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 HANDBOOK

Fall, 2016

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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 in-service 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.
ORGANIZATION FLOW CHART

INSTRUCTIONAL LEADERSHIP TEAMS
The primary force in the NET CPDT is the Instructional Leadership Team (ILT) that is coordinated by the university supervisors/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 supervisor/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 supervisor/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 supervisor/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 30.

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 31.

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; and
(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; and
(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 supervisor/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; and, (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 supervisor/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, Midlothian, and Rockwall) 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 Supervisors/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 Supervisor/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
Leonard 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)


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
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 30), residents (page 31), 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


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

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

- Completion of a minimum of 45 sh of college coursework; COEHS Mentor Center provides course completion check.
- Texas Success Initiative (TSI) requirements met
- Overall GPA of 2.75 is a prerequisite to ELED 300 and RDG 350
- Contact the Department of Curriculum and Instruction in Sowers Education South for advising.
- Degree Evaluation in My Leo (Degree Works) indicates courses and requirements still to be met throughout the students program.
- Review of 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), TSI and Reading THEA 250 or higher, or appropriate SAT or ACT scores for RDG 360,
Benchmark Two: Admission to Teacher Education

- Students register for admission screening through the Department of Curriculum and Instruction or through designated person at off site location.
- The results of the admission screening are recorded on the Teacher Education Admission Interview Form within the TK 20 system.
- Admissions recommendation is then determined by the Admission Interview Team composed of at least two university faculty members.
- After successful recommendation for admission, to the certification office will send an e-mail within the TK 20 system inviting the successful applicant to indicate their acceptance of admission. Students must respond by the deadline if they wish to be admitted to the Teacher Education Program.

In the event that an applicant is not successful with admission into the program the following pre-mediation/remediation steps will occur:

- Students who do not meet the rubric score requirements may be denied admission to the program; or the admission team may recommend that the student may be referred for “pre-mediation” and/or “under review,” until the student satisfies the admission team recommendations.
- Students who do not meet score requirements will be notified by their advisor or through a designated person at off site location to determine next steps and create a pre-mediation/remediation action plan. Completion deadlines are determined between the re-mediator and/or the advisor.
- Once the student successfully completes the pre/mediation/remediation steps, the “recommended for admission” status is indicated within the TK 20 system and the student will receive an e-mail offering admission.
- In the event that an applicant does not successfully complete admission into the program following the completion of pre-mediation/remediation the following steps will occur:
  - Students who do not meet the requirements for an offer of admission into the Teacher Education Program after pre-mediation/remediation attempts will be notified by the advisor.

Benchmark Three: Complete the coursework and benchmarks required in the junior year prior to beginning internship placement:

All requirements for Admission to Professional Development Coursework must continue to be met and an official degree plan filed.

- Completion of a minimum of 80 sch of college coursework
- Grade of “C” or better in public speaking course.
- Completion of all Professional Development, Interdisciplinary Core and Specialization courses that are required before Internship on Degree Evaluation. An overall GPA of
2.75 is required with no grade below “C” in each of these areas
- Overall GPA of 2.75 is a prerequisite to RDG 360, RDG 370 and RDG 380
- Basic Skills Requirements must be met in Reading, Math, and Writing. The Reading section may be satisfied with the following methods only - THEA 250, ACT 23 Composite & 23 English, SAT 1070 Combined and 550 Critical Reading
- Documented Early Field Experience Observation Hours (ELED 300/30 hours and RDG 350/15 hours)
- Complete necessary coursework before admission to the Internship semester,
- 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: Complete Application for 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 within TK 20 and available during a designated time during the semester and/or summer prior to internship. Applications may not be processed past this date.

The application file will contain the following documents:
  - A formal application / confirmation page
  - 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 successful recommendation of admission

- Meet all requirements under Benchmark Three
- Departmental review and approval to interview and begin internship. (NOTE: Faculty members filing of Departmental Concern Forms may prevent a student from interviewing or beginning internship if a pattern of professional issues is documented.)

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.” This occurs when faculty have professional concerns and resulting in the completion of two “Fitness to Teach” concerns forms being filed in the department for a student.
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 participating in the field-based interview sessions with ISDs, intern applicants are required to attend a general orientation in which the department and certification office representatives review requirements, provide information about district interviews, and answer questions or address concerns. Sign in sheets will be at each location and submitted to the Curriculum and Instruction Department for documentation. 

