Skills Requirements (the Reading component must be met with score or 250 or higher on Reading THEA or appropriate SAT or ACT scores)
- Overall GPA of 2.50
- Review course work in Interdisciplinary Core, Specialization, and Professional Development
  - “C” or better course work
  - 2.5 GPA in each area ( Fall 2014 and after 2.75 GPA in each area)
- Documented Early Field Experience Observation Hours (ELED 300/30 hours and RDG 350/15 hours, the hours can be combined if coursework taken together)
- Lacking no more than a total of four hours in addition to Internship and Residency coursework. See advisor for acceptable courses to carry over.

Benchmark Four: Admission to Internship

- Students must apply for their Internship placement in the field-based Teacher Education Program in the spring/fall semester prior to beginning internship. The application process is an online process and available during a designated time during the semester and/or summer prior to internship. Applications must be submitted to the appropriate department by the designated due date. Applications may not be processed past this date.

The application file will contain the following documents:

- A formal application / confirmation page (online submission process)
- Application processing fee receipt
- An autobiographical sketch (online submission process)
- A signed commitment contract
- A current Degree Evaluation
○ A schedule of courses currently enrolled in and courses still lacking
○ Documentation of an admission interview with the C&I Faculty Team and successful recommendation of admission

● Meet all requirements under Benchmark Three
● Departmental review and approval to interview and begin internship. (NOTE: A Departmental Concern Form may prevent a student from interviewing or beginning internship for academic or professional behavioral reasons.
● A department may require a higher score on Basic Skills Test(s), GPA, and/or course grade requirements than the Teacher Education Admission, Retention, and Appeals Committee (TEARAC) Field-based Teacher Education Program requirements.
● The Curriculum and Instruction Department and/or certification office is responsible for notifying students of specific concerns preventing them from interviewing or beginning internship.

APPEAL OF ADMISSION CRITERIA
A student who does not meet the established admission criteria may appeal to the Departmental Appeals Committee for Initial Admission or to TEARAC for permission to begin internship or residency, with the following exceptions:

A student may not appeal to begin an internship placement if they have not completed a successful interview that resulted in a confirmed placement.
A student may not appeal a “Departmental review and non-approval to interview and begin internship.”
A student may not appeal a low GPA.
A student may not appeal a low Basic Skills Requirement score (Reading, Writing, or Math). However, a student may appeal a grade below a “C” only if (a) the student’s overall GPA is 2.50 or above and (b) the student’s department gives written approval for the student to appeal to TEARAC.

Benchmark Five: Field-Based Orientation Session Requirement:

● Before the field-based interview sessions with ISDs are, a general orientation is held to review requirements, to provide interview information, and to answer questions or address concerns. Sign in sheets will be at each location for each district and submitted to the Curriculum and Instruction Department for documentation.

Attendance at one of the orientations is Mandatory!

Benchmark Six: Field-Based Placement Interview Requirement:

● District interviews are held in October or November for spring placement and February or March for fall placement for NET CPDT Centers. An interview schedule will be posted on the application website. The purpose of this interview session is to provide prospective interns with information about the various ISDs and to provide an opportunity for ISD personnel (often a team of the principal and mentor teachers), to identify prospective interns with whom they would like to work.

Prospective interns are required to attend an interview session!
● Once each prospective intern has interviewed with the team from their first choice
district, respective district identify the applicants to invite to be interns/residents in their districts. The students will be notified by phone or email of their assignments by the Center Coordinator or CECAS staff. Those assignments should be finalized by the end of May for a fall internship and early in December for a spring internship.

**Benchmark Seven: First Semester of Senior Year-Internship**

- Student must be enrolled in appropriate concentration internship coursework
  - EC-6 Generalist and EC-6 Generalist/Bilingual
    - ELED 443, ELED 437, ELED 438, RDG 448
  - EC-6 Generalist/SPED
    - ELED 437, ELED 438, RDG 448, SPED 466
- Student must successfully complete internship coursework with a “C” or better and meet all previous Benchmarks to continue.
- Students are encouraged to take the TExES EC-12 PPR #160, $120 test fee during the first half of the internship semester.
  - In consultation with the student’s ILT, the Center Team (student’s center coordinator and liaison) will determine if the Intern is ready to test and provide the recommendation to the certification office for approval.

**Benchmark Eight: Prior to Residency/Prerequisites**

- Maintain Admission Requirements per Benchmark three and four.
- Maintain Field Experience (Internship) per Benchmark seven.
- Successful completion of Field Experience (Internship), GPA of 2.50 (catalog prior to Fall 2014) 2.75 (catalog Fall 2014) and minimum grade of “C” in all courses
- Continued overall GPA of a 2.50
Benchmark Nine: Final Semester of Senior Year; Practicum (Residency) Semester
Residents must enroll in the following coursework (refer to your Degree Audit):

- Student must be enrolled in appropriate concentration internship coursework
  - EC-6 Generalist and EC-6 Generalist/Bilingual
    - ELED 447, ELED 452 (6 SCH), SPED 480
  - EC-6 Generalist/SPED
    - ELED 447, ELED 452 (6 SCH), SPED 470
- Student must successfully complete residency coursework with a “C” or better and meet all previous benchmarks to continue.
- Students who have successfully completed the TExES EC-12 PPR #160 will be encouraged to register for the TExES EC-6 Generalist #191, $120 Test Fee. In consultation with the ILT, the Center Team (student’s center coordinator and liaison) will determine if the Intern is ready to test and provide the recommendation to the certification office for approval.
- Upon successful completion of both the TExEs EC-12 PPR and TExES EC-6 Generalist and appropriate coursework students will be encourage to take any additional certification tests, based on their specific degree plan. A passing score will be required prior to obtaining certification.

Benchmark Ten: Graduation
- Successful completion of Residency with a “C” or better in all coursework
- Maintain requirements of all Benchmarks
- All university fees paid
- Conferred Bachelor’s Degree in the area seeking teacher certification; Graduation Fee

Benchmark 11: Certification
- Maintained requirements of all Benchmarks
- Successful completion of all required TExES exams
- Apply for State Standard Teaching Certificate - $77 State processing fee
- Apply for Fingerprinting - $42 State processing fee

CERTIFICATION IN THE FIELD-BASED PROGRAM

After completion of all degree and/or certification requirements, students may visit http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/filingForCertification.aspx to file for certification. Before the State Board for Educator Certification issues a certificate, a criminal history background check will be conducted which could result in the denial of certification to those persons with felony or misdemeanor convictions.
BENCHMARKS/PROGRESSION THROUGH THE PROGRAM
4-8 Concentrations (Math, Science, Math/Science, ELAR, Social Studies)

****Complete Benchmarks One through Six Above***

Benchmark Seven: First Semester of Senior Year-Internship
- Student must be enrolled in appropriate concentration internship coursework
  - 4-8 Concentration
    - MLED 402, MLED 403, MLED 435, RDG 450, ELED 452
- Student must successfully complete internship coursework with a “C” or better and meet all previous Benchmarks to continue.
- Student must successfully complete internship coursework with a “C” or better and meet all previous Benchmarks to continue.
- Students are encouraged to take the TExES EC-12 PPR #160, $120 test fee during the first half of the internship semester. In consultation with the student’s ILT, the Center Team (student’s center coordinator and liaison) will determine if the Intern is ready to test and provide the recommendation to the certification office for approval.

