Sam Houston State University – College of Education

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Spring 2018 Guidelines for Student Teaching

Tk20

Sam Houston Innovative Partnerships with Schools

"Enhancing the Future through Education Preparation"

Sam Houston State University

A Member of The Texas State University System

College of Education

SAM HOUSTON INNOVATIVE PARTNERSHIPS WITH SCHOOLS (SHIPS)

Guidelines for Student Teaching

Spring 2018

**Enhancing The Future
Through Educator Preparation**

Through excellent collaborative instruction, research, and field experiences, the Educator Preparation Programs of Sam Houston State University provide candidates with opportunities to develop dispositions, skills, and knowledge that enable them to create an environment in which they plan, implement, assess, and modify learning processes, while serving effectively in diverse educational roles, reflecting meaningfully on their growth, and responding proactively to societal needs.

The College of Education at
Sam Houston State University   @SHSUCOLLEGEOFED   @SHSUCOE

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Office of Educator Preparation Services: edu_edprep@shsu.edu

Guidelines for Student Teaching –Spring 2018

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I. STUDENT TEACHING PROCESSES, POLICIES AND PROCEDURES

THE STUDENT TEACHING PROCESS

Dear Student Teachers,

Congratulations! You have reached a milestone semester in your pursuit of a degree in higher education. Your student teaching semester will be a time full of new, rewarding, and challenging experiences. Your learning curve will be vast but I know at the end of the semester you will be ready to be a qualified, professional, and effective teacher.

This handbook is designed to provide the student teacher, mentor teacher, and university supervisor with an overview of the student teaching experience. Pre-service teachers in educator preparation programs offered through the Sam Houston Innovative Partnership with Schools (SHIPS) earn 6 hours of university credit for 14 weeks of successful student teaching experiences. The evaluation of a candidate's dispositions, knowledge, and skills during student teaching is determined by both the public school mentor teacher and the university supervisor.

There are many requirements that you must meet during the student teaching semester. The following list is an overview of the most important responsibilities you have this semester but it is by no means conclusive.

- Develop detailed lesson plans for each lesson taught.
- Develop instructional plans according to the building and/or district standards.
- Involve the learner at every opportunity.
- Incorporate the Texas Essential Knowledge and Skills (TEKS) into daily teaching.
- Add to expertise through observation and small group/individual assistance.
- Arrive at school consistently and on-time, prepared to teach all required classes.
- Follow the classroom mentor teacher's professional schedule and calendar.
- Develop, design, administer and evaluate student progress using a variety of assessment strategies.
- Comply with district guidelines concerning classroom management standards.
- Abide by the Texas Code of Ethics and the SHSU Standards of Professional Conduct.

As soon as your step onto your assigned campus, you should quickly become familiar with curriculum guides, campus discipline plan, dress codes, faculty handbook, physical facilities, school calendar, district and campus policies, student handbook, textbooks and resources, library, and we can't forget- the faculty lounge!

Every day you should plan instruction, implement effectively, assess your students' learning, reflect and modify instruction in order to increase student achievement. Everyone in the College of Education at SHSU believes in you. Now get out there and make us proud! Go KATS!

Sincerely,

Janet Williams

Janet Williams, Director of Educator Preparation Services

Spring 2018 Student Teaching Course Syllabus

College of Education
Departments of Curriculum and Instruction and Language, Literacy, and Special Populations

EC-6/4-8: CIEE 4391 & CIEE 4392 or SPED 4305, BESL 4320
8-12: CISE 4396 & CISE 4397 EC-12: CISE 4396 & CIEE 4392 (Art, Music, Health, Kinesiology, Theater, Spanish)

Required courses for EC-6/4-8/6-12/7-12/8-12/EC-12 Certification.

EC-6 (with Special Education, Bilingual, ESL) Student Teaching Courses:
CIEE 4391-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for seven weeks. Must be taken with CIEE 4392, or BESL 4320, or SPED 4305 for a total of six semester credit hours (SCH) for the standard elementary certificate. Prerequisite: Admission to Student Teaching program. Credit-3 SCH.
CIEE 4392-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for seven weeks. Must be taken with CIEE 4391. Prerequisite: Admission to Student Teaching program. Credit-3 SCH.

Secondary(8-12 or 7-12 or 6-12) Student Teaching Courses-CISE 4396, 4397: Student Teaching in the Secondary Classroom. The student is assigned full-time student teaching responsibilities at the secondary level (Grades 8-12 or 7-12 or 6-12) for fourteen weeks. This time is divided among observation, participation, teaching and conference activities. The placements will be divided between 2 grade levels (and teaching fields if applicable). Prerequisite: Admission to Student Teaching program. Credit-6 SCH.

All-Level Student Teaching Courses- CISE 4396 and CIEE 4392: All Level Student Teaching in the Elementary/Secondary School. The student is assigned full-time teaching responsibilities in an elementary placement for seven weeks and a secondary placement for seven weeks for a total of 6 semester credit hours for the all-level certificate. Prerequisite: Admission to Student Teaching program. Credit-6 SCH.

Instructor:	University Supervisors - edu_edprep@shsu.edu
	Steele Center for Professional Practice and Educator Preparation Services
	TEC 274, SHSU Box 2119 Huntsville, TX 77341
	936-294-3384, 936-294-3682 (fax); edu_edprep@shsu.edu ; Office hours 8-5
Office hours:	Contact supervisor as needed through shared contact information.