  Attendance at one of the orientations is Mandatory!

Benchmark Six: Successful Interview and Field Based

- Prospective interns are required to attend an interview session with partner school districts organized by a field-based center.
- 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.
- 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 Educator Certification & Academic Services staff.

Benchmark Seven: First Semester of Senior Year - EFE II (Internship)

- Student must be enrolled in appropriate courses according to their concentration area
- Student must successfully complete internship coursework with a “C” or better and continue to meet all previous Benchmarks
- Students should take the TExES EC-12 PPR #160. In consultation with the student’s Instructional Leadership Team (ILT), the Center Team (student’s center coordinator and supervisor/liaison) will determine when the Intern is ready to test and provide the recommendation to the certification office for approval.
- Interns must pass the PPR prior to beginning the residency semester.
- Students may also be approved to take the EC-6 Core Subjects Test during internship based on recommendation of their Instructional Leadership Team (ILT) and approval of the center team faculty (center coordinator and supervisor/liaison).

Benchmark Eight: Residency/Official Student Teaching

- Student must be enrolled in appropriate concentration internship coursework.
- Student must successfully complete residency coursework “C” or better and continue to meet all previous Benchmarks.
- Students should take any remaining TExES exams needed for their level or subject areas of certification. In consultation with the Instructional Leadership Team (ILT), the Center Team (student’s center coordinator and supervisor/liaison) will provide the recommendation to the certification office for approval.
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-EFEII (Internship)

● Student must be enrolled in appropriate courses according to their concentration area.
● Student must successfully complete internship coursework with a “C” or better and continue to meet all previous Benchmarks.
● Students should take the TExES EC-12 PPR #160. In consultation with the student’s Instructional Leadership Team (ILT), the Center Team (student’s center coordinator and supervisor/liaison) will determine when the Intern is ready to test and provide the recommendation to the certification office for approval.
● Students may also be approved to take their content area TExES during internship based on recommendation of their Instructional Leadership Team (ILT) and approval of the center team faculty (center coordinator and supervisor/liaison).

Benchmark Eight: Residency/Official Student Teaching

● Student must be enrolled in appropriate concentration internship coursework.
● Student must successfully complete residency coursework “C” or better and continue to meet all previous Benchmarks.
● Students should take any remaining TExES exams needed for their level or subject areas of certification. In consultation with the Instructional Leadership Team (ILT), the Center Team (student’s center coordinator and supervisor/liaison) will provide the recommendation to the certification office for approval.

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
BENCHMARKS/PROGRESSION THROUGH THE PROGRAM 7 or 8-12 and EC-12 Teacher Certification

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 course work for appropriate grades and completion
- Degree Evaluation in My Leo (Degree Works) indicates courses and requirements still to be met throughout the students program.

Benchmark Two: Admission Screening to Teacher Education Program

- Admission Screenings: Interview, writing and oral reading screening to be scheduled through the department of Curriculum and Instruction. The supporting documents are entered into the TK 20 system.
- Successful recommendation of admission is then determined by the Initial Admission Interview Committee composed of at least two university faculty members.
- The student will receive an e-mail inviting them to be in the A&M-Commerce Teacher Education Program. Students must indicate their acceptance to be in the A&M-C Teacher Education Program by the date indicated in the TK 20 e-mail.

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

All requirements for Admission to Professional Development Coursework must continue to be met and an official degree plan filed.

- Completion of a minimum of 80 of college coursework
- Grade of “C” or better in public speaking course.
- Completion of all Professional Development, Interdisciplinary Core and Specialization courses that are required before Residency on Degree Evaluation. An overall GPA of 2.75 is required with no grade below “C” in each of these areas.
- Overall GPA of 2.75 and a Reading THEA score of 250 or better is a prerequisite to SEd 300 and RDG 380
- Basic Skills Requirements must be met in Reading, Math, and Writing. The Reading section may be satisfied with the following methods only - THEA 250, ACT 23 Composite & 23 English, SAT 1070 Combined and 550 Critical Reading.
● Documented Early Field Experience Observation Hours (ELED 300/30 hours)
● Complete necessary coursework before admission to teacher education lacking no more than four hours. See advisor for approval of courses to carry over.
● Lack no more than 4 SCH in Teaching Field (Major)

Benchmark Four: Complete Application for Residency

● Students must apply for their Residency placement in the field-based Teacher Education Program in the spring/fall semester prior to beginning residency. The application process is an online process in TK 20 and available during a designated time during the semester and/or summer prior to residency. Applications may not be processed past this date.
● Departmental review and approval to interview and begin residency. (NOTE: A Departmental Concern Form may prevent a student from interviewing or beginning residency for academic professional behavioral reasons).
● Certification office is responsible for notifying students of specific concerns preventing them from interviewing or beginning residency.