Benchmark Eight: Prior to Residency/Prerequisites
- Maintain Admission Requirements per Benchmark three and four.
- Maintain Field Experience (Internship) per Benchmark seven.
- Successful completion of Field Experience (Internship), GPA of 2.50 (catalog prior to Fall 2014) 2.75 (catalog Fall 2014) and minimum grade of “C” in all courses
- Continued overall GPA of a 2.50

Benchmark Nine: Final Semester of Senior Year; Practicum (Residency) Semester
Residents must enroll in the following coursework (refer to your Degree Audit):
- Student must be enrolled in appropriate concentration internship coursework
  - 4-8 Concentration
    - MLED 404, MLED 410, ELED 452, SPED 480
- Student must successfully complete residency coursework with a “C” or better and meet all previous benchmarks to continue.
- Students who have successfully completed the TEExES EC-12 PPR #160 will be encouraged to register for the TEExES Content, $120 Test Fee. In consultation with the student’s ILT, the Center Team (student’s center coordinator and liaison) will determine if the Intern is ready to test and provide the recommendation to the certification office for approval.
- Upon successful completion of both the TEExES EC-12 PPR and TEExES Content and appropriate coursework students will be encourage to take any additional certification tests, based on their specific degree plan. A passing score will be required prior to obtaining certification.
**Benchmark Ten: Graduation**
- Successful completion of Residency with a “C” or better in all coursework
- Maintain requirements of all Benchmarks
- All university fees paid
- Conferred Bachelor’s Degree in the area seeking teacher certification; Graduation Fee

**Benchmark 11: Certification**
- Maintained requirements of all Benchmarks
- Successful completion of all required TExES exams
- Apply for State Standard Teaching Certificate - $77 State processing fee
- Apply for Fingerprinting - $42 State processing fee

**CERTIFICATION IN THE FIELD-BASED PROGRAM**

After completion of all degree and/or certification requirements, students may visit [http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/filingForCertification.aspx](http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/filingForCertification.aspx) to file for certification. Before the State Board for Educator Certification issues a certificate, a criminal history background check will be conducted which could result in the denial of certification to those persons with felony or misdemeanor convictions.
Benchmark One: Academic Advising/Curriculum and Instruction Departmental Requirements

- Near completion of the coursework for your major (content area you plan to teach); students will meet with Academic Advisor for Secondary Education in C&I
- Advisor will review core coursework for appropriate grades and completion
- Specific Curriculum and Instruction Department courses, GPA, and test score requirements (2.5 GPA and TSI satisfied for RDG 350, ELED 300 and/or SED 300 (must have Reading THEA 250, or appropriate SAT or ACT scores for SED 300), TSI satisfied and Reading THEA 250 or higher, or appropriate SAT or ACT scores RDG 360, 370, and 380), will be discussed
- If coursework in content-specific degree is met, student must then have the following:
  - Curriculum and Instruction Department course work “C” or better
  - 2.5 GPA overall
  - Please be advised some academic (teaching field/content area) departments require a 3.0 GPA and minimum grade requirements.

Benchmark Two: Initial Admission Interviews

- Student register for the initial admission interview through the Department of Curriculum and Instruction.
- The results of the interview are recorded on a rubric.
- Successful recommendation of admission is then determined by the Initial Admission Interview Committee composed of at least two university faculty members.
- Students who do not meet the rubric score requirement may be denied admission to the program; or the admissions team may recommend that the student remain “under review” for progress in coursework and asked to complete a second interview the following semester.
- After completion of interviews, rubrics and any other paperwork are sent to the certification office to be placed in students’ files.

Benchmark Three: Complete the coursework and benchmarks required in the junior year. Prior to beginning residency placement:

- Senior Standing (completion of approximately 80 semester hours of college coursework)
- Grade of “C” or better in public speaking and college algebra (or appropriate test score) and “C” or better in English 1301 or 1302 (or appropriate test score) are required.
- Satisfactory completion of the Basic Skills Requirements (the Reading component must be met with score or 250 or higher on Reading THEA or appropriate SAT or ACT scores)
- Overall GPA of 2.50
- Completed with grade of “C” or above in following courses:
  - ELED or SED 300 (requires 30 hours of classroom observation and observation reflection)
○ PSY 300
○ ETEC 424
○ RDG 380 or RDG 370
○ HHPK 274 (Sped Applicants ONLY)

● Pre-Residency Courses GPA of 2.50
● “C” or above in all Pre-Internship Courses
● Teaching Field / Specialization (Major) Courses GPA of 2.50
● “C” or above in all Teaching Field (Major) Courses
  ○ Note: The teaching field/content area 2.50 GPA is a teacher education admission requirement. Please be advised some academic (teaching field/content area) departments require a 3.0 GPA and minimum grade requirements. Please check with your academic department regarding departmental approval.

● Documented Early Field Experience Observation Hours (ELED 300 and/or SED 300 30 hours and RDG 350/15 hours (SPED majors), the hours can be combined if coursework taken together)

● Lack no more than 4 SCH in Teaching Field (Major)

Benchmark Four: Admission to Residency

● Students must apply for their Residency placement in the field-based Teacher Education Program in the spring/fall semester prior to beginning internship. The application process is an online process and available during a designated time during the semester and/or summer prior to internship. Applications must be submitted to the appropriate department by the designated due date. Applications may not be processed past this date.

The application file will contain the following documents:
  ○ A formal application / confirmation page (online submission process)
  ○ Application processing fee receipt
  ○ An autobiographical sketch (online submission process)
  ○ A signed commitment contract
  ○ A current Degree Evaluation
  ○ A schedule of courses currently enrolled in and courses still lacking
  ○ Documentation of an admission interview with the C&I Faculty Team and successful recommendation of admission

● Meet all requirements under Benchmark Three
● Departmental review and approval to interview and begin internship. (NOTE: A Departmental Concern Form may prevent a student from interviewing or beginning internship for academic or professional behavioral reasons.
● A department may require a higher score on Basic Skills Test(s), GPA, and/or course grade requirements than the Teacher Education Admission, Retention, and Appeals Committee (TEARAC) Field-based Teacher Education Program requirements.
● Certification office is responsible for notifying students of specific concerns preventing them from interviewing or beginning internship.

APPEAL OF ADMISSION CRITERIA

A student who does not meet the established admission criteria may appeal to TEARAC to begin residency, with the following exceptions:
A student may not appeal to begin a residency placement if they have not completed a successful interview that resulted in a confirmed placement.

A student may not appeal a “Departmental review and non-approval to interview and begin residency.”

A student may not appeal a low GPA.

A student may not appeal a low Basic Skills Requirement score (Reading, Writing, or Math).

However, a student may appeal a grade below a “C” only if (a) the student’s overall GPA is 2.50 or above and (b) the student’s department gives written approval for the student to appeal to TEARAC.

**Benchmark Five: Field-Based Orientation Session Requirement:**

- Before the field-based interview sessions with ISDs are, a general orientation is held to review requirements, to provide interview information, and to answer questions or address concerns. Sign in sheets will be at each location for each district and submitted to the Curriculum and Instruction Department for documentation.

  *Attendance at one of the orientations is Mandatory!*

**Benchmark Six: Field-Based Placement Interview Requirement:**

- District interviews are held in October or November for spring placement and March or April for fall placement for NET CPDT Centers. The certification office, CECAS, will contact you regarding the date of your interview with the district. The purpose of this interview session is to provide prospective residents with information about the various ISDs and to provide an opportunity for ISD personnel (often a team of the principal and mentor teachers), to identify prospective resident with whom they would like to work.

  *Prospective residents are required to attend an interview session!*

- Once each prospective residents has interviewed with the team from their first choice district, respective district identify the applicants to invite to be residents in their districts. The students will be notified by phone or email of their assignments by the Center Coordinator or CECAS staff. Those assignments should be finalized by the end of May for a fall residents and early in December for a spring residents.