Class day/location: Class is held daily on public school campuses and occasionally at required meetings in the area. Contact your university supervisor for more information.

Course Description: These courses provide Sam Houston State University teacher candidates with a variety of hands-on experiences in appropriate public school classroom settings which will assist in the acquisition, application, and demonstration of the knowledge, skills, and dispositions necessary to become a successful teacher.

Textbooks: *Guidelines for Student Teaching* - Sam Houston State University and Sam Houston Innovative Partnerships with Schools (SHIPS) by laws.

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Course Format: These field-based courses are delivered on public school campuses. Pre-service teachers in educator preparation programs offered through the Sam Houston Innovative Partnerships with Schools (SHIPS) earn 6 hours credit for 14 weeks of successful student teaching experiences.

Course Content and Requirements: Concepts are learned through the gradual induction into full teaching responsibility in a public school classroom with the support of a classroom mentor teacher, other campus personnel, a university supervisor, and the Steele Center for Professional Practice and Educator Preparation Services. While in an appropriate assigned public school setting(s) the candidate will be able to demonstrate the knowledge, skills, and dispositions specified in applicable state and institutional standards. The student teacher requirements are:

Develop detailed lesson plans for each lesson taught.
Develop instructional plans according to the building and/or district standards.
Involve the learner at every opportunity.
Incorporate the Texas Essential Knowledge and Skills (TEKS) into daily teaching.
Add to expertise through observation and small group/individual assistance.
Arrive at school consistently and on-time, prepared to teach all required classes.
Follow the classroom mentor teacher's professional schedule and calendar.
Develop, design, administer and evaluate student progress using variety of assessment strategies.
Comply with district guidelines concerning classroom management standards.
Abide by the Texas Code of Ethics and the SHSU Standards of Professional Conduct.

Evaluation: Student Teaching is a Credit/No-Credit course. Assessments that address objectives/learning outcomes and activities for the student teaching semester include SHSU Evaluation Forms A, B, C, D, which are aligned with state and institutional standards. Student teachers with content areas of 7-12 Social Studies, Math, Science EC-12, Foreign Language, or EC-12 Kinesiology will also be assessed with a Focused Content Evaluation (FCE). All student teachers should refer to the evaluation forms in the *Guidelines for Student Teaching.*
The Sam Houston Innovative Partnerships with Schools (SHIPS) Student Teacher evaluation forms "A," "B", "C", "D," and Focused Content Evaluation (if applicable) will be utilized for evaluation. The student teacher will be evaluated by the procedures and practices described in the *Guidelines for Student Teaching.* Successful performance while student teaching is determined collaboratively by the public school mentor teacher and the University supervisor.

Other expectations: Student teachers are to abide with the attendance expectations stated in the *Guidelines for Student Teaching* and attend scheduled student teacher meetings and conferences, including those scheduled after the beginning of the semester. Student teachers will be required to complete evaluations of the Educator Preparation Program, their university supervisor, and their classroom mentor teachers at the conclusion of their student teaching experience.

> **STUDENT TEACHERS ARE NOT TO REQUEST A PLACEMENT CHANGE DURING THE STUDENT TEACHING SEMESTER. ALL PLACEMENT CHANGES ARE TO BE COORDINATED BETWEEN THE UNIVERSITY SUPERVISOR AND EDUCATOR PREPARATION SERVICES.**

Academic Dishonesty: In accordance with the University's Academic Policy Statement 810213, the following statement applies to student teaching:

> All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

Cell Phone/Electronic Communication: Student teachers should refer to University's Academic Policy Statement 100728 (www.shsu.edu/~vaf_www/aps/documents/100728.pdf) for general guidance regarding cell phones. Related expectations for student teachers can be found in the SHSU Standards of Professional Conduct for Students in Field Experiences and Student Teaching:

> Teacher candidates are not to 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or 2) take pictures of P-12 students. Teacher candidates are to communicate with P-12 students only concerning academics or classroom learning. All teacher candidates should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with a disability that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled in 2022.

NCATE Standards

CAEP Standards

SHSU Dispositions and Diversity Proficiencies

	DDP	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

State Standards

Pedagogy and Professional Responsibilities Standards
State Board for Educator Certification – www.sbec.state.tx.us

Technology Application Standards
State Board for Educator Certification – www.sbec.state.tx.us

Code of Ethics and Standard Practices for Texas Educators
State Board for Educator Certification – www.sbec.state.tx.us

Institutional Standards

SHSU Dispositions Standards
SHSU *Guidelines for Student Teaching*

SHSU Institutional Standards
SHSU *Guidelines for Student Teaching* and www.shsu.edu/~edu_ofe

SHSU Standards of Professional Conduct for Students in Field Experience and Student Teaching
SHSU *Guidelines for Student Teaching* and www.shsu.edu/~edu_ofe