Benchmark Five: Field-Based Orientation Session Requirement:

● Before the field-based interview sessions with ISDs are conducted, 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 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:

● Prospective residents are required to attend an interview session with an ISD.
● 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.

● Once each prospective resident 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 Educator Certification & Academic Services staff.

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

● Student must be enrolled in appropriate courses according to their concentration area.
● Student must successfully complete internship/residency coursework with a “C” or better and continue to meet all previous Benchmarks.

● Students should take the TEExES EC-12 PPR #160. In consultation with the student’s Instructional Leadership Team (ILT), the Center Team (student’s center coordinator and university supervisor/supervisor/liaison) will determine if the student is ready to test and provide the recommendation to the certification office for approval.

● Upon recommendation of their content area faculty and secondary education center coordinator or field supervisor/liaison, students can take the appropriate content specific TExEs exam. A passing score will be required prior to obtaining certification.

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 supervisor/liaison or center coordinator will schedule a meeting with the student, the university supervisor/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 supervisor/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, supervisor/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.
CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS


(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:

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district
employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not 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 anyone 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 EFE II semester (Internship) semester (EC-6 or 4-8 Grade) or Residency semester (8-12 or All-Level); and to also take the appropriate content TExES exam (EC-6 or 4-8 or 8-12) prior to or during the Residency semester (8-12 or All-Level). In Consultation with my ILT, my center team (center coordinator and supervisor/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#
EFE 2  
Interactive Teacher Education Plan (ITEP)  
Internship Discussion Log

Intern Name: ________________________________ For the week of: ________________
CWID:

School Campus: ________________  Grade Level Placement: ________

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

*Per conversation with mentor:* Determine the area(s) you both consider to be **strengths** demonstrated this week.

*Per conversation with mentor:* Determine the area(s) you both consider to be next steps for **continued development**.

This week I was responsible for the following:

Next week I am planning to:

Evaluator Signature  Title  Date  Intern/Resident Signature  Date
Submitted by: (your name)  
Grade Level: _____  
Mentor Teacher: ____________________________  
Subject/Topic: ____________________________  

(Lesson Plan Title  (delete this and type the title here) )  

Rationale: (A complete sentence stating the purpose of the lesson.)  

Materials/Equipment: (Include the source for any book, recording, song, game, or idea, in APA format.)  

TEKS Achieved: (Include all TEKS and ELPS labeled, numbered, and summarized.)  

Accommodations: (what YOU do to modify your lesson)  
1. (for a child with special needs)  
2. (for a student that is an ELL)  

For the four categories below, delete any criteria which do NOT apply to your lesson  

**Bloom’s Taxonomy:**  
Knowledge/Remember  
Comprehension/Understand  
Application  
Analysis  
Create / Synthesis  
Evaluation  

**Differentiated Learning:**  
Auditory  
Visual/Spatial  
Kinesthetic  
Logical/Math  
Verbal/Linguistic  
Musical  
Intrapersonal  
Interpersonal  

**Classroom Strategies:**  
Cooperative Groups  
Hands-On  
Technology Centers  
Independent Activities  
Simulation  
Charts/Graphs/Maps  
Lecture  
Problem Solving  
Whole-group  
Peer tutoring  
Pairing  
Student Presentations  

**Curriculum Integration:**  
Music  
Math  
PE  
Social Studies  
Reading  
Health  
Science  
Theatre  
Writing  
Art  

**Objectives:** (Statements about what the children will do, written out as "the student will." Include objectives for your chosen content area(s). Refer to the TEKS and ELPS. The number of objectives should meet the number of TEKS and ELPS)  
- TSW  
- TSW  
- TSW  
- TSW  

---
Lesson Plan: (Plan how you will teach the lesson and follow the lesson plan cycle: (This is the 5E/7E model)

Elicit prior understanding: teacher finds out what existing knowledge the students have. (Write what CREATIVE, thing you will say to activate the student's interests).