**Benchmark Seven: Last Semester of Senior Year- Residency. Students must enroll in the following coursework (refer to your Degree Audit)**

- Student must be enrolled in coursework
  - 7-12
    - SED 400, SED 401, SED 404, SED 405
  - EC-12
    - SED 400, SED 401, SED 404, SED 405 (3sh), ELED 452 (3sh)
  - SPED EC-12
    - SED 400, SED 401, SPED 472 (6sh)
  - Music
    - SED 400, SED 401, SED 405 (3sh), ELED 452 (3sh)

- Student must successfully complete internship/residency coursework with a “C” or better and meet all previous Benchmarks to continue.
- Students are encouraged to take the TExES EC-12 PPR #160, $120 test fee during the semester. In consultation with the student’s ILT, the Center Team (student’s center coordinator and liaison) will determine if the student is ready to test and provide the recommendation to the certification office for approval.
- Upon successful completion of the TExES EC-12 PPR, students can take the appropriate content specific TExES exam. A passing score will be required prior to obtaining certification.

Benchmark Ten: Graduation
- Successful completion of Residency with a “C” or better in all coursework
- Maintain requirements of all Benchmarks
- All university fees paid
- Conferred Bachelor’s Degree in the area seeking teacher certification; Graduation Fee

Benchmark 11: Certification
- Maintained requirements of all Benchmarks
- Successful completion of all required TExES exams
- Apply for State Standard Teaching Certificate - $77 State processing fee
- Apply for Fingerprinting - $42 State processing fee

CERTIFICATION IN THE FIELD-BASED PROGRAM

After completion of all degree and/or certification requirements, students may visit http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/filingForCertification.aspx to file for certification. Before the State Board for Educator Certification issues a certificate, a criminal history background check will be conducted which could result in the denial of certification to those persons with felony or misdemeanor convictions.

__________________________________________
________________________________________________

RETENTION IN THE FIELD-BASED PROGRAM

In order to be retained in the Teacher Education Program a student must do as follows:
Continue to meet admission standards. Remain in good standing with their Instructional Leadership Team (ILT) and school placement Principal. Make satisfactory progress toward teacher certification.

Definition of satisfactory progress:
Satisfactory progress means that a student completes internship, residency, or internship/residency. If for any reason a student withdraws after being admitted to the Teacher Education Program, the student must appeal to TEARAC to begin again. A student’s academic record will be re-evaluated to determine if the student requires additional or modified coursework in pursuit of the certification being sought, and if current admission criteria are met. Courses may change based on the re-evaluation and the student may not be readmitted if all current admission criteria are not met.
Who may initiate dismissal from the Teacher Education Program?

1. Teacher Education Admission, Retention, and Appeals Committee (TEARAC): If a student does not meet the established admission criteria, or is not satisfactorily pursuing certification, the student will be dismissed from Teacher Education Program. In addition, a TEARAC review of a student in reference to an academic or professional behavioral concern may be requested by Texas A&M University-Commerce or public school personnel at any stage in the Teacher Education Program.

2. Instructional Leadership Team (ILT): A student may be dismissed from internship or residency by a recommendation to the principal from the student’s field-based Instructional Leadership Team (ILT). This recommendation will result in the student no longer being retained in the Teacher Education Program.

3. Principal (school placement): A student may be dismissed from internship or residency by a recommendation and letter from the principal of the school where the student is placed. This may occur if the principal determines that it is in the best interest of K-12 learners or the intern/resident that the field experience be terminated. This recommendation will result in the student no longer being retained in the Teacher Education Program.

Reasons for dismissal from internship or residency and the Teacher Education Program may include, but are not limited to the following:
- Failure to meet course requirements
- Lack of progress or success on a growth plan
- Violation of the Code of Ethics and Standards for Texas Teachers
- Non-adherence to the Intern Commitment Contract
- Lack of progress demonstrating the five state proficiencies of: learner-centered knowledge, learner-centered communication, learner-centered professional development, learner-centered instruction, and equity in excellence for all learners
- Violation of school district and/or campus rules and regulations
- Excessive tardiness, absences, or failure to complete or make-up days missed
- Failure to respond to feedback from the ILT

Procedures for removing a student from internship or residency:
- If dismissal is due to a violation of established admission or retention criteria, the Center for Educator Certification and Academic Services (CECAS) will notify the student in writing of the grounds for dismissal and due process.
- If dismissal is resulting from an ILT or school placement principal recommendation, a request to terminate the placement will be generated by the principal. The principal will send a letter to the Director of Certification. This letter will convey that it is in the best interest of K-12 learners or the intern/resident that the internship/residency field experience be terminated. After this occurs, the university liaison or center coordinator will schedule a meeting with the student, the university liaison, and the Director of Certification to inform the student of the decision to terminate the placement and dismiss the student.
DUE PROCESS RIGHTS IN THE FIELD-BASED PROGRAM

- Students who wish to appeal admission or retention criteria may schedule a meeting with the Teacher Education Admission, Retention, and Appeals Committee to ask that an individual exception be made. In some cases, an appeal to TEARAC will not be granted (see above). If an appeal is granted, TEARAC will review all documentation and any oral deliberation to determine if an exception should be made. If TEARAC determines that an exception should not be made, the student will not have the opportunity to re-enter the Teacher Education Program. If the student believes that the correct procedures were not followed, as written here-in, the student may appeal to the Dean of the College of Education and Human Services. The Dean's charge will be to determine if procedures were correctly followed. The Dean’s decision is final.

- Students who wish to appeal dismissal resulting from an ILT or principal recommendation may also schedule a meeting with the Teacher Education Admission, Retention, and Appeals Committee. The Committee’s charge is to review the evidence. TEARAC determine that the student should remain out of the Teacher Education Program; or may recommend that CECAS assist with finding an alternative field placement.

ATTENDANCE REQUIREMENTS FOR INTERNS AND RESIDENTS

General Expectations: Attendance at the school site is governed by rules and procedures found in the Texas A&M University-Commerce Undergraduate Catalog (see excerpt on following page). Your attendance and initiative are measures of your commitment to the teaching profession and to the development of professional attitudes and behaviors. It is important that the education student demonstrate professional attitudes and behaviors, which reflect the acceptance of responsibility, reliability, and dependability during internship and residency. Your active and appropriate participation in seminars, class activities, and discussions will insure you are taking advantage of the opportunities to learn and accepting responsibility for your own educational achievements.

- Habitual tardiness or leaving early is first documented and addressed by the ILT
- Habitual absence is first documented by Instructional Leadership Team Members.
- Absences will be reviewed on a case by case basis.
- All absences are subject to being made up by intern / resident.

Absence Procedure for Interns / Residents:

- Call your mentor teacher as soon as you know you must be absent. Make arrangements to take care of any classroom responsibilities you may have planned for the day (just like your mentor must prepare for a substitute).
- Follow the school procedure for reporting teacher absence. This will vary from school to school, but may include calling the secretary or principal.
- Call the university liaison and leave a message.
- Attendance at internship and residency seminars is required and is delineated in specific course syllabus.

Daily Schedule - Arrival and Departure for Interns/Residents:
No later than the district /campus policy requires mentors to report. End of school day: The intern/resident may not leave the public school campus at an earlier time. The intern/resident must follow the district /campus policy governing the teacher’s workday. Beginning of school day: The intern/resident may not arrive on the public school campus at a time than district /campus policy allows mentor teachers to depart.

**TEXAS A&M UNIVERSITY-COMMERCE CLASS ATTENDANCE RULE**

Students are expected to be present for all class meetings of any course for which they are enrolled. Students are responsible for learning about and complying with the attendance policy stated in the catalog, *Student’s Guidebook*, and/or faculty syllabi. Faculty members will provide details on requirements and guidelines for attendance in their classes in their course syllabi. Faculty members will keep students’ attendance records. Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences which are considered by the faculty member to be excusable. The method of making up this work shall be determined by the faculty member. The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following reasons for absence is excusable.

