

Introduction

The Northeast Texas Center for Professional Development and Technology (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 businesses to improve the teacher education process and to increase student learning in the public school classrooms. (See Goals - page 5) This collaborative effort involves several independent school districts, their elementary, middle and high school campuses, public school teachers, university faculty, and public school students in whose classrooms university students and teachers learn to become more effective as they interact with each other.

The basic premise of the program identifies the importance of active participation of all partners in the teacher education process. The Texas Education Agency provided the initial funding for this partnership. School districts provide expertise in school administration, management and staff development for inservice teachers. Schools provide a realistic environment for teachers and teacher candidates to identify and refine their teaching abilities. The university and educational service centers provide expertise in research, professional development, and technology, as well as a pool for future teachers. The business community provides expertise in technology, business management, and the direction for the potential future for our children and their preparedness for lifetime goals. The interns and residents 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 Technology 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 a policy manual, but an informational document. The decision making occurs primarily within Instructional Leadership Teams, Campus Committees, and ISD Steering Committees.

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THE NORTHEAST TEXAS CENTER FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY

The Northeast Texas Center for Professional Development and Technology (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 collaboratively 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 research supported, innovative teaching and assessment practices with technology so that educators share a common vision of improving the learning and achievement of all students.

GOALS OF THE PROGRAM

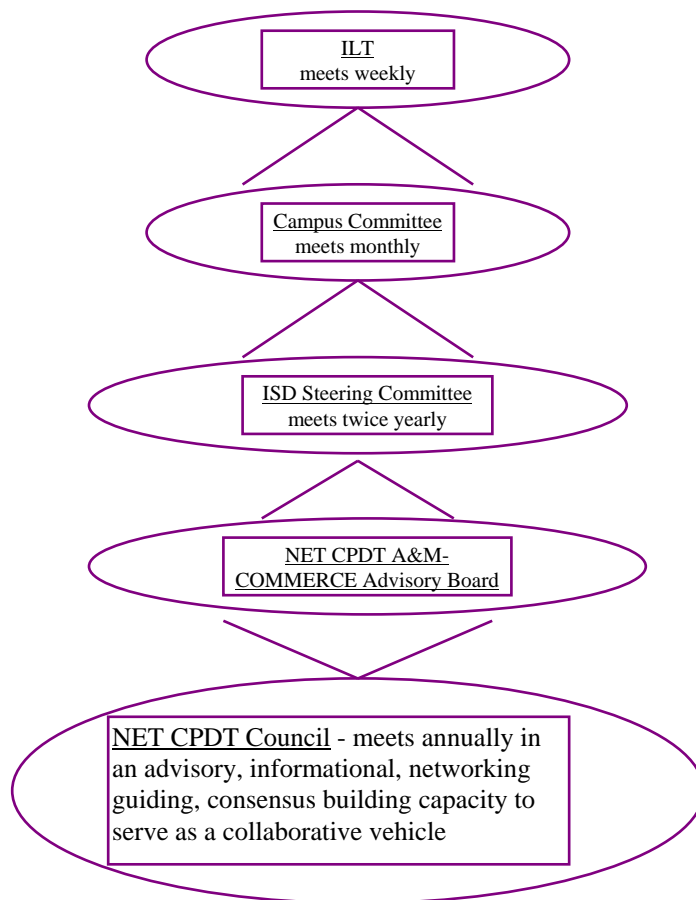
To carry out the mission of this teacher preparation program, six goals have been established:

1. redesign preservice teacher education as a comprehensive field-based program;
2. increase the use of technology for instruction;
3. integrate technology with best teaching practices in a more effective manner;
4. improve the quality and relevance of staff development;
5. align graduate education with teachers' professional growth needs; and
6. maximize K-12 student learning by addressing the needs of a culturally diverse population.

GOVERNANCE OF THE NET CPDT

The governance of the NET CPDT includes five committee structures, Instructional Leadership Teams (ILTs), Campus Committees, the ISD Steering Committees, the NET CPDT Advisory Board, and the NET CPDT Council. These five committee structures, described below, have been organized to allow maximum decision making in 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 CPDT is the *instructional leadership team* that is coordinated by the mentor teachers and university liaisons with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern or resident will have are determined by the ILT through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

A *mentor teacher* is a public school classroom teacher who has volunteered to work with an intern and/or resident for two semesters. The primary role of the mentor teacher is classroom instruction, student learning and achievement. The role of the mentor teacher in this program is to provide an environment where 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 with the intern and resident and the intern and resident share their time and effort to enhance learning in the classroom.

A *university liaison* is a member of the instructional university personnel who works with an intern and/or resident and the mentor teachers at an assigned public school site. The primary role of the university liaison is to facilitate reflection and assessment activities for interns and/or residents on an ILT, 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 23.

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. More details on the responsibilities and activities of the resident semester are found on page 24.

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 meet at least once a week to plan lessons, strategies to be used in lessons, the use of technology within the lessons, and assessment procedures related to the lessons;
- (c) to coordinate teaching schedules, duties, and experiences for interns and residents;
- (d) to provide collaborative feedback and reflection for evaluation of interns and residents.

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 at least once a month 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, preservice training issues, technology needs, additional training;
- (d) provide collaborative feedback and reflection for evaluation of interns and residents.

Membership on the campus committee should include ILT members, (mentor teacher, intern, resident, and university liaison), the principal or his/her designee, who chairs the committee, the A&M-COMMERCE Coordinator to the ISD, and a parent or business representative.

ISD STEERING COMMITTEE

The ISD Steering Committee is a district wide committee intended to address campus needs, provide staff development based on needs assessments of campus personnel, disseminate information back to campuses regarding management, innovative 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);
- (b) keep schools and campus ILTs advised of instructional and technological innovations;
- (c) conduct needs assessments to determine staff development workshops;
- (d) establish an effective public relations and involvement campaign;
- (e) address multicultural and socioeconomic issues of the local communities they serve;
- (f) propose policy, procedures, guidelines, and expenditures within the guidelines of the program and district policy.