SHSU Student Teaching Matrix

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards: Pedagogy and Professional Responsibility
The candidate will develop detailed lesson plans incorporating the Texas Essential Knowledge and Skills (TEKS) for each lesson taught.	Based upon contextual factors, the candidate will develop instruction aligned with state standards including differentiation of instruction.	Lesson Plans	2.15s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 4.16s Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.1s
The candidate will implement detailed lesson plans involving all learners at every opportunity.	The candidate will develop and implement instruction that engages all learners to increase an understanding of subject matter and move to higher levels of thinking by using appropriate teaching strategies including technology.	Lesson Plans T-TESS Evaluations	2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.13s
The candidate will develop and implement appropriate and varied assessments strategies to monitor student progress before, during and after instruction.	Using contextual factors, the candidate prepares and implements assessments appropriate throughout the instructional process	T-TESS Evaluations	2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16 Tech Standards: 3.16s, 5.13s
The candidate will modify instruction to meet the needs of all learners.	In both preparing and implementing Lesson Plans and Teaching Units, the candidate will ensure that the chosen instructional strategies meet the needs of all learners, based on the contextual factors.	Lesson Plan T-TESS Evaluations	2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.13s

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards: Pedagogy and Professional Responsibility
The candidate fulfills professional roles and responsibilities, adheres to legal and ethical requirements of the profession and demonstrates the dispositions necessary to be an outstanding educator.	The candidate will demonstrate punctuality and a professional approach to situations both instructionally and in interactions with students, colleagues, administrators, and parents.	T-TESS Evaluations Dispositions Assignment	2.14s, 2.15s, 2.17s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.8s, 3.9s, 3.10s, 4.16s, 4.17s Tech Standards: 1.1s, 3.11s, 3.12s, 3.16s, 3.17s
The candidate creates and maintains a productive and positive learning environment that consistently implements rules and procedures for the effective management of a diverse student population and maximizes learner for all.	Management of the Classroom and individual students through out the school day.	Lesson Plans T-TESS Evaluations	2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 2.1s, 3.11, 3.12s, 3.16s, 3.17s, 5.13s
The candidate establishes strong, positive relationships among students, families, colleagues, schools and the community through effective professional and interpersonal skills.	In interaction, planning, and implementation of instruction, the candidate plans for, implements, and demonstrates a positive environment for learning, working with colleagues, and communicating with parents.	Lesson Plans T-TESS Observations Dispositions	2.14s, 2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 4.7s, 4.9s, 4.11s, 4.15s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 3.11, 3.12s, 3.16, 3.17s, 5.13s

Course evaluation: Student teachers will have an opportunity at the appropriate time during the semester to complete evaluations on the program, the supervisor, and the classroom mentor teachers.

Reminder:
The student teaching semester consists of two student teacher courses and one or two companion courses. See your advisor.

Student Teaching - An Intensive, Full-Time Educational Experience

SHSU student teachers are assigned to approved SHIPS public schools on a full-time basis. In order to concentrate fully on their new duties and responsibilities, student teachers should not be employed or enroll in any additional coursework during their student teaching semester.

Student Teacher candidates are not granted any official absence days during this semester. You should never be absent from school during student teaching. As fellow educators, we do realize that personal injuries, illnesses, emergency situations, or extenuating circumstances may occur. In case of an absence or tardiness, three parties must be contacted: the 1) school, 2) your mentor teacher, and 3) your university supervisor. Absences will negatively affect your credit for the semester and could result in failure to meet graduation requirements. Any absence must be made-up before the conclusion of the semester. It is possible for student teachers to take certification tests or attend job interviews during a school day with the mutual consent of the mentor teacher and the university supervisor with verifiable evidence. Student teachers will attend professional development days listed on the student teaching calendar.

Addressing Challenges: Communication is the Key

The early identification, discussion, and addressing of difficulties or behavior that may prevent a student teacher from successfully completing student teaching is essential. The student teacher OR the classroom mentor teacher must notify the University supervisor as soon as a problem is identified. The University supervisor will then communicate with the Director of Educator Preparation Services. (If the difficulty is specifically related to the University supervisor, the student teacher or mentor should contact the Director of Educator Preparation Services directly.) After notification, appropriate corrective feedback/action, such as mentor/ supervisor/coordinator conferences, referral to the Professional Concerns Committee or the Associate Dean, implementation of a growth plan, placement change, etc., may be initiated. While these actions may ultimately result in No-Credit or in the termination of student teaching, ideally they will lead to a successful conclusion of the experience for the student teacher.

Students who do not receive credit for student teaching will have a personalized learning plan developed that must be successfully completed if approved for a new placement. The expectations in the plan should include specific professional development and activities to support improvement in identified areas of concern. All activities should be determined by appropriate education faculty via the input and feedback from the student, university supervisor, and original mentor teacher(s).

Refer to **Appendix C** for information regarding "Roles and Procedures for the Professional Concerns Committee" and "Students Rights in Deliberations of the Professional Concerns Committee." Also, the procedure for students to address an academic grievance is outlined in Academic Policy Statement 900823: www.shsu.edu/~vaf_www/Faculty_Handbook/sections/academic_grievance_procedure_students.html

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Student Teachers/ State Mandated Testing
SHSU students are not allowed to administer any state required test. Student Teachers may assist with testing duties outside of the classroom only.

Substitute Teaching by SHSU Student Teachers

Due to state guidelines that "student teaching shall be unpaid," the following was shared at the October 10, 2007 Board Meeting of the Sam Houston Innovative Partnerships with Schools:
"Subject to district approval, SHSU student teachers will be available to serve as a substitute teacher, without pay, for their current classroom mentor teacher for the purpose of facilitating mentor participation in professional development activities (not to exceed 3 days per semester) in accordance with district policies and procedures."