1. Participation in a required/authorized university activity; 2. Verified illness; 3. Death in a student’s immediate family; 4. Obligation of a student at legal proceedings in fulfilling responsibility as a citizen; and 5. Others determined by individual faculty to be excusable (e.g., elective University activities, etc.).

Appeals can be made through normal administrative channels. A record of excused and unexcused absences will be maintained by a faculty member for reference since certain financial assistance and other programs may require attendance records.

Students who have failed any part of the Texas Academic Skills Program (THEA) test are required by the State of Texas to attend developmental courses. Students who do not attend developmental courses or tutorial sessions may be withdrawn from the university. When requested by the student, teachers will inform the student who has been absent whether makeup work is allowed and whether absences jeopardize the student’s standing in a class. It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, the faculty member may recommend the student be dropped from a class through the department head and the appropriate college dean. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar’s Office. Students who wish to drop a course or withdraw from the university are responsible for initiating this action.

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in “Student’s Appeal of Instructor’s Evaluation” (Procedure A13.06).
ROLE /RESPONSIBILITIES OF THE INTERN IN THE FIELD-BASED SETTING

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment - the real public school classroom. Since each intern, teacher, and classroom is unique, the program allows the teachers and interns to cooperatively create learning situations that facilitate student growth in the areas of teaching and learning. However, interns are to dress and conduct themselves as professionals and speak and act as good role models for all students. Interns should assume responsibility for their own growth and development and display enthusiasm, initiative, cooperation, commitment, and being team players. Therefore, the intern’s responsibilities include but are not limited to the following:

1. become familiar with the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. become familiar with the teacher's yearly curricular and instructional goals;
5. become familiar with, and incorporate the content, objectives, TEKS, and curriculum into planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. serve as a “substitute” on the days of internship without receiving payment (upon approval of ILT - consisting of mentors, liaison, resident) while assigned ILT mentor attends professional development activities related to mentoring in the NET CPDT program;
19. assume other responsibilities based upon ILT recommendations;
20. enhance instructional environment for public school students.

For additional information concerning the legal issues involved when an intern serves as a substitute see Legal Status of the Student Teacher HB 339. Interns who meet the qualifications and are hired by the ISD to substitute on days other than intern days, may receive compensation from the ISD.
ASSESSMENT AND EVALUATION OF INTERNS
The purpose of the first (internship) semester of the field-based program is twofold: (1) to learn about content, pedagogy, technology, classroom management, and assessment and evaluation through course content and seminars; and (2) to learn about schools, students, planning, and the teaching and learning process by working in a field-based setting with mentoring teachers. Thus, the assessment and evaluation of interns address performance in both the field based and seminar setting.

ROLES/RESPONSIBILITIES OF THE RESIDENT IN THE FIELD-BASED SETTING
The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained from the resident semester in the residency semester. While the focus in the resident semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the resident’s responsibilities should include:

1. demonstrate a rich knowledge base of pedagogy, technology and effective instructional and management strategies;
2. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students;
3. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners;
4. demonstrate a rich knowledge of curriculum, content, objectives and TEKS;
5. demonstrate the ability to plan instruction for individuals, small groups, and large groups;
6. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students;
7. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources;
8. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
9. demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
10. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies;
11. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students;
12. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession
13. exhibit a commitment to teaching, learning, and excellence in the profession;
14. assume other responsibilities based upon ILT recommendations;
15. enhance instructional environment for public school students.

For additional information concerning the legal issues involved when an intern serves as a substitute see Legal Status of the Student Teacher HB 339 on page 15
ASSESSMENT AND EVALUATION OF RESIDENTS
In terms of EC-6 certification, the purpose of the second (residency) semester of the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of residents is also twofold as it addresses performance in both field based and seminar settings.

This includes completing all course requirements with a grade of a "C" or better in ElEd 447 and SpEd 480 (ElEd residents). The resident must also successfully complete the requirements with a "C" or better for ElEd 452 - Student Teaching, prepare a satisfactory Residency Portfolio (see page 40), have satisfactory ILT summative evaluations, and be recommended for certification by the Instructional Leadership Team to be awarded credit for the above course requirement.

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators’ Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(c) As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

   (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 consume alcoholic beverages on school property or during school activities when students are present.

1) 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.

2) 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.

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
LEGAL STATUS OF STUDENT TEACHERS

HOUSE BILL NO. 339 AN ACT
relating to the legal status, authority, and responsibility of the student teacher.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS; SECTION 1.
Subchapter Z, Chapter 13, Texas Education code, as amended, is amended by adding Section 13.906 to read as follows:

Sec. 13.906, STUDENT TEACHERS. (a) A person assigned to perform student teaching in a student teacher center is entitled to the
same protection of law accorded to the supervising teacher and the principal of the school in which the student teacher serves or acts in the course of employment. This protection includes
the limitation of liability accorded to all professional employees as specified in Section 21.912 of this code. While serving as a student teacher, a person shall comply with the rules of the
school and of the board of trustees of the district serving as the student teacher center. (b) The
institution of higher education in which the student teacher is enrolled, the supervising
teacher, and the principal of the school in which the student teacher serves shall cooperatively
assign to the student teacher responsibilities and duties that will provide adequate preparation
for teaching. Those duties and responsibilities may include any duty or responsibility granted
by the district to certified teachers generally or any school program duty or responsibility
granted to the supervising teacher, but may not include administering corporal punishment.
While performing those duties and responsibilities under the supervision of the supervising
teacher and the principal, the student teacher is entitled to exercise any authority relating to
student management that is granted to certified teachers generally, including the handling of
confidential records. Supervision of a student teacher for purposes of this subsection does not
require that the student teacher perform entirely in the presence of the supervising teacher or
principal. (c) The institution of higher education, the supervising teacher, and the principal
shall exercise due care to avoid placing the student teacher in a situation that any of them
knows the student teacher is not capable of handling successfully.
(d) Except as otherwise provided by this section, a student teacher may not be required to
serve as a substitute teacher. A student teacher is not considered to be serving as a substitute if
the student teacher assumes responsibility for the class while the supervising 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 teaching, including conferring with a university supervisor or attending a
professional development seminar to improve supervisory skills related to student teaching. A
student teacher is considered to be serving as a substitute if:
(1) the supervising teacher is absent from school, no other teacher is provided as a substitute,
and the student teacher is fully responsible for one or more classes; or
(2) the student teacher is taken from the class of the assigned supervising teacher and placed in another classroom in
place of the regular teacher under conditions in which the regular teacher is either absent from
school or performing duties requiring absence from the regularly assigned teaching station.
(e) If a supervising teacher cannot perform regularly assigned duties as a result of illness of
the teacher or a member of the teacher's family, a death in the teacher's family, or other cause
for which the district excuses teachers from duties, the student teacher may serve as a
***substitute for the supervising teacher, or at the discretion of the department chairman or
lead teacher, for not more than one day if:
(1) substitute teacher is not immediately available;
(2) the student teacher has been in that student teaching assignment for a minimum of 15
school days
(3) the supervising teacher, the principal of the school, and the university supervisor
agree that the student teacher is capable of handling successfully the teaching responsibilities;
(4) a certified classroom teacher is in adjacent room or a member of the same teaching team as the student teacher is aware of the absence of the supervising teacher and agrees to assist the student teacher if needed; and
(5) the principal of the school or the principal's representative is readily available in the building.
***A student teacher may not be paid for any service rendered while serving as a substitute teacher and completing the requirements of internship / residency.
EDUCATION CODE
TITLE 2. PUBLIC EDUCATION SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS CHAPTER 22. SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS Subchapter A. RIGHTS, DUTIES, AND BENEFITS Subchapter B: Civil Immunity: Section 22.051 DEFINITION; OTHER IMMUNITY.
1. In this subchapter, “professional employee of a school district” includes:
▪ a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, counselor, nurse, and teacher’s aide employed by a school district;
▪ a teacher employed by a company that contracts with a school district to provide the teacher’s services to the district;
▪ a student in an education preparation program participating in a field experience or internship;
▪ a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;
▪ a member of the board of trustees of an independent school district; and any other person employed by a school district whose employment requires certification and the exercise of discretion.
2. The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.
Added by Acts 2003, 78th Leg., ch.204, sect. 15.01, eff. Sept.1, 2003; Acts 2003, 78th Leg., ch. 1197, sect. 1, eff. Sept. 1, 2003.
Section 22.0511. IMMUNITY FROM LIABILITY.
A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee’s position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
This section does not apply to the operation, use, or maintenance of any motor vehicle.
In addition to the immunity provided under this section and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, “individual” includes a person who provides services to private schools, to the extent provided by federal law.
Please note: Student Teachers from Texas A&M University-Commerce serve in a volunteer capacity and receive no pay during their student teaching experience.
The Teacher Education Admission, Retention, and Appeals Committee (TEARAC) is composed of Texas A&M University-Commerce faculty directly involved with educator preparation and are appointed by the Chair of the Committee. The Committee Chair is appointed by the Dean of the College of Education and Human Services.