Membership on the ISD Steering Committee should include two mentor teachers (one from elementary and one from secondary), one principal, the superintendent or his/her designee, the NET CPDT Director, the ISD Coordinator, the A&M-COMMERCE Liaison Coordinator to the ISD, and a parent or business representative.

THE NET CPDT ADVISORY BOARD

The NET CPDT Advisory Board is a committee that addresses the needs of the CPDT campuses, school districts, educational service centers, universities, businesses, and communities involved in the collaborative. The charge to the Advisory Board 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 Advisory Board members, who serve two year terms, are:

- (a) five representatives appointed by the ISD Steering Committees from each of the ISDs (one administrator, one elementary teacher, one secondary teacher, one intern/resident, one university liaison);
- (b) one business representative;
- (c) NET CPDT Director, who serves as board chair;
- (d) Dean of the College of Education or a representative;
- (e) Dean of the College of Arts and Sciences or a representative;
- (f) a representative from the service center(s);
- (g) the certification officer or a representative;
- (h) the department heads of Elementary Ed., Secondary and Higher Ed., Psychology/Special Ed., Educational Administration, and two from Arts and Sciences.

The Advisory Board will establish six permanent standing committees to function as avenues for problem solving to address: 1.) Admission, Placements, Retention, and Dismissal; 2.) Academic Issues; 3.) Technology/Professional Development; 4.) Research and Evaluation; 5.) Recruitment, Public Relations, and Publicity; 6.) Finances.

NET CPDT COUNCIL

The NET CPDT Council is a committee that meets annually in an advisory, informational, networking, guiding, consensus building capacity to serve as a collaborative vehicle between A&M-COMMERCE and the participating locations. Membership of this council will include members from the two Advisory Boards and the six standing committees.

The membership on the Advisory Board will reflect the cultural diversity of the state and ensure that no one category representation will be greater than the K-12 teacher representation.

THE PARTNERS AND THEIR ROLES

THE NORTHEAST TEXAS CENTER FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY

The Center for Educator Certification and Academic Services is housed in Education North, room 204 on the campus of Texas A&M University-Commerce. The Director of the NET CPDT and A&M-COMMERCE staff members coordinate the administrative activities of all partners of the program.

Some of their responsibilities are:

- screening potential teacher candidates for the field-based program;
- coordinating university activities involving the field-based program;
- providing continuous and open communication among the partners of the program;
- coordinating professional development activities for school district, schools, teachers, and teacher candidates;
- carrying out the recommendations and suggestions of the NET CPDT Advisory Board;
- securing, allocating, and maintaining resources and funding for the Center;
- handling the administrative aspects of the grants;
- preparing and distributing financial and administrative reports between the partnership and TEA;
- serving as the public relations component of the Center.

TEXAS A&M UNIVERSITY-COMMERCE

Texas A&M University-Commerce in Commerce (and branch campuses in Mesquite, Corsicana and Midlothian) is the teacher education degree granting and teacher certification institution for teacher candidates involved in the Northeast Texas Center for Professional Development and Technology. This institution provides the curriculum, courses, 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.

Key administrative university personnel associated with the Center include the president; vice-presidents; dean and assistant dean, College of Education; director, NET CPDT; and the department chairs of Elementary and Secondary Education, Psychology/Special Education, Educational Administration, and Arts and Sciences. These people have 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 and 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, and steering 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 ILTs, teachers, children, 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 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 team teaching where appropriate
- perform perfunctory duties assigned by the department chair

(2) University Liaisons & Building or Site Coordinators

- visit schools and classrooms once a week on a regularly scheduled basis
- coordinate and attend ILT, campus, and district steering committee meetings
- complete evaluations on each assigned resident
- attend CPDT sponsored seminars for interns and residents
- conduct occasional demonstration lessons for ILTs, 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 A&M-COMMERCE and its branch campuses in Mesquite, Corsicana and Midlothian, 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 Technology:

Allen Independent School District
 Chisum Independent School District
 Commerce Independent School District
 Cooper Independent School District
 Dallas Independent School District
 Garland Independent School District
 Greenville Independent School District
 Mesquite Independent School District
 North Lamar Independent School District
 Paris Independent School District
 Plano Independent School District
 Rockwall 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 on a monthly basis and volunteering for ISD steering committee and Advisory Board 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 a 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 and staff development.

MENTORING TEACHERS

The classroom teacher is the key to the success of the NET CPDT. The six goals of the program focus around teaching and learning in the public school classroom: preservice teacher education, use and integration of technology, staff 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, initialized 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 mentoring 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 effective teaching practices and technology provides an opportunity for teachers to reflect, attend staff development, enroll in graduate courses, obtain and use technology in the school, and encourage 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 23), residents (page 24), and mentoring teachers (page 10) need to be recognized. Supportive mentoring includes, but is not limited to the willingness to:

- demonstrate effective teaching abilities and be willing to learn other methods;
- have knowledge of the curriculum, subject matter content, and essential elements;
- have and implement a range of models of teaching;
- believe in the value of teaching as a profession;
- be committed to enhancing the status of teachers as professionals;
- believe that all students can learn;
- hold high expectations for students and children;
- 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.

The best teacher is not necessarily the best mentor. Even though all mentoring teachers in the program will not initially have all of the above qualities, the NET CPDT, in collaboration with A&M-COMMERCE and the ISD, would provide opportunities and support for mentoring teachers to learn and practice the development of these behaviors. 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 VIII and X Educational Service Centers are located within the service area of the Northeast Texas Center for Professional Development and Technology. Both 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 A&M-COMMERCE.

BUSINESS AND COMMUNITY LEADERSHIP

The participation of a business and community partner in this collaborative is essential. Texas Instruments, long recognized for its expertise in technology and business management, contributes to this partnership by providing a unique and valuable perspective in the areas of professional development and technology. It also provides the partnership with an unbiased vision of the future of the ultimate beneficiaries of this program - the future of the United States - our children.