Student Teaching Grades Assignment Policy

The grade assigned to a student teacher is the result of all formal and informal observations/evaluations by the student teacher's University supervisor and classroom mentor teachers. The grade assigned by the University supervisor for student teaching is designated as Credit or No-Credit. Credit is earned for successful completion of the 6 SCH. No-Credit can be assigned for student teaching in instances of:

- Excessive absences.
- Inability to successfully complete the semester due to physical, mental, or emotional conditions or challenges.
- Failure to demonstrate an acceptable level of teaching proficiency after corrective feedback and/or intervention (See Disposition Standards, PPR, syllabus, evaluation forms A, B, C, D).
- Unprofessional or unethical behavior
  (See Dispositions Standards, "Code of Ethics and Standard Practices for Texas Educators" and the "Sam Houston State University Standards of Professional Conduct for Field Experiences and Student Teaching").

> ### *Communication:*
> **STUDENT TEACHERS MUST MAINTAIN THEIR SHSU EMAIL ACCOUNT DAILY.** Student teachers are expected to regularly email their University supervisors and participate in *Blackboard.* Furthermore, the Steele Center for Professional Practice and Educator Preparation Services will communicate to student teachers via their SHSU email accounts.

Note: Depending on a student's degree plan (i.e. Interdisciplinary Studies), a grade of No-Credit can result in a failure to meet graduation requirements.

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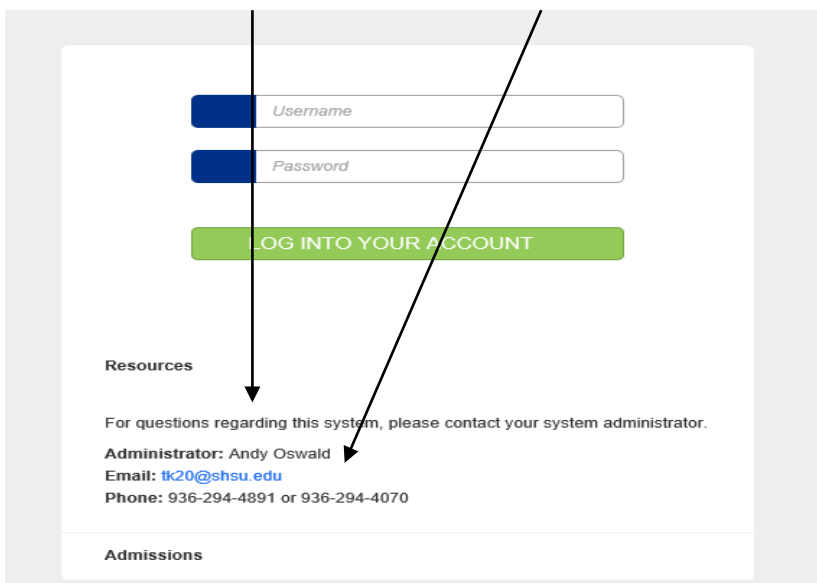
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Tk20©'s *CampusTools HigherEd* is an online support system for colleges of teacher education, created for the collection and evaluation of performance data for teacher candidates and for overall management of academic activities at the colleges.

The College of Education at Sam Houston State University will be implementing Tk20©'s *CampusTools HigherEd* Assessment and Management System to conduct systematic teaching and assessments for all students in the college. This means that the student teaching evaluation forms found in this guide will be completed online. Student teachers and University supervisors can log in to Tk20© at https://tk20.shsu.edu with their SamWeb username and password. Classroom mentor teachers will be given login information and granted access to complete their evaluation of their student teacher. Specific instructions for accessing and submitting the online assessments will be forthcoming**. Please contact Mr. Andrew Oswald (tk20@shsu.edu) at 936-294-4891 if you have any difficulty logging in or completing an assessment.**

Website address for log-in to Tk20 is: https://tk20.shsu.edu

Assistance can be obtained by accessing the "Help" link or by contacting the Tk20 system administrator, Andy Oswald at andy@shsu.edu or call 936-294-4891.

Username

Password

LOG INTO YOUR ACCOUNT

Resources

For questions regarding this system, please contact your system administrator.

Administrator: Andy Oswald
Email: tk20@shsu.edu
Phone: 936-294-4891 or 936-294-4070

Admissions

II. SUPPORT ROLES IN STUDENT TEACHING

Expectations of Classroom Mentor Teachers

Expectations of University Supervisors

Expectations of the Classroom Mentor Teacher

Student teaching is the final, and perhaps most important, phase of a pre-service teacher's program. The role of the public school classroom mentor teacher is one of great importance and significant responsibility. The classroom mentor teacher often is the key to the success or failure of the student teacher. Classroom mentor teachers also serve as the necessary link between the university and the public school classroom, providing necessary feedback to the **Sam Houston Innovative Partnerships with Schools (SHIPS)** Office of Educator Preparation Services for program improvement, program development, and the continuance of the program. The purpose of this section is to assist classroom mentor teachers in realizing their very important role, in preparing their student teacher for the teaching profession.