TEARAC is charged with setting educator preparation admission and retention requirements, as well as hearing student appeals for individual exceptions to the approved admission and retention requirements as they relate to the student’s admission and retention status.

The Center for Educator Certification and Academic Services (CECAS) is responsible for facilitating the admission, retention, and certification process within the framework of TEARAC requirements.
APPENDIX
INTERN/RESIDENT COMMITMENT CONTRACT Field-Based Teacher Education Program

I, the undersigned, agree to the following commitments:

1. I COMMIT to full participation in the Field-Based Teacher Education Program and agree to follow the public school calendar in the fall semester (typically beginning the 3rd week in August) and the university calendar in the spring semester. I will follow the teacher’s schedule for reporting to and leaving work.

2. I COMMIT to the following schedule: EC-6 Grade and 4-8 Grade; 7th – 12th Grade, or All Level

3. I COMMIT to the understanding that, during my internship/residency, I will not expect any compensation from A&M COMMERCE or my ISD for any teaching that I do. I understand that, if I meet the qualifications of the ISD to substitute and I am hired to substitute on days other than intern days, I can accept compensation from the ISD. During my residency, I am not to receive compensation as a substitute except for extenuating circumstances and only with the permission of my ILT, ISD, and A&M COMMERCE mentoring faculty.

4. I COMMIT to maintaining all of the academic requirements of A&M COMMERCE relative to teacher education. I understand that in order to be approved to begin my internship and residency, I must meet all admission and retention criteria.

5. I COMMIT to professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to the learners in the classroom, and to my own personal and professional growth. These behaviors include but are not limited to: appropriate dress; completing assigned work on time and in the best possible quality; being prompt with appointments and other commitments; keeping agreements with ILT and A&M COMMERCE faculty; maintaining a positive attitude; demonstrating to others a true desire to be there; staying busy and never being in a position of sitting without anything to do; avoiding eating and drinking in classrooms, maintaining a high attendance record with minimal absences (A&M COMMERCE policy on excused absences will be followed; all other absences will be made up); soliciting constructive criticism and accepting it gracefully; and always being prepared.

6. I COMMIT to the understanding that the school district in which I am an intern/resident will require data from me for the purpose of obtaining criminal history record information. I am also aware that all Texas public schools are required by law to obtain criminal history record information on all applicants for employment. My early screening will provide the school district with this information.

Interns:
Report when public school teachers report for inservice in Fall; report when the university begins for spring semester.

3 days/week; 2 days /public school and 1 day /seminar

Residents:
Report when public school teachers report for inservice in the Fall semester; begins when University semester begins in the spring semester.

5 days/week for full semester
7. I COMMIT to full partnership with my Instructional Leadership Team, to seek their mentorship, to earn their respect, to participate with them in their required and voluntary duties and activities, to be a decision-maker with them, and to assist my ILT in their efforts to provide the best education to their learners.

8. I COMMIT, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I will think like a teacher, not a student. I will see myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether or not I am in charge, continually seek information from my ILT members and A&M COMMERCE faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become "the best I can be."

9. I COMMIT to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in a process of "becoming" more and more effective.

10. I COMMIT to the belief that all children can learn, I welcome the opportunity to learn to teach children of various diversities and handicapping conditions, and I believe that all participants in my program (including K-12 teachers, A&M COMMERCE faculty, interns, residents, and children) will be both teachers and learners.

11. I COMMIT to the understanding that becoming a teacher is developmental and focuses on continual improvement, i.e., not static but evolving, changing and refining, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.

12. I COMMIT to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video taped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or at classes, conferences and workshops.

13. I COMMIT to the understanding that, student membership in one of the professional teacher organizations that includes, as part of the membership fee, professional educator liability insurance (cost approximately $25-$45) is highly recommended. In the absence of such a membership, proof that I have liability insurance through a private insurance carrier is also an option which is available and recommended.

14. I COMMIT to the understanding that I must take the K-12 PPR TExES exam during my Internship semester (EC-6th Grade and 4th-8th Grade) or Residency semester (8th-12th Grade, Secondary, or All-Level); and to also take the appropriate content TExES exam during my Residency semester (EC-6th or 4th-8th Grade) or prior to or during the Residency semester (8th-12th Grade, Secondary or All Level). In Consultation with my ILT, my center team (center coordinator and liaison) will approve my readiness to take each exam.

15. I RELEASE my file to be shared between the university and school district without qualification or restrictions.

________________________________________  ____________________
Intern Signature                                     Date

_____________________________________
CWID#
NET CPDT LESSON OBSERVATION
Reflect on your observations of the lesson presented and answer the questions in detail.

Intern: ___________________________ District and Building Assignment: _____________

Subject and Grade Level: _________________ Duration of Lesson: _________________

How did the teacher introduce the lesson / objective? Was this effective? Why or why not?

How was new material related to previous knowledge? Was this an effective technique? Why or why not?

Were manipulatives used? If so, what kind? Were they effective? Why or why not?

How were discipline problems handled? Was this method effective? Why or why not?

What kind of guided practice was used? Was this effective? Why or why not?

What kind of independent practice was used? Was this effective? Why or why not?

How was the lesson closed? Was this effective? Why or why not?

How were students evaluated? Was this effective in determining student progress? Why or why not?
Interactive Teacher Education Plan (ITEP)
Discussion Log

Intern Name: ________________________________ For the week of: _________________

Each week you will need to plan with your mentor teacher for this week & the following week. Turn this in weekly to your liaison.

This week I will be responsible for the following:

Next week I am planning to:

Weekly goals:

I feel accomplished in……../I need to work on……

__________________________________________
Intern Signature                      Mentor Signature/Initial

__________________________________________
Liaison Signature/Initial
NET CPDT Handbook Assessment Explanation

NET CPDT Individual Lesson Evaluation (3 2 1 N/A N/O ratings)
This instrument will be used to provide feedback to interns and residents as they work with individuals, a small group or the entire class. Mentors complete the form, liaisons utilize this instrument, and the intern may use it as a self-evaluation tool. It provides an opportunity for discussion and feedback on the interns’ and residents’ lessons.

Intern Mid-Term and Final Evaluation Form (3 = Exceptional; 2 = Proficient; 1 = Needs Improvement; NA = Not applicable or not observed). This is a communication piece that is used by the ILT (intern, mentor(s), liaison) as growth is assessed at midterm and final. Please include comments which will add to the mid-term and final conference content. The ILT should conference if the progress report indicates a need for a growth plan.