THE TEACHER EDUCATION CURRICULUM

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 and pedagogical content; (2) classroom and discipline management; (3) strategies for diverse populations; and (4) shared decision making 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://www7.tamu-commerce.edu/catalogs/> 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.

WHEN DO I APPLY TO THE TEACHER EDUCATION PROGRAM?

It is each student's responsibility to understand, or seek assistance in understanding, the time in which he/she should make application to the Teacher Education Program. Students may, initially, consult their degree advisor and degree evaluation. Should further assistance be required, consult the Center for Educator Certification and Academic Services (CECAS) in Education North, 205. Students must apply to the Teacher Education Program in the semester prior to their anticipated placement. For example, if a student is planning to begin their student teaching (i.e., internship or internship/residency) in the Spring of 2010, the student must apply to the program before the deadline date in the Fall of 2009.

Application to the Teacher Education Program begins the first day of each semester and should be started online at the following web address:

<http://www7.tamu-commerce.edu/teacher-cert/field/FBInfo.htm>

The deadline date for completing your application is, typically, two weeks after the first class day of each semester. In order to adhere to any and all deadlines, you are advised to access the application website on the first class day of the semester prior to your anticipated placement, and please be certain that you have everything turned in prior to the established deadline date for that particular semester. As mentioned, it is the student's responsibility to apply to the Teacher Education Program at the appropriate time, and prior to the deadline date.

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

TEXAS ADMINISTRATIVE CODE

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

(a) Statement of Purpose. 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. 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.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(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, 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 applicable 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.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or

citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

(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 under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

LEGAL STATUS OF STUDENT TEACHERS

Texas has a law which addresses and specifies the legal status of student teachers.

House Bill 339

An Act

relating to the legal status, authority, and responsibility of a student teacher.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter Z, Chapter 13 Texas Education Code, as amended by adding Section 13.906. STUDENT TEACHERS.

(a) A person assigned to perform student teaching in a student teaching 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 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 responsibilities 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 and 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 the 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 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 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 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 regular 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) a substitute teacher is not immediately available.
- (2) the student teacher has been in that student teaching assignment for a minimum of 15 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 in an 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.

TEACHER EDUCATION ADMISSION, RETENTION, AND APPEALS COMMITTEE FIELD-BASED TEACHER EDUCATION PROGRAM

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.

GENERAL INFORMATION REGARDING THE APPLICATION PROCESS

You must make application to the field-based Teacher Education Program in the spring/fall semester prior to beginning internship. The application process is an online process and begins the first class day each semester. The application file will contain the following documents:

- (1) A formal application
- (2) An autobiographical sketch which follows the recommended format (a copy for each district s/he will interview with)
- (3) A signed commitment contract
- (5) A current Degree Evaluation
- (6) A Certification Plan (if a post-bac student)
- (7) A schedule of courses currently enrolled in and courses s/he is planning to take

Applications for admission into the internship must be received by the deadline date on the application for placement, which is generally two weeks after the first class day. Students must also attend an orientation session after submitting an application and before attending interviews. Additionally, acceptable scores on all three sections of the Basic Skills Requirements (Reading, Math and Writing) must be on file in Education North, room 205. **LATE APPLICATIONS MAY NOT BE PROCESSED.**

Orientation Session Requirement:

Before the scheduled interview sessions are held, a general orientation is held to review requirements, to provide interview information, and to answer questions or address concerns. **Attendance at one of the orientations is Mandatory!**

Interview Requirement:

Generally speaking, around October for fall and February for spring internships, *Interview Sessions* will be conducted for each of the CPDT Independent School District sites. 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 mentoring teachers to identify prospective interns with whom they would like to work. **Prospective interns are required to attend an interview session.** Once all districts have identified the applicants they will place, the students will receive their specific school and district assignments by mail. Those assignments should be finalized by the end of May for a fall internship and early in December for a spring internship.

ADMISSION TO THE FIELD-BASED PROGRAM

Prior to interviewing for internship placement:

1. Application Portfolio: Autobiography, commitment contract, internship/residency ethics agreement, and documentation of successful experiences in professional education courses that lead to acquisition of the five state proficiencies.
2. For undergraduates, substantial evidence of ability to complete all professional development and content teaching field/specialization courses which are required before the internship. (See Degree Evaluation for list of these courses.)
3. Log sheet and Public school faculty/administrator evaluation of 30 hour Early Field Experience. (Note: “Unacceptable” rating(s) on the evaluation may result in further consultation, remediation, a growth plan, or denial of admission to the Teacher Education Program.)
4. Departmental review and approval to interview or interview and begin internship. (NOTE: A department may prevent a student from interviewing or beginning internship for academic or professional behavioral reasons. In addition, a department may require a higher score on Basic Skills Test(s), GPA, and/or course grade requirements than the TEARAC Field-based Teacher Education Program requirements listed below. The department is responsible for notifying students of specific departmental concerns preventing them from interviewing or beginning internship.)

Prior to beginning internship placement:

1. Senior Standing (completion of approximately 80 semester hours of college coursework) or baccalaureate degree.
2. Grade of “C” or better in public speaking course as required in baccalaureate degree program.
3. Satisfactory completion of the Basic Skills Requirements
4. Overall GPA of 2.50.
5. Completion of all professional development and content teaching field/specialization courses that are required before internship with a 2.50 GPA in each area and no grade below “C.”
6. Successful interview with public school personnel resulting in an internship placement.

Prior to beginning resident placement:

1. Completion of all professional development and content teaching field/specialization courses which are required before residency with a 2.50 GPA in each area and no grade below “C.”
2. Continued overall GPA of 2.50.

APPEAL OF ADMISSION CRITERIA

A student who does not meet the established admission criteria may appeal to TEARAC to begin internship or residency, with the following exceptions:

- A student may not appeal to begin an internship placement if they have not completed a successful interview that resulted in a confirmed placement.
- A student may not appeal a “Departmental review and non-approval to interview and begin internship.”
- A student may not appeal a low GPA.
- A student may not appeal a low Basic Skills Requirement score (Reading, Writing, or Math).