Become Acquainted with the Student Teacher
The Office of Educator Preparation Services sends each participating school district the applications of prospective student teachers. These applications include specialization/teaching fields and certification areas. From this form, the classroom mentor teacher can glean information that will help encourage the student teacher to their share aspirations, doubts, and attitudes related to education.

Welcome the Student Teacher
The classroom mentor teacher must be willing to accept the student teacher as a fellow professional who is welcome and wanted in the classroom. Some proven means of helping ease student teachers into the classroom are:
❑ Introduce the student teacher as a fellow teacher and colleague.
❑ Always address them as Mr., Miss, Ms., or Mrs. in the presence of students.
❑ Provide an appropriate work area or desk.

Quickly Orient the Student Teacher to Campus Atmosphere and Procedures
The student teacher will be in unfamiliar surroundings and will not know how to react to certain situations. Therefore, the need to feel comfortable and confident in this new environment is extremely important. The following orientation procedures should occur during the first day or two of the placement. The classroom mentor teacher should:

❑ Provide a tour of the building.
❑ Introduce the student teacher to principal and colleagues.
❑ Furnish policy manuals, handbooks, subject area manuals, and curriculum guides, and professional websites.
❑ Encourage the student teacher to ask questions.
❑ Explain procedures for the use of technology equipment.
❑ Explain procedures for the use of copy machines, video equipment, and other materials.
❑ Furnish information about the students in the classroom.
❑ Discuss when observations of the student teacher will occur.
❑ Discuss when feedback will be provided.
❑ Discuss procedures for planning during a conference period.

Introductory Questions Student Teachers May Ask

Classroom Mentor Teachers: Classroom mentor teachers should be prepared to discuss the following questions with the student teacher and have seating charts, curriculum guides, a complete set of textbooks, and other related materials for the student teacher on their first day on the campus:

☐   What lesson plan format is used?
☐   Is there a system or plan for classroom discipline? If so, how is it used?
☐   What are the behavior expectations for the students?
☐   What time should the student teacher arrive and what time should they leave school each day?
☐   What subject area content is expected of the student teacher to teach to the students?
☐   What materials may the student teacher utilize before and during the student teaching experience?

Introductory Questions Classroom Mentor Teachers May Ask

Student Teachers: During the first visit your classroom mentor teacher, be prepared to discuss these questions:

☐   What experiences do you have with groups of children/youth?
☐   What experiences have you had in Texas public schools?
☐   What experiences did you have during the Methods Block?
☐   Why do you want to be a teacher?
☐   What do you expect to be your greatest challenge?
☐   What do you expect to be your greatest success?
☐   What do you want to learn from your cooperating teacher?

Student Teacher's Transition from Passive to Active Role in the Classroom

The student teacher can be guided to a good beginning by <u>observing</u> their mentor teacher teach, <u>assisting</u> them with individual and group lessons, <u>team-teaching</u> with their mentor, and <u>teaching independently</u> for short periods. During the first few days, much of the time will be spent in observation. During the end of the first and succeeding weeks, the teaching time should be increased until the full teaching load is assumed by the student teacher in the final third of your placement (during the fourth or fifth week). <u>The classroom mentor teacher should remain in the classroom, observing, during the first few weeks</u> of student teaching, and gradually leave for longer periods of time, but be available.

Provide opportunities for the student teacher to:

❑   Teach the same lesson to a different class after observing their mentor teacher teach and model.
❑   Move about the room and assist individuals with classroom assignments and other work to be done at their desks.
❑   Team-teach a lesson.
❑   Video/audio tape a lesson to identify strengths and weaknesses
❑   Plan several mini-lessons before assuming the responsibility for an entire class period.
❑   Self-reflect after each presentation.
❑   Present concepts, plan lessons, manage the classroom, review curriculum materials, and help perform routine duties.
❑   Tutor individual students.

Mentor as Colleague, Coach, and Co-Learner

Some of the most successful student teaching experiences are those where student teachers are given the opportunity to "test their wings" and try something different (perhaps something learned in their university coursework). The student teacher – with thoughtful coaching and questioning from the mentor - usually learns more through the process. Furthermore, the mentor benefits through being exposed to different teaching techniques and ideas.

Student Teacher/Classroom Mentor Teacher Relationship

A good student teaching environment is largely dependent upon a healthy mentor/mentee relationship. Communication, mutual understanding, and acceptance are essential. Student teachers often adopt attitudes that are similar to their classroom mentor teacher, and this is especially true when mutual respect and rapport has been established. The following suggestions will foster the development of this important relationship:

- ❑ Create an environment where there is neither too much pressure nor protection-small failures can teach a great deal.
- ❑ Compliment your student teacher whenever an occasion arises.
- ❑ Treat the student teacher as a colleague, not as a student.
- ❑ Hold pre-/post-conferences to provide/discuss your feedback.
- ❑ Critique in private, not in the presence of students or teachers.
- ❑ Be an active listener.
- ❑ Guide your student teacher through thoughtful questioning.
- ❑ Help your student teacher discover their answer.
- ❑ Encourage your student teacher to develop an independent teaching style; influenced by yours, but not a carbon copy.
- ❑ Allow and encourage independent decision-making.
- ❑ Monitor the student teacher's increasing planning responsibility.
- ❑ Include activities away from the classroom (i.e., other teacher gatherings, informal school functions, committee meetings).
- ❑ Give the student teacher the opportunity to work with you on an instructional or behavioral problem.
- ❑ Be positive and professional in all discussions about students, teachers, administrators, and the teaching profession.
- ❑ Share methods you find to be most helpful in understanding students.
- ❑ Discuss ways to view behavior problems objectively.
- ❑ Be careful not to embarrass students or your student teacher.
- ❑ Emphasize the good and worthwhile aspects of teaching.
- ❑ Provide student teacher copies of handouts, transparencies, tests, etc.