Resident Mid-Term and Final Evaluation Form (3 = Exceptional; 2 = Proficient; 1 = Needs Improvement; NA = Not applicable or not observed).
This form given to you by your intern/resident or liaison should be used collaboratively by mentors and the liaison to evaluate the intern or resident at the end of each semester. Based on observations and previous progress reports, the mentors and liaison document the intern/resident’s growth in each of the proficiencies. A line is included for a suggested grade for either internship or residency coursework. Interns and residents complete an identical self evaluation. Signatures of all ILT members are needed on the forms. Content recorded on the team and self evaluations is used during portfolio conference to assess growth and set goals for your resident’s first year of teaching and your intern’s residency.

When using ratings such as 3 (Exceptional), 2 (Proficient), 1 (Needs Improvement), or N/A (not applicable or not observed), you are providing feedback for your intern/resident at that particular point in his/her professional development. For example, since growth should be continual, performance which receives a rating of 2 (Proficient) during internship may not merit the same rating during residency. As the intern/resident progresses through the program, expectations increase and growth must be demonstrated in order to warrant acceptable ratings.
TEXAS A&M UNIVERSITY-COMMERCE FIELD BASED PROGRAM
LESSON EVALUATION FORM

This instrument helps to provide feedback to Interns/Residents as they work with individuals, a small group or the entire class. Mentors and liaisons will utilize this instrument for lesson evaluations. The Intern/Resident may also choose to use it as a self-evaluation tool.

Intern/Resident: __________________________ CWID: _________________ Subject: ________________ Grade: _____

Mentor: ___________________ Date of Lesson/Activity: ______________ Time: ______________

Rate Factors Below: 3 (Exceptional), 2 (Proficient), 1 (Needs Improvement), N/A (Not Applicable) or N/O (Not Observed)

<table>
<thead>
<tr>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson Plan: accurate, proper objectives, appropriate intro., sufficient detail, evaluation tied to obj., appropriate closing, able to use appropriate and effective feedback and assessment</td>
</tr>
<tr>
<td>2. Presentation: followed plan, appropriate intro., made obj. clear, connected lesson to past/future learning, stressed more imp. items, good closing, evidence of content knowledge, use of lesson cycle, teaches using resourceful materials</td>
</tr>
<tr>
<td>3. Strategies: asks questions that elicit higher order thinking, solicits responses, secures attention, begins promptly and maintains good pacing, varies teaching and learning strategies, provides differentiation</td>
</tr>
<tr>
<td>4. Student Engagement/Evidence of Learning: students are actively engaged, students demonstrate competence and/or mastery of objectives</td>
</tr>
<tr>
<td>5. Management: students’ are on-task, appropriate noise level for activities, appropriate movement for type of lesson, reinforced appropriate and on-task behavior, noticed &amp; handled problem situations appropriately</td>
</tr>
<tr>
<td>6. Personal: evidence of poise &amp; confidence, voice projection, proper grammar, enunciation, eye contact, warmth &amp; enthusiasm</td>
</tr>
<tr>
<td>7. Materials Used: sufficient use of manipulatives, visuals and other materials appropriately; accurate, useful, and relevant handouts, appropriate and timely distribution; appropriate use of technology (computers, interactive whiteboard, video, etc.)</td>
</tr>
</tbody>
</table>

STRENGTHS AND CHANGES

1. Three Strengths of the Lesson:

2. Things to Consider:

Evaluator Signature  Title  Date  Intern/Resident Signature  Date
LESSON CYCLE LESSON PLAN FORMAT - This form may used as a planning tool. It may also be used to give feedback to an intern or resident concerning the presentation of the lesson. The intern/resident may also use the form to self evaluate a lesson.

Teacher/Liaison Subject/Grade Level Time Estimate Date

Specific Instructional Objective:

Rationale:

Materials (list all materials) & Technology:

How providing for diversities of students (describe):
1.
2.

LEARNING ACTIVITIES: Introductory Activity/Initiating Procedures (focus, anticipatory set):

Procedures for the Lesson
A. Information Giving:

B. Modeling/Providing Examples:

C. Checking for Understanding/Provisions for re-teaching:

D. Guided Practice:

E. Independent Practice:

F. Closure/Culminating Procedure:

G. Evaluation of Students to determine if the objective was met:
Evaluation of Self to determine if the objective was met:

H. Enrichment/Extension

**Intern - Evaluation of Progress**

**Texas A&M University-Commerce -- Teacher Education Field Based Program**

Circle one:  
- Self or Mentor  
- EC-6 or 4-8  
- Mid-Term or Final

<table>
<thead>
<tr>
<th>CWID:</th>
<th>Campus:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Intern Name:

**Instructions:** Rate the indicators in the 1st column by circling the appropriate rating in the 2nd Column (3 = Exceptional; 2 = Proficient; 1 = Needs Improvement; NA = Not applicable or not observed). Then, add Comments and/or suggestions in each main area.

### Professionalism & Communication

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicators of Meeting Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 2 1 NA</td>
<td>· Displays a professional appearance and attitude</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Uses correct grammar in writing and speaking</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Follows school procedures (arrival &amp; departure)</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Meets assigned responsibilities promptly and effectively</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Shows a friendly personality, sense of humor, warm and accepting attitude</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Demonstrates initiative, tactfulness, and good judgment</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Asks questions that demonstrate a willingness to learn</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Accepts constructive criticism with a desire to improve</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Exhibits flexibility with change</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Attends professional meetings as appropriate &amp; shows signs of self-evaluation and reflection</td>
</tr>
</tbody>
</table>

Comments/Suggestions:

### Knowledge & Instruction

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicators of Meeting Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 2 1 NA</td>
<td>· Uses appropriate/accurate verbal and written communication</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Displays a pleasing voice level, appropriate speed, and varied intonations (voice variations...allowing for emphasis of important points)</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Maintains eye contact and appropriate body language</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Is knowledgeable of subject matter</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Possesses enthusiasm for the content as well as students</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Organization: lesson plans, instructional materials (everything ready in advance) Demonstrates awareness of lesson components and thoroughly plans for lessons</td>
</tr>
</tbody>
</table>

Comments/Suggestions:
# Equity & Management

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicators of Meeting Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 2 1 NA</td>
<td>· Knows students’ names and classroom routines and procedures</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Manages the transition of students to/from different locations (lunch, P.E., Music, etc.)</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Effective teacher movement throughout the lesson</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Is aware of basic rules and consequences for classroom management and the need to be consistent in enforcing them</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Establishes a non-threatening learning environment</td>
</tr>
<tr>
<td>3 2 1 NA</td>
<td>· Attends to individual needs</td>
</tr>
<tr>
<td></td>
<td>Demonstrates appropriate behaviors toward/with students</td>
</tr>
</tbody>
</table>

**Comments/Suggestions:**

*Signatures:*

______________________________  ______________________________
Intern                                      Mentor

______________________________  ______________________________
Liaison                                      Date

$\text{Acknowledgement of feedback}$
Resident - Evaluation of Progress  
Texas A&M University-Commerce -- Teacher Education Field Based Program

**Circle one: Self or Mentor**  
**EC-6 or 4-8**  
**Mid-Term or Final**

<table>
<thead>
<tr>
<th>Resident Name:</th>
<th>CWID:</th>
<th>Campus:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Instructions:** Rate the indicators in the 1st column by circling the appropriate rating in the 2nd Column (3 = Exceptional; 2 = Proficient; 1 = Needs Improvement; NA = Not applicable or not observed). Then, add Comments and or suggestions in each main area.