However, a student may appeal a grade below a “C” only if

- a. the student's overall GPA is 2.50 or above and
- b. the student's department gives written approval for the student to appeal to TEARAC.

RETENTION IN THE FIELD-BASED PROGRAM

In order to be retained in the Teacher Education Program a student must do as follows:

1. Continue to meet admission standards.
2. Remain in good standing with their Instructional Leadership Team (ILT) and school placement Principal.
3. 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 re-admitted 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 A&M-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 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
- 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
- Violation of school district and/or campus rules and regulations
- Excessive tardiness, absences, or failure to complete or make-up days missed in the field
- 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 the NET CPDT/Educator Field Experiences and Certification. This letter will convey that it is in the best interest of K-12 learners or the intern/resident that the internship/residency field experience be terminated. After this occurs, the university liaison or site/center coordinator will schedule a meeting with the student, the university liaison, and the NET CPDT Director 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 to determine if professional judgment was exercised and if there was a rational basis for the decision. If the Committee determines that professional judgment was not exercised, or that there was no rational basis for the decision, the Committee will recommend that the ILT and/or principal reevaluate the decision. The reevaluated decision by the ILT and/or principal is final.

CERTIFICATION IN THE FIELD-BASED PROGRAM

After completion of all degree and/or certification requirements, students may visit <http://www7.tamu-commerce.edu/teacher-cert/Misc/CertificationFiling.htm> 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.

Requirements for certification:

1. Continued admission and retention in the Teacher Education Program.
2. Successful completion of all requirements listed on the degree or deficiency plan, including required GPA's and appropriate tests (i.e., TExES/ExCET and TOPT). Note: Degree must be conferred by the university.

APPENDIX

TO MENTORS AND LIAISONS:

THIS APPENDIX IS A COLLECTION OF MATERIALS MENTORS AND LIAISONS ACROSS THE COLLABORATIVE HAVE FOUND USEFUL. MODIFY AND USE THEM TO BEST MEET YOUR NEEDS.

(This header must be on all autobiographies)

Name

Level (EC-6, 4-8, 8-12, or All Level)

Address

Teaching Field(s) (if applicable)

Phone (where you can **always** be contacted)

AUTOBIOGRAPHY

Instructions: Please prepare a typed autobiography that will be maintained in our files and will also be given to the Mentor teachers. The autobiography should be no longer than 2 pages, double spaced, and **in essay form**. Suggestions are offered in each area below.

I. Why I Have Decided to Teach

Develop a descriptive paragraph explaining the events and/or experiences in your life that led you to decide to become a teacher. Focus on positive experiences.

II. Previous Teaching Experiences and Areas of Teaching in Which I Am Most Interested

Provide details of your previous teaching experiences. You might include substitute teaching, private school experiences, or early field practicum experiences.

III. Educational Background

Discuss your educational background. Tell about where you have gone to school in the past, the various colleges you might have attended, your current major, and your teaching field choices.

IV. Personal Background

- A. You might include a brief description of your family and where you have lived.
- B. You might write about yourself including your age and marital status, unusual places you have visited and/or lived and, if married and/or a parent, a little about your current family, e.g., your spouse, children, pets, etc.
- C. You might discuss your hobbies and special interests you have now or may have had in the past that relate to teaching.

Note: These are all optional. Be sure to include only information that you feel is appropriate to share in a professional interview.

EDIT! EDIT! EDIT! Be absolutely certain your autobiography does not contain any grammatical or spelling errors! The autobiography must be written in essay form.

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 2nd 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 - 6th Grade and 4th - 8th Grade

FALL	no. of days	SPRING	no. of days
Interns:		Interns:	
Report when public schools begin until regular University class schedule begins	5 days/week	Report when regular University class schedule begins until University semester ends	2 days /public school
Start of university classes until University Semester ends	2 days /public school		1 day /seminar
	1 day /seminar	Residents:	
Residents:		Report when regular University	5 days/week
Report when public schools begins until University semester ends	5 days/week	class schedule begins until University semester ends	

8th – 12th Grade, or All Level

FALL	no. of days	SPRING	no. of days
Interns/Residents:		Interns/Residents:	
Start with public school and end when University semester ends	5 days/week	Start with public school and end when University semester ends	5 days/week

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 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.

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

Intern Signature

Date

CWID#

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 2007-2008 Undergraduate Catalog on pages 32-33 (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 Instructional Leadership Team Members.
- Habitual absence is first documented by Instructional Leadership Team Members.
- All absences are subject to being made up by intern / resident.

Absence Procedure for Interns /Residents:

1. 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).
2. Follow the school procedure for reporting teacher absence. This will vary from school to school, but may include calling the secretary or principal.
3. Call the university liaison and leave a message.
4. Attendance at internship and residency seminars is expected and is delineated in specific course syllabus.

Daily Schedule - Arrival and Departure for Interns/Residents:

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 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 than district /campus policy allows mentor teachers to depart.

A&M-COMMERCE CLASS ATTENDANCE RULE
PAGES 33-33 OF THE 2007-2008 UNDERGRADUATE CATALOG

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 as 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 (TASP) test are required by the State of Texas to attend developmental courses. The TASP required students who do not attend developmental courses or tutorial sessions will 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, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. 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 AND 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, essential elements, and curriculum into planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. serve as a "substitute" on the days of internship without receiving payment (upon approval of ILT - consisting of mentors, liaison, resident) while assigned ILT mentor attends professional development activities related to mentoring in the NET CPDT program;
19. assume other responsibilities based upon ILT recommendations;
20. enhance instructional environment for public school students.

For additional information concerning the legal issues involved when an intern serves as a substitute see Legal Status of the Student Teacher HB 339 on page 15. 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 settings.

ROLE AND 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 essential elements;
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. serve as a "substitute", without receiving payment on the dates of residency, (upon approval of ILT - consisting of mentors, liaison, resident) while assigned ILT mentor attends professional development activities related to mentoring in the NET CPDT program;
15. assume other responsibilities based upon ILT recommendations;
16. 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 EIED 441 SpEd 480, and EIED 443 (EIED residents). The resident must also successfully complete the requirements with a "C" or better for EIED 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 requirements.