Final Evaluation and Activities

The classroom mentor teacher and the University supervisor should continuously evaluate their student teacher's progress and performance. Through regular periods of discussion, successful performance is jointly determined by the classroom mentor teacher and the University supervisor.

To evaluate effectively, the classroom mentor teacher should:
- ❑ Evaluate the individual as a beginning, novice teacher, not as an experienced teacher.
- ❑ Encourage the student teacher to use self-evaluation techniques. (Video and audio taping are excellent tools for self-evaluation; some programs may require videotaping.)
- ❑ Include such items as personal appearance, work habits, mannerisms, and voice in your evaluation and feedback.

- ❑ Observe the student teacher in actual teaching situations and make notes that can be used as the basis for critiques.
- ❑ Be frank and professional in the evaluation.
- ❑ Share strengths and criticize weaknesses constructively.

During the final week, the classroom mentor teacher should gradually resume major teaching responsibilities. To facilitate this transition, after discussion with your student teacher, please make arrangements for:
- ❑ Targeted visitations/observations of other teachers.
- ❑ A conference with the principal or assistant principal to talk about a career in teaching.
- ❑ A joint meeting with the student teacher and University supervisor to discuss the overall experience.
- ❑ Sharing copies of innovative materials to use the following year.

Student teachers are required to participate in the celebration seminar at SHSU, which typically takes place the day after student teaching concludes.

The Mentor Orientation Workshop (MOW) provides mentor teachers with guidelines and suggestions on working with a student teacher. You can find the computer mentor orientation workshop modules on the Educator Preparation Services website at: http://www.shsu.edu/academics/education/educator-preparation-services/program-services/mentor-orientation-workshop.html .
You can also go to the SHSU main page, click on Educator Preparation Services in the fast links menu, then click Program Services on the right menu and scroll down to Mentor Orientation Workshop.

Expectations of the University Supervisor

The university supervisor plays many roles. The university supervisor is the university instructor of record, and also a colleague of both the mentor and the student teacher. The university supervisor is an advocate, a confidant, mentor, a mediator, a coach, liaison, a facilitator, a collaborator, a problem-solver and an active listener. University supervisors apply their understanding of human development, learning theories, and educational philosophy to enhance progress throughout the student teaching experience. As an effective communicator, the university supervisor demonstrates the power of language in self-identity, expression, and influence. The university supervisor continually practices active listening and encourages honest and open communication. Communicating with empathy, the university supervisor resolves conflicts by capitalizing on knowledge of group processes and the differences that occur during any group effort. Through effective oral and written communication, the university supervisor clearly defines what is expected and hoped for in order to enhance the success of the student teacher.

The university supervisor is enthusiastic, respectful, and encourages the student teacher to creatively solve problems, celebrates innovation and accomplishment, acknowledges excellence, and views unsuccessful experiences as opportunities to learn. The university supervisor shares in the responsibility for the learning community. The university supervisor acts appropriately to ensure the safety and welfare of community members while they are in school and removes barriers that impede success for the student teacher.

The university supervisor ensures that all members of the learning community have an equitable opportunity to achieve. Recognizing that a diverse population enhances the learning environment, the university supervisor respects all learners, is sensitive to their needs, and encourages them to use all their skills and talents. Because the university supervisor views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community, and the cultures of school families are affirmed.

The University Supervisor should:
- Require detailed lesson plans to assist in assessing preparedness of the student teacher
- Facilitates communication between the student teacher and mentor when needed
- Serve as a mediator to resolve conflicts between student teacher and school personnel
- Serve as an advocate or an enforcer, depending on the circumstances
- Have a <u>minimum</u> of 8 contacts during the semester with the student teacher, including orientations, seminars, and formal observations (some situations and student teachers may require more)
- Schedule a student teacher seminar during the second or third week of each half
- Be able to communicate with their student teachers by phone (share all phone numbers, and phone calls at home should be welcomed at reasonable hours,
- Communicate with the student teachers by email (verify receipt on important issues)
- Schedule observations to maximize the efficiency of travel when possible
- Complete and submit documentation on schedule
- Encourage use of technology in and out of the classroom
- Inform the classroom mentor teacher of university expectations
- Communicates with the administration and mentor regarding substitute teaching policy
- Conference with the student teacher following each observation and provide feedback
- Facilitate completion of the Program Evaluation Survey by the classroom mentor teacher
- Be an advocate for the teaching profession and Sam Houston State University