### Equity & Excellence for All Learners  
Indicators of Meeting Proficiencies

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-1. Promotes development of positive self-concepts</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>I-2. Fosters climate of respect/acceptance of others’ ideas</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>I-3. Maintains a supportive environment</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>I-4. Designs and integrates learning experiences that respect student diversity</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>I-5. Applies or links curriculum content to the community</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>I-6. Models and enables students to use all learning modalities</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>I-7. Establishes climate in which learners work collaboratively</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>I-8. Demonstrates an understanding of and sensitivity to students</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

**Comments/Suggestions:**

### Learner-Centered Knowledge  
Indicators of Meeting Proficiencies

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-1. Demonstrates effective observation skills</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-2. Exhibits strong working knowledge of subject matter</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-3. Presents information accurately and clearly</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-4. Collaborates and shares knowledge with peers</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-5. Organizes topics for practical application</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-6. Integrates other disciplines to develop multiple perspectives</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-7. Demonstrates knowledge of instructional strategies</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-8. Maximizes time available for instruction</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>II-9. Integrates technological resources into instruction</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

**Comments/Suggestions:**
### Learner-Centered Instruction Part A, B, & C

<table>
<thead>
<tr>
<th>III – A Planning</th>
<th>3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-A-1. Prepares effective lesson plans in which direct instruction, concept teacher are the primary instructional strategies</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-A-2. Prepares effective lesson plans in which cooperative learning, inquiry, discovery, etc., are the primary instructional strategies</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-A-3. Makes instruction relevant to student experiences</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-A-4. Incorporates technology in planning</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III-B Teaching and Management</th>
<th>3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-B-1. Able to implement lesson plan effectively</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-2. Uses adequate and appropriate supporting materials</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-3. Appropriate and motivating lesson Focus including effective linking of new information with prior knowledge</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-4. Models a variety of instructional strategies</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-5. Models and encourages respectful behavior</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-6. Uses appropriate pacing, wait time, and positive reinforcement strategies</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-7. Manages and monitors student learning effectively and makes appropriate adjustments to plan when needed</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-8. Engages all students in problem solving, critical, and creative thinking</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-9. Encourages self-directed learning</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-10. Effective in establishing and maintaining routines, procedures and logical consequences</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-11. Is positive and proactive in redirecting off-task behavior</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-12. Demonstrates “withitness” i.e., handling multiple tasks and decisions while and being cognizant of the total environment.</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-13. Demonstrates effective classroom management skills</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-B-14. Integrates technology to enhance instruction (multiple formats)</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III-C: Evaluation of Learning</th>
<th>3 2 1 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-C-1. Provides opportunities for student-teacher reflections</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-C-2. Guides learners in meaningful self-assessment</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-C-3. Evaluation strategies are aligned with lesson objectives</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-C-4. Utilizes variety of objective/subjective measures of evaluation including authentic assessment, portfolio, and reflective inquiry</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>III-C-5. Uses formative assessment as a tool to direct and redirect learning</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

**Comments/Suggestions:**

### Learner-Centered Communication

| IV-1. Establishes climate which supports risk taking and/or innovative problem solving | 3 2 1 NA |
### IV. Communication Skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-2. Demonstrates effective verbal communication skills</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>IV-3. Demonstrates effective nonverbal communication skills</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>IV-4. Incorporates questioning techniques that elicit multiple-level thinking</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>IV-5. Uses technology for building communication skills</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>IV-6. Communicates effectively as an advocate for each learner</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>IV-7. Uses correct grammar in writing and speaking</td>
<td>3 2 1  NA</td>
</tr>
</tbody>
</table>

**Comments/Suggestions:**

### Learner-Centered Professional Development

<table>
<thead>
<tr>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>V-1. Demonstrates professional commitment to education</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-2. Exhibits high standards of professional dress and demeanor</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-3. Models punctuality and reliability</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-4. Uses school services and community resources</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-5. Knows and respects laws/guidelines for teacher responsibilities and student rights</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-6. Makes decisions based on ethical principles</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-7. Develops positive, productive relationships with colleagues</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-8. Makes use of collaborative process to plan instruction, utilize materials and resources</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-9. Participates in collaborative decision making and/or problem solving</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-10. Seeks continual professional growth and uses reflective analysis in self-evaluation</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-11. Seeks and engages in professional development opportunities</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-12. Assumes and performs duties and responsibilities/takes initiative</td>
<td>3 2 1  NA</td>
</tr>
<tr>
<td>V-13. Stays abreast of technology</td>
<td>3 2 1  NA</td>
</tr>
</tbody>
</table>

**Comments/Suggestions:**

### Additional Comments:

**Signatures:**

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________</td>
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</table>

<table>
<thead>
<tr>
<th>Liaison</th>
<th>Date</th>
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<tbody>
<tr>
<td>__________________</td>
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</tbody>
</table>

Acknowledgement of feedback
FIVE PROFICIENCIES THE TEXAS STATE BOARD OF EDUCATION
EQUITY IN EXCELLENCE FOR ALL LEARNERS

The teacher responds appropriately to diverse groups of learners.

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics. Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

Possible Indicators:
1. Promotes development of positive self-concepts
2. Fosters climate of respect/acceptance of others’ ideas
3. Maintains a supportive environment
4. Designs and integrates learning experiences that respect student diversity
5. Applies or links curriculum content to the community
6. Models and enables students to use all learning modalities
7. Establishes climate in which learners work collaboratively
8. Demonstrates an understanding of and sensitivity to students

LEARNER-CENTERED KNOWLEDGE

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline. As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher’s and the students’ opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners’ interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Possible Indicators
1. Demonstrates effective observation skills
2. Exhibits strong working knowledge of subject matter
3. Presents information accurately and clearly
4. Collaborates and shares knowledge with peers
5. Organizes topics for practical application
6. Integrates other disciplines to develop multiple perspectives
7. Demonstrates knowledge of instructional strategies
8. Maximizes time available for instruction
9. Integrates technological resources into instruction

LEARNER-CENTERED INSTRUCTION

To create a learner centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs. Assessment is used to guide the learner
community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment. The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation. Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher’s plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community. Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a lifelong process that builds a greater understanding of the world and a feeling of responsibility toward it.

Possible Indicators:
1. Models and encourages respectful behavior
2. Promotes appreciation of learning as a lifelong process
3. Encourages self-directed learning
4. Links new ideas to familiar ideas
5. Provides opportunities for problem solving and reflection
6. Guides learners in meaningful self-assessment
7. Makes instruction relevant to student experiences
8. Various modes of instruction and strategies
9. Engages all students in critical and creative thinking
10. Adapts instruction to emerging needs
11. Uses assessment as a tool to guide learning
12. Plans effective instruction for individuals and groups
13. Utilizes appropriate pace, materials, technology, activities, and space
14. Demonstrates effective classroom management skills
15. Integrates technology to enhance instruction
16. Demonstrates ability to effectively teach individuals and groups

LEARNER-CENTERED COMMUNICATION

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills. As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community. Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking. The teacher also communicates effectively as an advocate to each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners’ welfare.

Possible Indicators
1. Establishes climate which supports risk taking and/or innovative problem solving
2. Demonstrates effective verbal communication skills
3. Demonstrates effective nonverbal communication skills
4. Incorporates questioning techniques that elicit multiple-level thinking
5. Uses technology for building communication skills
6. Communicates effectively as an advocate for each learner
7. Uses correct grammar in writing and speaking

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT

The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity. As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a
professional interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth. To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems. The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.