Seminar Reflection

Your name:

Date:

Topics:

Seminar Presenters:

Name and Topics:

Focus:

What I learned today:

Application to the classroom:

Focus for next seminar:

Assignments due next seminar:

Mentor Signature _____

NET CPDT LESSON OBSERVATION (Intern/Resident Use)

Intern/Resident: _____ District and Building Assignment: _____

Subject and Grade Level: _____ Duration of Lesson: _____

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

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

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

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

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

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

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

How were students evaluated? Was this effective in determining student progress? Why or why not?

NET CPDT SELF-EVALUATION OF PROFESSIONALISM

This preliminary evaluation form is designed so that the residents become aware of all aspects of professional behavior early in the program. Interns will rate each item on the left using the following criteria and make comments on the right. Then they will share and discuss their self-evaluations with their mentors.

4 = Professional

3 = Somewhat professional, but needs refinement

2 = Minimally professional, needs improvement

1 = Questionable, needs major improvement

0 = Remove from program

N = Not known

Rating of Professionalism for _____ Date _____

Rating

Comments

_____ Is enthusiastic and positive about teaching

_____ Works cooperatively and enthusiastically with team

_____ Works cooperatively with administrators

_____ Demonstrates an interest in the community

_____ Follows the policies and procedures of the district

_____ Maintains confidentiality

_____ Is punctual and regular in attendance

_____ Enthusiastically accepts responsibility

_____ Completes duties assigned outside of instruction and/or the classroom with quality

_____ Presents a professional appearance and demeanor

_____ Demonstrates professional behavior and integrity in interactions with others

_____ Demonstrates the ability to override problems that defy immediate resolution

_____ Has a sense of humor

_____ Uses good judgment

_____ Exercises emotional control

_____ Is flexible when circumstances require it

_____ Participates in staff development activities

_____ Accepts criticism gracefully

_____ Responds to suggestions for change or improvement

_____ Is enthusiastic and positive about the intern and resident program

Signatures:

Mentor/s: _____

A&M-COMMERCE

Liaison: _____ Intern: _____

Possible Components of the Portfolio

- Background information - Autobiography
- Philosophy of Education
- Technical Abilities - Ability to use computer, multimedia, duplicators, VHS, etc.
- Bulletin Boards (pictures and descriptions)
- Classroom Management (philosophy toward management and examples of the intern's use of classroom management and discipline).
- Description of Field Trips taken (place, purpose, preparation, follow-up, etc.)
- Grade book (copy of the intern's grade book used during the internship and philosophy toward grading, examples, how grades were used.)
- Professional Growth Activities (listing of meetings attended, staff development, inservice training sessions, etc.)
- Inventory of teaching materials (descriptions of materials collected, pictures, files, books, etc.)
- Parent interaction (explanation of parent meetings, purpose, results, philosophy about parental involvement, and the need for parent support and involvement)
- Photo session (pictures of the various work products, centers that were created, bulletin boards, class activities)
- Professional awards earned by the intern
- Research activities (examples of research papers and/or descriptions of research in which the intern has been engaged)
- Sources of important information (important phone numbers, police, social service agencies, etc.)
- Sponge activities
- Testing (philosophy about standardized testing and about student evaluation, samples of tests administered, scoring procedures, purpose, etc.)
- Examples of student work (a mini-folio that included samples of particular students' work early in the year and later in the internship.)
- Sections for each subject taught (sample lesson plans, units prepared and presented).
- Video tape of several lessons taught (lesson had to be integrated with three subjects).

NET CPDT Handbook Assessment Explanation (In Response to Mentor Request)

Since we are required to document growth based on the five state adopted proficiencies, these forms are designed as a resource for your record keeping. *Modify the forms* to meet the needs of you, your instructional setting and your intern/resident.

NET CPDT Individual Lesson Evaluation (3 2 1 N/A N/O ratings)

This instrument may be used to provide feedback to interns as they begin to work with individuals, a small group or the entire class. Mentors may complete the form, liaisons may utilize this instrument, or the intern may use it as a self-evaluation tool. The form could be used with residents who are focusing on a particular area of growth and/or are on a growth plan. It provides an opportunity for discussion since there is a line for mentor and intern/resident signatures.

Lesson Cycle Lesson Plan Format

This form may be used as a planning tool. It may also be used to give feedback to an intern or resident concerning the presentation of the lesson. The intern/resident may also use the form to self evaluate a lesson.

Intern Mid-Term Progress Report (3 2 1 N/A N/O ratings under each outcome)

This is a communication piece that may be used by the ILT (intern, mentor(s), liaison) as growth is assessed at midterm. The intern may complete the first rating column. Mentors and liaison complete the section entitled *ML* (mentor(s)/liaison) *Rating*. Both mentors, liaison and intern may collaborate and complete the same form or complete separate forms and discuss ratings. Please include comments which will add to the mid-term portfolio conference content. The *ILT* should conference if the progress report indicates a need for a growth plan. If desired, this form may also be used as additional mid-term documentation for residents.

A&M-COMMERCE NET CPDT Resident Lesson Evaluation Form (3 2 1 N/A N/O ratings under each outcome)

May be used as you evaluate individual lessons taught by interns or residents. The three color carbon pack, given to you by your liaison or resident, is to be used to evaluate the **resident** (a photocopy may be made for use with an intern). The intern/resident may want to make a photocopy to be used as a self evaluation on the same lesson. Mentors and the university liaison will communicate to determine the number of lesson evaluations necessary to document growth.