Engage: teacher introduces the topic in an interesting way to arouse a student’s curiosity, violate their current notions of the way things ought to be encourages them to seek out new information and ask questions. (Write what CREATIVE, COMPELLING thing you will say or do to immediately grab the children's attention and interest.)

Explore: student investigates the topic more thoroughly including original research and the use of a variety of problem solving techniques. (Explain how you will guide research, what methodology you will accept i.e...web sites. Books etc.)

Explain: students "explain" a summary of what they have learned in the Explore section (the form of class or group discussion) or demonstrate their grasp of the concepts after completing their research. (Explain how you will guide this explanation [whole class, jigsaw, group, using technology, chart paper, etc.])

Elaborate: the students work directly on the project, or problem-solving assignment. Students demonstrate their application of new information, present their findings or conclusions to others. They may submit materials for evaluation.
**Evaluate/ Assessment:** evaluation continues throughout the process, however this is where the teacher evaluates the learning that has occurred. The students are encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so. *(State your method of evaluating whether or not the students learned the concepts or skills listed in your objectives above. State WHAT you will assess, when and HOW you will assess. (i.e....rubric, observation, BE SPECIFIC)*

**Extend/ Enrichment:** students transfer their learning and examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances.

**Closure / Culminating Activity:** *(Explain how you will accomplish this short portion of the lesson))*

**Reteach** *(This may not be necessary, but state HOW you will reteach. BE SPECIFIC)*

**Self-Assessment** on how the lesson was presented by you and perceived by the students.
Texas A&M University–Commerce
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.

<table>
<thead>
<tr>
<th>Intern/Resident:</th>
<th>CVID#:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>School:</td>
<td>District:</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>Begin Time:</td>
<td>End Time:</td>
</tr>
<tr>
<td>Mentor:</td>
<td>University Liaison:</td>
<td></td>
</tr>
</tbody>
</table>

SCALE: Proficient Developing Improvement Needed

**DOMAIN 1: PLANNING** - Evidence is apparent in the instructional lesson plan, classroom observations.

| Standards & Alignment: The Intern/Resident designs, organizes and implements a clear, well-organized lesson that reflects best practice, aligns with standards and are appropriate for diverse learners |
|---|---|---|---|
| Proficient | Developing | Improvement Needed | NA |
| 1.1 Lesson goals and objectives align to TEKS |
| 1.2 Helps students establish learning intentions for success (Intern/Resident plan measures to help students attain success) |
| 1.3 Activities, materials and assessments are relevant to students' prior understanding and real-world applications |
| 1.4 Activities, materials and assessments provide time for lesson and lesson closure |
| 1.5 Activities, materials and assessments deepen the broader unit and course objectives |
| 1.6 Activities, materials and assessments are appropriate for diverse learners |
| 1.7 Integrated technology is applicable (when appropriate) |
| Data & Assessment: The Intern/Resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. |
| 1.8 Formal and informal assessments monitor progress of all students |
| Knowledge of Students: Through knowledge of students and proven practices, the Intern/Resident ensures high levels of learning, social-emotional development and achievement for all students. |
| 1.9 Lesson connects to student prior knowledge and experiences |
| 1.10 Lesson provides opportunities for students to utilize their individual learning patterns, habits and needs |
| Activities: The Intern/Resident plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. |
| 1.11 Questions encourage all students to engage in complex, higher order thinking |
| 1.12 Instructional groups configured to meet student needs |
| 1.13 Students understand individual roles within instructional groups |
| 1.14 Activities, resources, technology, and instructional materials align to instructional purposes |

EVIDENCE:

REINFORCEMENT AND REFINEMENT:
## Domain 2: Instruction - Evidence is apparent in instruction and classroom.

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Achieving Expectations:** The Intern/Resident supports all learners in the pursuit of high levels of academic and social-emotional success.