**Possible Indicators:**

1. Demonstrates professional commitment to education
2. Exhibits high standards of professional dress and demeanor
3. Models punctuality and reliability
4. Uses school services and community resources
5. Knows and respects laws/guidelines for teacher responsibilities and student rights
6. Makes decisions based on ethical principles
7. Develops positive, productive relationships with colleagues
8. Makes use of collaborative process to plan instruction, utilize materials and resources
9. Participates in collaborative decision making and/or problem solving
10. Seeks continual professional growth and uses reflective analysis in self-evaluation
11. Uses technology to engage in professional development opportunities
12. Assumes and performs duties and responsibilities takes initiative
INTRODUCTION:

Self-Reflection
Reflecting on and Appraising Your Own Professional Performance

Division of Educator Assessment and Appraisal

Of all the judgments people make in life, none are more important than the ones people make about themselves. Self-reflection is a process that teachers may use to examine their own professional knowledge, skills, attitudes, values, traits, motives, and social interactions to make judgments about the quality, value, or worth of reaching performance. An individual’s perceptions of potential rewards or consequences to self, others or the organization guides self-directed efforts to change teaching performance. Self-appraisal can provide a structure and resource for teachers who wish to be responsible for the improvement of their own professional performance by subjecting it to their own scrutiny and study. Self-appraisal is most meaningful in a climate when trust exists between educators and value is placed upon the process of exploring one’s own quality of performance.

As you first read the proficiencies, you most likely began to self-assess, possibly saying, “Yes, I did that,” or “My students don’t do that. I wonder if they should.” This section provides some tools to help you organize your thoughts about your teaching performance in relation to the proficiencies. The ideas and questions included here are meant only to stimulate your own questioning of your teaching performance. It is not required, though it is strongly encouraged, that you write responses to some of the questions that seem most pertinent to you. Please use the Notes pages at the end of this section to record your thoughts.

INFLUENCES FOR TEACHERS TO CONSIDER IN SELF-REFLECTION

A teacher’s work is influenced by a variety of factors, the sum of which contribute to overall effectiveness as a teacher and the learning of the teacher’s students. A change in any one of the following may impact effectiveness and learning. You may wish to note ways that each of the following impacts your work as a teacher. You may also wish to share your thoughts with other professionals.

- Beliefs about teaching and learning
- Skills in planning, managing, and evaluating instruction
- School-wide improvement initiatives
- Classroom methodology and technology
- Opportunities for leadership and professional development
- Relationships with students, parents, and colleagues
- Community involvement
- School climate
- Understanding of learners’ strengths, needs and interests
- Availability of resources
- The concept of teacher as learner
- Your own teaching experiences and prior history with supervision, and your education

METHODS OF SELF-REFLECTION

There are many ways to learn about ourselves as teachers and facilitators of learning. Some of the following can be used to stimulate new insights into your professional work.

- Observing other teachers and discussing their work with them
- Asking a peer to observe your teaching and discussing their observations of your work
- Independent and collaborative study
- Analyzing the results of student assessments
- Keeping a journal or log of critical events
- Developing a portfolio of teacher and student work
- Administering student or parent questionnaires or conducting interviews
- Conducting action research in your classroom

SELF-REFLECTION AND THE LEARNER-CENTERED PROFICIENCIES

A good starting point to initiate process of self-reflection is the learner-centered proficiencies which provide a means of organizing one’s examination of work.

The following questions are provided as a means of looking into teaching in light of the proficiencies.
They are meant to be thought-provoking; they do not have one correct answer. You may wish to return to them repeatedly throughout the school year. Again, formal responses to these questions are not required; however, it is strongly suggested that you spend some time writing your thoughts about questions that are pertinent to you.

**LEARNER-CENTERED INSTRUCTION**

How do I encourage the consideration of the diverse opinions of my students and others in class discussions?
How do I prioritize?
How do I include others in choosing teaching strategies, activities, and materials to use in my class(es)?
How do I organize or arrange the learning environment (e.g., students working collaboratively, individually, or competitively) to engage learners in the content?
What types of assessment do I use with students, what evidence do I have that the assessment approaches are appropriate, and how do I use assessment to guide my instruction?
How do I capitalize on opportunities for using or practicing previous learning?
How do I model learning?
How do I employ a variety of teaching styles to address various student needs and learning styles?
How would I describe the environment in my class(es)?
For example, what evidence do I have that learners feel free to take risks and express their opinions?
When a student does not appear to be interested in learning, how do I engage him/her?
How do students in my classes demonstrate higher order thinking skills (such as problem solving, inductive and deductive reasoning)?
How do learners get involved in assessing their own progress and performance and set goals for future learning? How do I vary the roles I play as a teacher to give students more responsibility for their own learning? How has my teaching changed in the last year? Five years? What prompted these changes?

**EQUITY IN EXCELLENCE FOR ALL LEARNERS**

What does equity in learning opportunities mean to me?
How is equity different from equality?
What are some ways I can learn more about the diversity of students, parents, the community, and my colleagues?
How do I ensure that the diverse needs, interests, and abilities of students, parents, the community, and colleagues are considered in my interaction with them?
How can I be sure that each and every learner in my class(es) has equitable opportunities to achieve excellence? In what ways do learners in my classes work together to achieve a common purpose?
How have I contributed to students’, parents’, the community’s, and my peers’ understanding of my own cultural background?
What are some ways I can expand cultural horizons for learners in my class(es)? What are my personal inhibitions about including diverse perspectives in instruction?
How do I ensure that classroom materials and textbooks will be accessible to all learners (e.g., by listening for missing voices, representing diverse viewpoints)?
What strategies do I use to promote equity in my classroom? How do learners in my classes demonstrate a sensitivity to others?
How do I know when a learner, parent, community member, or colleague feels differently from the majority? How can I encourage them to express their opinions?

**LEARNER-CENTERED KNOWLEDGE**

What is the purpose of the content I teach? Why is it important?
How do I gain knowledge about advances in my content area(s) (e.g., through college courses, conferences, journals, professional organizations)?
What are the organizing principles of the discipline? For example, is history more than an accumulation of facts? Does political science allow for the interpretation of facts? Is it necessary to know the great authors and their works for English?
How do I relate students’ prior knowledge and experiences to the content being taught? What resources and strategies are available to me when I must teach subject matter that is unfamiliar to me?
How do I ensure that every learner experiences my class in a way that is relevant and meaningful to him/her? When have learners in my classes gone beyond surface-level knowledge to explore ideas in depth or make discoveries? How do I choose activities and materials for teaching content? How do I involve learners? How do I use technology for increasing students’ use of subject matter?

**LEARNER-CENTERED COMMUNICATION**

As a professional, when and how do I initiate communication with colleagues, students, parents, and community leaders?

- How do I solicit feedback from colleagues, students, parents, and community members?
- How do I respond or react when my communication is misunderstood by colleagues, students, parents, and the community?
- How do I clarify communication from colleagues, students, parents, and the community when I did not understand the intended message?
- What modes of communication do I personally prefer for receiving new information? For expressing my thoughts and opinions? How do I include modes other than my preferences when teaching?
- How do learners communicate in my class(es)? What portion of their time is spent communicating with one another about important content-based ideas?
- What evidence exists in my classroom that ideas are expressed in ways other than traditional verbal means?
- When were times that I have “gone to bat” for a learner or group of learners? What did I learn from those experiences?
- When have I helped learners engage in self-advocacy? What were the long-term effects of those efforts?
- What evidences do I have that my communication with colleagues, students, parents, and the community is effective?

**LEARNER-CENTERED PROFESSIONAL DEVELOPMENT**

What is the role of the teacher in ensuring that all learners experience success and achieve at high levels in the learning community?

- How can I broaden and refine my repertoire of skills and knowledge?
- How can I improve my ability to reflect on my performance within the classroom and the larger teaching and learning community?
- How do I participate in decision-making opportunities to further my individual growth, as well as the growth of my students, colleagues, and school?
- How have I considered the needs of learners in planning my own professional development?
- How do I initiate activities to advance my professional career? How do I participate in collaborative collegial relationships to improve teaching and learning?
- To what professional organizations and associations am I actively involved? In what workshops, conferences, or institutes have I recently participated? When did I last take a college or university course? How did what I learn impact my teaching? What professional journals do I read on a regular basis? How do I seek input from colleagues, parents, and students to improve my performance? What efforts do I make to learn about educational developments in other parts of the school, district, state, and nation?