A&M-COMMERCE NET CPDT Final Intern/Resident Team Evaluation Report (Lists 5 Outcome Areas and Lines for Comments)

This form given to you by your intern/resident or liaison *should be used collaboratively by mentors and the liaison to evaluate the intern or resident at the end of each semester*. Based on observations and previous progress reports, the mentors and liaison document the intern/resident's growth in each of the proficiencies. A line is included for a suggested grade for either internship or residency coursework. Interns and residents complete an identical self

evaluation. Signatures of all ILT members are needed on the forms. Content recorded on the team and self evaluations is used during portfolio conference to assess growth and set goals for your resident's first year of teaching and your intern's residency. *The white copy will be forwarded to the Center for Educator Certification/CPDT office by the liaison. It is placed in the intern's or resident's file to document that the evaluation of the professional growth of the intern/resident was based on the five proficiencies adopted by the Texas State Board of Education, Spring 1994.*

When using ratings such as 3 (*Exceptional*), 2 (*Acceptable*), 1 (*Needs Improvement*), or N/O (*not observed*), you are providing feedback for your intern/resident *at that particular point in his/her professional development*. For example, since growth should be continual, performance which receives a rating of 2 (*Acceptable*) during internship may not merit the same rating during residency. As the intern/resident progresses through the program, expectations increase and growth must be demonstrated in order to warrant acceptable ratings.

At the conclusion of internship, your intern should be *as good as a beginning resident*. At the conclusion of residency, your resident should be *as good as a beginning teacher!*

CONSIDERATIONS WHEN PLANNING PROCEDURE STEPS

1. INFORMATION GIVING

Something to Remember: the teacher must know what the learner must know in order to demonstrate mastery over the lesson objective. What must be known can be provided through information giving, sometimes called "input"?

A. What information will your learners need to know about the knowledge/process/skill that they are going to acquire?

B. Through what means will you provide this information?

1. discussion
2. discovery through induction into materials
3. reading
4. listening
5. observing
6. being told

2. MODELING OR PROVIDING EXAMPLES

Something to Remember: Seeing what is meant is important to learning. Watching someone else demonstrate the knowledge, process, or skill is modeling. Giving several examples (modeling) should be a routine part of most lessons.

A. Given the information or input (Part III), how will the teacher demonstrate the knowledge, process, or skill which is objective of the lesson (Part I)?

1. The teacher demonstrates to the class.
2. Student(s) demonstrate to other students.
3. Questioning and answering.
4. Discussion
5. Film strip, etc.
6. Providing examples.

B. How will you check your learners' level of understanding?

1. Learners could repeat the modeling process, individually or in groups you have provided.
2. Teacher could constantly ask for learner to verbalize what is going on in the lesson.

Examples: "What did I just say?"
"What does that mean?"
"What skill are we learning?"
"Did you hear what Mary said?"
"Ralph, show me you know how to..."

3. GUIDED PRACTICE

Something to Remember: new learning is like wet cement; it is easily damaged. An error at the beginning of learning can easily "set" so it is harder to eradicate.

- A. What can the learner do-or practice-under your watchful supervision to demonstrate further on his/her own that the knowledge, process, or skill is well in the process of being acquired?
- B. What format will guided practice take?
 - 1. Individual seat work with teacher circulating.
 - 2. Small group with the teacher to continue what was started in large group.
 - 3. Continuation of large group guided practice.

4. INDEPENDENT PRACTICE

Something to Remember: Homework should never be assigned unless the teacher is convinced the learner has demonstrated sufficient acquisition of the knowledge (k), process (p), or skill (s) that it can be practiced without teacher supervision.

- A. What form should independent practice take?
 - 1. Group or individual work in school.
 - 2. Paper and pencil tasks-
 - 3. Work begun in school under additional supervision and then finished at home.
- B. Is the independent practice a realistic activity for the k/p/s to be acquired? Is it necessary?

This instrument may be used to provide feedback to interns as they begin to work with individuals, a small group or the entire class. Mentors may complete the form, liaisons may utilize this instrument, or the intern may use it as a self-evaluation tool. The form could be used with residents who are focusing on a particular area of growth and/or are on a growth plan. It provides an opportunity for discussion since there is a line for mentor and intern/resident signatures.

Intern/Resident: _____ Subject: _____

Mentor: _____ Date of Lesson/Activity: _____

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

	RATING				
	3	2	1	N/A	N/O
1. Lesson Plan: accurate, proper objectives, appropriate intro., sufficient detail, evaluation tied to obj., appropriate closing, able to use resources other than textbook in planning	3	2	1	N/A	N/O
2. Presentation: followed plan, appropriate intro., made obj. clear, connected lesson to past/future learning, stressed more imp. items, good closing, evidence of content knowledge, use of lesson cycle, teaches using resourceful materials	3	2	1	N/A	N/O
3. Strategies: Solicits & provides time for responses, secures attention, begins, promptly maintains good pacing, varies the teaching and learning strategies	3	2	1	N/A	N/O
4. Management: Students on-task, appropriate noise level for activities, appropriate movement for type of lesson, noticed & handled problem situations appropriately	3	2	1	N/A	N/O
5. Personal: evidence of poise & confidence, voice projection, proper grammar, enunciation, eye contact, warmth & enthusiasm	3	2	1	N/A	N/O
6. Materials Used: sufficient use of manipulatives, AV materials visible and used sufficiently; handouts adequate, accurate, useful, & relevant, appropriate and timely distribution of materials	3	2	1	N/A	N/O

STRENGTHS AND CHANGES

1. Three Strengths of the Lesson:

2. Three Improvements:

Evaluator Signature Title Date

Intern/Resident Signature Date

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

Teacher/Liaison _____ Subject/Grade Level _____
Time Estimate _____ Date _____
Specific Instructional Objective: _____

Rationale: _____

Media/Technology Materials (list all materials you used): _____

Diversity activity included (describe): _____

LEARNING ACTIVITIES:

1. Introductory Activity/Initiating Procedures (focus, anticipatory set): _____

2. Procedures for the Lesson
A. Information Giving: _____

B. Modeling/Providing Examples: _____

C. Checking for Understanding/Provisions for reteaching: _____

D. Guided Practice: _____

E. Independent Practice: _____

F. Closure/Culminating Procedure: _____

G. Enrichment/Extension: _____

Evaluation of Students to determine if the objective was met: _____

Evaluation of Self to determine if the objective was met: _____

Intern/Resident Mid-Term Progress Report

This is a communication piece that may be used by the ILT (intern resident, mentor(s), liaison) as growth is assessed at midterm.