1. **Sets academic expectations** that challenge all students
2. **Helps students establish success criteria for learning intentions** (Intern/Resident provides examples)
3. **Persists with lesson until there is evidence that most students demonstrate mastery of objective**
4. **Addresses student mistakes and follows through to ensure student mastery**
5. **Provides students opportunities to take initiative of their own learning**

**Content Knowledge & Expertise:** The Intern/Resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

6. **Conveys accurate content knowledge in multiple contexts**
7. **Integrates learning objectives with other disciplines and real-world experience**
8. **Anticipates possible student misunderstandings**
9. **Accurately reflects how lesson aligns within structure of discipline and State standards (TEKS)**
10. **Provides opportunities for student to use different types of thinking** (e.g., analytical, practical, creative & research-based)

**Communication:** The Intern/Resident clearly and accurately communicates to support persistence, deeper learning and effective effort.

11. **Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers**
12. **Recognizes possible student misunderstandings and responds with appropriate techniques to clarify concepts**
13. **Provides explanations that are clear**
14. **Uses verbal and written communication that is clear and correct**
15. **Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion**
16. **Provides wait time when questioning students**
17. **Uses probing questions to clarify, elaborate learning**

**Differentiation:** The Intern/Resident differentiates instruction, aligning methods and techniques to diverse student needs.

18. **Adapts lesson to address individual needs of all students**
19. **Regularly monitors quality of student participation and performance**
20. **Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs**
21. **Provides differentiated instructional methods and content to ensure student have opportunity to master what is being taught**

**Monitor & Adjust:** The Intern/Resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

22. **Consistently invites input from student in order to monitor and adjust instruction and activities**
23. **Monitors student behavior and responses for engagement and understanding**
24. **Adjusts instruction and activities to maintain student engagement**

---

**Evidence:**

**Reinforcement and Refinement:**

---

Page 2
Lesson Evaluation Form
### Domain 3: Learning Environment

- Evidence is apparent in the classroom.

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Environment, Routines & Procedures:** The Intern/Resident organizes a safe, accessible and efficient classroom.

3.1 Procedures, routines and transitions are clear and efficient

3.2 Students actively participate in groups, manage supplies and equipment with very limited teacher direction

3.3 Classroom is safe and organized to support learning objectives and is accessible to most students.

**Managing Student Behavior:** The Intern/Resident establishes, communicates and maintains clear expectations for student behavior.

3.4 Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.

3.5 Most students know, understand and respect classroom behavior standards.

**Classroom Culture:** The Intern/Resident leads a mutually respectful and collaborative class of actively engaged learners.

3.6 Students monitor their success based on criteria established (Intern/Resident provides opportunities to self-assess)

3.7 Engages all students in relevant, meaningful learning

3.8 Students work respectfully individually and in groups

---

**Evidence Evidence:**

**Reinforcement and Refinement:**

---

**Impact Story:** (Students will turn in a one-page double spaced summary (250 words)): 

---

Page 3

Lesson Evaluation Form
## Mid-Term and Final Evaluation Form
**for use by the Instructional Leadership Team (ILT)**

ILT Form 1 2 3 4 (circle one)

Indicate one: Elementary Secondary

Indicate one: Mentor University Supervisor/Liaison Resident Intern

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWID#:</td>
<td>Overall Average:</td>
</tr>
<tr>
<td>Mentor:</td>
<td>Letter Grade:</td>
</tr>
<tr>
<td>University Supervisor/Liaison:</td>
<td>District:</td>
</tr>
<tr>
<td>School:</td>
<td>Content:</td>
</tr>
</tbody>
</table>

Instructions for Overall Average of Domains 1-4: Add all domain averages and divide by 4

(Only on University Supervisor/Liaison/Supervisor Form) Overall Ratings: Mentor: ___ University Supervisor/Liaison: ___ Intern/Resident: ___ Final Score: _____

**Rating System:**

5 - 4 = **Proficient** - in command of initiative, thought, organization, reflection, and implementation of professional choices. Professional judgment is evident. Evidence of significant control of own decision-making and learning processes.

3 - 2 = **Developing** - functional in terms of initiative, thought, organization, reflection, and implementation of professional choices, but in need of instruction. Professional judgment is somewhat evident. Evidence of some control of own decision-making and learning processes. Monitors, adjusts, and manages with minimal intervention.

1 - 0 = **Improvement Needed** - some lack of initiative, thought, organization, reflection, and responsibility. Resident lacks awareness in making professional choices. Evidence of little control of own decision-making and learning processes. Very little monitoring, adjusting or managing without significant intervention. The situation requires remediation and change by the resident.