III. STANDARDS FOR TEACHER CANDIDATES

State Standards

Pedagogy and Professional Responsibilities Standards

      State Board for Educator Certification – www.sbec.state.tx.us

Texas Examinations of Educator Standards Framework

      State Board for Educator Certification- www.sbec.state.tx.us

Technology Application Standards

      State Board for Educator Certification – www.sbec.state.tx.us

Code of Ethics and Standard Practices for Texas Educators

      State Board for Educator Certification – www.sbec.state.tx.us

Institutional Standards

SHSU Dispositions Standards

      SHSU *Guidelines for Student Teaching*

SHSU Institutional Standards

      SHSU *Guidelines for Student Teaching* and www.shsu.edu/~edu_ofe

SHSU Standards of Professional Conduct for Students in Student Teaching

      See **Appendix C** and www.shsu.edu/~edu_ofe

Sam Houston State University - College of Education
STANDARDS FOR TEACHER CANDIDATES
INSTITUTIONAL STANDARDS FOR SHSU EDUCATOR PREPARATION PROGRAMS

Knowledge & Skills Standards

Teacher Candidates completing Educator Preparation Programs culminating in initial certification shall:

1. (Knowledge) Possess a knowledge base that is comprehensive and directed to candidates' individual needs, which can be demonstrated - the candidate is able to:
    (Skill) Use current content area knowledge when planning and implementing instruction

    ****

2. (Knowledge) Possess and apply understanding of theories of effective planning, implementation, assessment, and modification of learning, which can be demonstrated - the candidate is able to:
    (Skill) Collaborate in the planning, delivery and assessment of teaching and learning

    ****

3. (Knowledge) Understand the importance of the roles of reflection, self-assessment, and inquiry to the process of becoming an effective educator, which can be demonstrated - the candidate is able to:
    (Skill) Reflect on practice in order to improve instruction, use self-assessment as a part of teaching and reflection, and use inquiry as one method for professional growth

    ****

4. (Knowledge) Know the importance of using technology to plan, implement and assess instruction and of evaluating technology for effectiveness, which can be demonstrated - the candidate is able to:
    (Skill) Use technology to enhance instruction

    ****

5. (Knowledge) Know the research based best practices, which can be demonstrated - the candidate is able to:
    (Skill) Use research-based best practice to plan, deliver, assess and modify instruction

    ****

6. (Knowledge) Know the theories of developmental learning including cognitive, affective and physical domains, which can be demonstrated - the candidate is able to:
    (Skill) Create environments that support student learning and that nurture the individual differences of the students

These knowledge/skills are realized in the candidates' classrooms (T-TESS - Student Participation: I.1, 5; Learner centered instruction: II. 5, 7; Evaluation and Feedback on Student Progress: III. 4, 5; Management IV.1, 3, 4, 5, 6, 7)

7. (Knowledge) Understand differences in styles of learning and teaching that meet the needs of diverse learners, which can be demonstrated - the candidate is able to:
    (Skill) Use learner profiles to plan, implement, and assess

    ****

8. (Knowledge) Know the characteristics of an effective learning environment which employs a variety of student-centered instructional methods and a range of motivational strategies, which can be demonstrated - the candidate is able to:
    (Skill) Uses diverse technologies, group activities and effective teaching strategies

<div align="center">**************</div>

9. (Knowledge) Know a variety of methods for effectively managing student behavior, which can be demonstrated - the candidate is able to:
   (Skill) Use a variety of classroom management techniques to optimize the learning environment

<div align="center">**************</div>

10. (Knowledge) Know how to assess performance with variety of formal and informal tools and provide substantive feedback, which can be demonstrated - the candidate is able to:
    (Skill) Use informal and formal methods of assessment

<div align="center">**************</div>

11. (Knowledge) Understand the importance of continuous growth through professional involvement and membership, which can be demonstrated - the candidate is able to:
    (Skill) Models life-long learning and literacy and promotes life-long learning and literacy among students

<div align="center">**************</div>

12. (Knowledge) Know the national, state and local standards appropriate for specific educational contexts, which can be demonstrated - the candidate is able to:
    (Skill) Understand how to align the standards at national, state, and local levels

DISPOSITIONS STANDARDS FOR SHSU EDUCATOR PREPARATION PROGARAM CANDIDATES/GRADUATES

Revised Fall 2006

Disposition	Novice	Emerging Competence	Competent
Professional Ethics – **For student academic success, the candidate** exhibits professional development through intellectual curiosity, reflection, self-assessment, ethical practice, and communication skills.	▪ Seeks experiences that broaden knowledge ▪ Accepts divergent viewpoints as opportunities for personal/professional development ▪ Adheres to guidelines established for courses and the university ▪ Aware that laws and ethics guide the teaching profession ▪ Aware that teaching professionals are competent in writing skills ▪ that teaching professionals are competent in oral communication skills	▪ Considers and reflects upon differing viewpoints ▪ Participates in professional activities other than those required ▪ Ponders and revises evolving personal /professional philosophy ▪ Exhibits appropriate professional/ethical behaviors ▪ Demonstrates professional oral proficiency ▪ Demonstrates written proficiency	▪ Stays current in evolving nature of profession ▪ Seeks differing points of view (theories, models, and research evidence) ▪ Adopts an inquiry/problem solving orientation ▪ Communicates effectively and appropriately to a variety of audiences ▪ Practices reflection as a means of engaging in ongoing professional development ▪ Practices self-assessment as a means of engaging in ongoing professional development ▪ Adheres to guidelines of field-based courses and sites
Disposition	**Novice**	**Emerging Competence**	**Competent**
Organization/ Flexibility - **For student academic success, the candidate** exhibits structure, flexibility, and patience.	▪ Models the ability to be organized ▪ Models punctuality including attendance ▪ Understands the need to be flexible ▪ Understands the need to be patient	▪ Models flexibility ▪ Models patience ▪ Plans carefully for optimal learning ▪ Prepares contingency plans	▪ Demonstrates ability to organize highly structured learning experiences ▪ Is flexible if plans need to be changed with little or no notice ▪ Adheres to time schedules of field sites and required activities