The intern may complete the first rating column. Mentors and liaison complete the section entitled ML (mentor(s)/liaison) Rating. Both mentors, liaison and intern may collaborate and complete the same form or complete separate forms and discuss ratings. Please include comments which will add to the mid-term portfolio conference content. The ILT should conference if the progress report indicates a need for a growth plan. If desired, this form may also be used as additional mid-term documentation for residents.

Name of Intern/Resident: _____ Date: _____

School: _____ ILT Members: _____

Directions: Mark the rating that best describes the intern/resident in relation to each criteria:

3 = exceptional 2 = acceptable 1 = needs improvement

N/A = not applicable N/O = Not Observed

<i>Criteria</i>	<i>Intern/Resident Rating</i>	<i>M/L Rating</i>
1. Demonstrates professionalism in action and dress Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
2. Asks questions that demonstrate a willingness to learn Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
3. Interacts positively with faculty, students, staff, and residents Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
4. Knows and follows school policy and procedures and is punctual Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
5. Handles assigned activities willingly, correctly, and punctually Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
6. Demonstrates enthusiasm for teaching (small/large group) Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
7. Demonstrates enthusiasm for learning about teaching methods Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
8. Shows willingness to help in a variety of areas and contents Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
9. Shows signs of self-evaluation and plans for professional growth Comments:	3 2 1 N/A N/O	3 2 1 N/A N/O
General Comments and Recommendations:		

(signature of intern/resident and date)

(signatures of ILT members)

Northeast Texas Center for Professional Development TEXAS A&M UNIVERSITY-COMMERCE
CENTER FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY
INTERN/RESIDENT LESSON EVALUATION FORM

*May be used as you evaluate individual lessons taught by interns or residents. The three color carbon pack, given to you by your liaison or resident, is to be used to evaluate the **intern/resident** (a photocopy may be made for use with an intern). The intern/resident may want to make a photocopy to be used as a self evaluation on the same lesson. Mentors and the university liaison will communicate to determine the number of lesson evaluations necessary to document growth.*

INTERN/RESIDENT _____ DATE _____

APPRAISER _____ SITE _____

SUBJECT/GRADE LEVEL _____

Directions: Rate each indicator observed using the scale of: **3, 2, 1, N/A or N/O**

3 = Exceptional- in command of initiative, thought, organization, reflection, and implementation of professional choices. Evidences significant control of own decision-making and learning processes. Monitors, adjusts, and manages independently.

2 = Acceptable - functional in terms of initiative, thought, organization, reflection, and implementing professional choices, but in need of instruction. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages with minimal intervention.

1 = Needs Improvement - some lack of initiative, thought, organization, reflection, and responsibility. Lack of awareness of professional choices. Evidences little control of own decision-making and learning processes. Does not monitor, adjust, or manage without significant intervention. Requires remediation.

N/A = Not Applicable

N/O = Not Observed

EQUITY IN EXCELLENCE FOR ALL LEARNERS

The teacher responds appropriately to diverse groups of learners

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

Comments:

White Copy-University Liaison
Yellow Copy-Mentor Teacher
Pink Copy-Resident

LEARNER-CENTERED KNOWLEDGE

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

- 3 2 1 N/A N/O 1. Demonstrates effective observation skills_____
- 3 2 1 N/A N/O 2. Exhibits strong working knowledge of subject matter_____
- 3 2 1 N/A N/O 3. Presents information accurately and clearly_____
- 3 2 1 N/A N/O 4. Collaborates and shares knowledge with peers_____
- 3 2 1 N/A N/O 5. Organizes topics for practical application_____
- 3 2 1 N/A N/O 6. Integrates other disciplines to develop multiple perspectives_____
- 3 2 1 N/A N/O 7. Demonstrates knowledge of instructional strategies_____
- 3 2 1 N/A N/O 8. Maximizes time available for instruction_____
- 3 2 1 N/A N/O 9. Integrates technological resources into instruction_____

Comments:

LEARNER-CENTERED INSTRUCTION

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

- 3 2 1 N/A N/O 1. Models and encourages respectful behavior_____
- 3 2 1 N/A N/O 2. Promotes appreciation of learning as a lifelong process_____
- 3 2 1 N/A N/O 3. Encourages self-directed learning_____
- 3 2 1 N/A N/O 4. Links new ideas to familiar ideas_____
- 3 2 1 N/A N/O 5. Provides opportunities for problem solving and reflection_____
- 3 2 1 N/A N/O 6. Guides learners in meaningful self-assessment_____
- 3 2 1 N/A N/O 7. Makes instruction relevant to student experiences_____
- 3 2 1 N/A N/O 8. Varies modes of instruction and strategies_____
- 3 2 1 N/A N/O 9. Engages all students in critical and creative thinking_____
- 3 2 1 N/A N/O 10. Adapts instruction to emerging needs_____
- 3 2 1 N/A N/O 11. Uses assessment as a tool to guide learning_____
- 3 2 1 N/A N/O 12. Plans effective instruction for individuals and groups_____
- 3 2 1 N/A N/O 13. Utilizes appropriate pace, materials, technology, activities, and space_____
- 3 2 1 N/A N/O 14. Demonstrates effective classroom management skills_____
- 3 2 1 N/A N/O 15. Integrates technology to enhance instruction_____
- 3 2 1 N/A N/O 16. Demonstrates ability to effectively teach individuals and groups_____

Comments:

LEARNER-CENTERED COMMUNICATION

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

- 3 2 1 N/A N/O 1. Establishes climate which supports risk taking and/or innovative problem solving_____
- 3 2 1 N/A N/O 2. Uses correct grammar in writing and speaking_____
- 3 2 1 N/A N/O 3. Demonstrates effective verbal communication skills_____
- 3 2 1 N/A N/O 4. Demonstrates effective nonverbal communication skills_____
- 3 2 1 N/A N/O 5. Incorporates questioning techniques that elicit multiple-level thinking_____
- 3 2 1 N/A N/O 6. Uses technology for building communication skills_____
- 3 2 1 N/A N/O 7. Communicates effectively as an advocate for each learner_____