**Letter Grade Scale**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>90-100</td>
</tr>
<tr>
<td>(B)</td>
<td>80-89</td>
</tr>
<tr>
<td>(C)</td>
<td>70-79 (Requires Growth Plan)</td>
</tr>
<tr>
<td>(D)</td>
<td>60-69 (Requires Growth Plan)</td>
</tr>
<tr>
<td>(E)</td>
<td>Below 60 (Requires Growth Plan)</td>
</tr>
</tbody>
</table>

__________________________________
Student Signature

__________________________________
Mentor Teacher Signature

__________________________________
University Supervisor/Liaison Signature

__________________________________
Date
## Domain 1: Planning

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th><strong>Evidence/Comments (optional)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>1.1 Standards &amp; Alignment: The intern/resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>1.2 Data &amp; Assessment: The intern/resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>1.3 Knowledge of Students: The intern/resident ensures high levels of learning, social-emotional development and achievement for all students.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>1.4 Activities: The intern/resident plans engaging, flexible lessons that encourage higher-order thinking and achievement.</td>
</tr>
</tbody>
</table>

**Domain 1 Evidence/Comments (optional)**

### Domain 1 Evidence/Comments (optional)

**Domain 1 Total Points:**

**Domain 1 Average (divide total by 20):**

## Domain 2: Instruction

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th><strong>Evidence/Comments (optional)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>2.1 Achieving Expectations: The intern/resident supports all learners in their pursuit of high levels of academic and social-emotional success.</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>2.2 Content Knowledge &amp; Expertise: The intern/resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>2.3 Communication: The intern/resident clearly and accurately communicates to support persistence, deeper learning and effective effort.</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>2.4 Differentiation: The intern/resident differentiates instruction, aligning methods and techniques to diverse student needs.</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 – 0</td>
<td>2.5 Monitor &amp; Adjust: The intern/resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</td>
</tr>
</tbody>
</table>

**Domain 2 Evidence/Comments (optional)**

**Domain 2 Total Points:**

**Domain 2 Average (divide total by 25):**
## Domain 3: Learning Environment

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 - 0</td>
<td>3.1 Classroom Environment, Routines, and Procedures: The intern/resident organizes a safe, accessible, and efficient classroom.</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 - 0</td>
<td>3.2 Managing Student Behavior: The intern/resident establishes, communicates and maintains clear expectations for student behavior.</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 - 0</td>
<td>3.3 Classroom Culture: The intern/resident leads a mutually respectful and collaborative class of actively engaged learners.</td>
</tr>
</tbody>
</table>

### Domain 3 Evidence/Comments (optional)

### Domain 3 Total Points: Domain 3 Average (divide total by 15):

## Domain 4: Professional Practices and Responsibilities

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 - 0</td>
<td>4.1 Professional Demeanor &amp; Ethics: The intern/resident meets TAMUC and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. (e.g. Code of Ethics and Standard Practices for Texas Educators).</td>
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<tr>
<td></td>
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<td></td>
<td>- Develops positive, productive relationships with colleagues</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Demonstrates initiative and positive attitude in performance of duties and responsibilities</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Accepts and implements constructive suggestions for change and growth</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 - 0</td>
<td>4.2 Goal Setting: The intern/resident reflects on his/her practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Sets short and long-term professional goals based on self-assessment, reflections, and mentor/supervisor suggestions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Demonstrates initiative to meet the goals, resulting in improvement in teaching practices and student achievement</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 - 0</td>
<td>4.3 Professional Development: The intern/resident enhances the professional community.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Demonstrates collaborative practices by participating in all scheduled district and campus professional development activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Actively participates in pre/post meetings with the Instructional Leadership Team (ILT)</td>
</tr>
<tr>
<td>5 - 4</td>
<td>3 - 2</td>
<td>1 - 0</td>
<td>4.4 School Community Involvement: The intern/resident demonstrates initiative and leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Actively involved in school extracurricular activities (e.g. tutoring, athletics, fine arts, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Actively participates in extra duties throughout the school (e.g. bus duty, cafeteria duty, field trips, etc.)</td>
</tr>
</tbody>
</table>

### Domain 4 Evidence/Comments (optional)

### Domain 4 Total Points: Domain 4 Average (divide total by 20):
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 observasions 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?
When there is too much to teach, 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?