Comments:

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT

The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

- 3 2 1 N/A N/O 1. Demonstrates professional commitment to education_____
- 3 2 1 N/A N/O 2. Exhibits high standards of professional dress and demeanor_____
- 3 2 1 N/A N/O 3. Models punctuality and reliability_____
- 3 2 1 N/A N/O 4. Uses school services and community resources_____
- 3 2 1 N/A N/O 5. Knows and respects laws/guidelines for teacher responsibilities and student rights_____
- 3 2 1 N/A N/O 6. Makes decisions based on ethical principles_____
- 3 2 1 N/A N/O 7. Develops positive, productive relationships with colleagues_____
- 3 2 1 N/A N/O 8. Makes use of collaborative process to plan instruction, utilize materials and resources_____
- 3 2 1 N/A N/O 9. Participates in collaborative decision making and/or problem solving_____
- 3 2 1 N/A N/O 10. Seeks continual professional growth and uses reflective analysis in self-evaluation_____
- 3 2 1 N/A N/O 11. Uses technology to engage in professional development opportunities_____
- 3 2 1 N/A N/O 12. Assumes and performs duties and responsibilities/takes initiative_____

Comments:

Signature of appraiser -- mentor/liaison
(circle one)

Signature of intern/resident

TEXAS A&M UNIVERSITY-COMMERCE
Northeast Texas Center for Professional Development and Technology
Final Intern/Resident TEAM Evaluation Report

This form given to you by your intern/resident or liaison *should be used collaboratively by mentors and the liaison to evaluate the intern or resident at the end of each semester.* Based on observations and previous progress reports, the *mentors and liaison* document the intern/resident's growth in each of the proficiencies. A line is included for a suggested grade for either internship or residency coursework. Interns and residents complete an identical self evaluation. Signatures of all ILT members are needed on the forms. Content recorded on the team and self evaluations is used during portfolio conference to assess growth and set goals for your resident's first year of teaching and your intern's residency. *The white and green copies will be forwarded to the Center for Educator Certification/CPDT office by the liaison. The white copy is placed in the intern's or resident's file to document the evaluation of the professional growth of the intern/resident was based on the five proficiencies adopted by the Texas State Board of Education, Spring 1994.* (See additional information following this form). The green copy will be sent to Career Services. **When using ratings such as 3 (Exceptional), 2 (Acceptable), 1 (Needs Improvement) or N/O (not observed) you are providing feedback for your intern/resident at that particular point in his/her professional development. For example, since growth should be continual, performance which receives a rating of 2 (Acceptable) during internship may not merit the same rating during residency. As the intern/resident progresses through the program, expectations increase and growth must be demonstrated in order to warrant acceptable ratings.**

At the conclusion of internship, your intern should be as good as a beginning resident. At the conclusion of residency, your resident should be as good as a beginning teacher.

Date: _____ Suggested Grade: _____

Intern/Resident: _____ Subject/Grade Levels: _____

School: _____ City: _____

Mentor Teachers: _____

_____ School Phone: _____

University Liaison: _____ Phone: _____

Please type or print the above information.

1. **Equity and Excellence for All Learners** _____ 3 2 1 N/O

The teacher responds appropriately to diverse groups of learners

Areas for additional professional growth: _____

White Copy - Center for Educator Certification/CPDT Office
 Green Copy - Center for Educator Certification/CPDT Office

Canary Copy - Liaison
 Pink Copy--Mentor Team

Gold Copy--Intern/Resident

2. **Learner-Centered Knowledge** _____ 3 2 1 N/O

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

Areas for additional professional growth: _____

3. **Learner-Centered Instruction** _____ 3 2 1 N/O

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

Areas for additional professional growth: _____

4. **Learner-Centered Communication** _____ 3 2 1 N/O

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

Areas for additional professional growth: _____

5. **Learner-Centered Professional Development** _____ 3 2 1 N/O

The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Areas for additional professional growth: _____

Other Comments: _____

Mentor Teacher Signature

Mentor Teacher Signature

Mentor Teacher Signature

Intern/Resident Signature

University Liaison Signature

FIVE PROFICIENCIES ADOPTED BY THE TEXAS STATE BOARD OF EDUCATION Spring 1994

EQUITY IN EXCELLENCE FOR ALL LEARNERS

The teacher responds appropriately to diverse groups of learners.

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

Possible Indicators:

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

LEARNER-CENTERED KNOWLEDGE

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

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

Possible Indicators

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

9. Integrates technological resources into instruction

LEARNER-CENTERED INSTRUCTION

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

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

Possible Indicators:

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

LEARNER-CENTERED COMMUNICATION

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community. Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students

explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking. The teacher also communicates effectively as an advocate to each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners' welfare.

Possible Indicators

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

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT

The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

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

Possible Indicators:

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

Self-Reflection

Reflecting on and Appraising Your Own Professional Performance

Division of Educator Assessment and Appraisal

INTRODUCTION:

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 teaching performance. An individual's perceptions of potential rewards or consequences to self, others or the organization guides self-directed efforts to change teaching performance. Self-appraisal can provide a structure and resource for teachers who wish to be responsible for the improvement of their own professional performance by subjecting it to their own scrutiny and study. Self-appraisal is most meaningful in a climate when trust exists between educators and value is placed upon the process of exploring one's own quality of performance.

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

INFLUENCES FOR TEACHERS TO CONSIDER IN SELF-REFLECTION

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

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

METHODS OF SELF-REFLECTION

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

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

SELF-REFLECTION AND THE LEARNER-CENTERED PROFICIENCIES

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

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

LEARNER-CENTERED INSTRUCTION

How do I encourage the consideration of the diverse opinions of my students and others in class discussions?

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 principals 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?