Texas Examinations of Educator Standards (TExES)
Framework for Pedagogy and Professional Responsibilities

Domain I   **Designing Instruction and Assessment to Promote Student Learning**
(approximately 31% of the test)
Standards Assessed:
    Pedagogy and Professional Responsibilities Standard I:
    The teacher designs instruction appropriate for all students that reflects an
    understanding of relevant content and is based on continuous and appropriate
    assessment.

Domain II   **Creating a Positive, Productive Classroom Environment**
(approximately 15% of the test)
Standards Assessed:
    Pedagogy and Professional Responsibilities Standard II:
    The teacher creates a classroom environment of respect and rapport that fosters
    a positive climate for learning, equity, and excellence.

Domain III   **Implementing Effective, Responsive Instruction and Assessment**
(approximately 31% of the test)
Standards Assessed:
    Pedagogy and Professional Responsibilities Standard I:
    The teacher designs instruction appropriate for all students that reflects an
    understanding of relevant content and is based on continuous and appropriate
    assessment.

    Pedagogy and Professional Responsibilities Standard III:
    The teacher promotes student learning by providing responsive instruction that makes
    use of effective communication techniques, instructional strategies that actively engage
    students in the learning process, and timely, high-quality feedback.

    Technology Applications Standards I-V:
    All teachers use technology-related terms, concepts, data input strategies, and ethical practices
    to make informed decisions about current technologies and their applications.

    All teachers identify task requirements, apply search strategies, and use current
    technology to efficiently acquire, analyze, and evaluate a variety of electronic
    information.

    All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions,
    and evaluate results in a way that supports the work of individuals and groups
    in problem-solving situations.

    All teachers communicate information in different formats and for diverse audience.

    All teachers know how to plan, organize, deliver, and evaluate instruction for all students that
    incorporates the effective use of current technology for teaching and integrating the
    Technology Applications Texas Essential knowledge and Skills (TEKS) into the curriculum.

Domain IV   **Fulfilling Professional Roles and Responsibilities**
(approximately 23% of the test)
Standards Assessed:
    Pedagogy and Professional Responsibilities Standard IV:
    The teachers fulfills professional roles and responsibilities and adheres to legal and ethical
    requirements of the profession.

Code of Ethics and Standard Practices for Texas Educators

(amended code effective December 26, 2010)

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S.B.E.C. Criminal History Check Provision

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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

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242 (State Board for Educator Certification-Professional Discipline: http://www.sbec.state.tx.us,)

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 and good moral character.
- The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
- The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
- The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

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

- o to protect the safety and welfare of Texas schoolchildren and school personnel;
- o to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- o to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

I.   Professional Ethical Conduct, Practices and Performance.

Enforceable Standards

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

B. **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
C. **Standard 1.**3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
D. **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
E. **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
F. **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
G. **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other [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.
I. **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
J. **Standard 1.10.** As defined in §249.3 of this title (relating to Definitions), the educator shall be of good moral character and demonstrate that he or she is fit and worthy to instruct or supervise the youth of this state.
K. **Standard 1.11.** The educator shall not purposefully misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.
L. **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
M. **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

II.   **Ethical Conduct Toward Professional Colleagues.**

Enforceable Standards
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 or recklessly making false statements about a colleague or the school system.
C. **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
D. **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
E. **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender [sex] , disability, [or] family status , or sexual orientation.
F. **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
G. **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

III. Ethical Conduct Toward Students.

Enforceable Standards
  A. **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
  B. **Standard 3.2.** The educator shall not intentionally, knowingly , recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the [student's] learning, physical health, mental health, or safety of the student or minor.
  C. **Standard 3.3.** The educator shall not intentionally, [deliberately or] knowingly , or recklessly misrepresent facts regarding a student.
  D. **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender [sex] , disability, national origin, religion, [or] family status , or sexual orientation.
  E. **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment , neglect, or abuse of a student or minor.
  F. **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
  G. **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or minor or knowingly allow any student or minor to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
  H. **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships.
  I. **Standard 3.9.** The educator shall refrain from excessive and/or inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is excessive or inappropriate include, but are not limited to:
      a. the nature, purpose, timing, and amount of the communication;
          the subject matter of the communication;
      b. whether the communication was made openly or the educator attempted to conceal the communication;
      c. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
      d. whether the communication was sexually explicit; and
      e.   whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

SHSU Teacher Candidates will acknowledge and agree to abide by the above Code of Ethics and Standard Practices for Texas Educators.

SHSU Teacher Candidates will acknowledge and agree to abide by all Texas state child abuse reporting laws.

Criminal History Check Provision

Vernon's Texas Statutes and Codes Annotated Education Code § 22.082 provides that "the State Board for Educator Certification shall obtain from any law enforcement or criminal justice agency all criminal history record information that relates to an applicant for or holder of a certificate issued under Subchapter B, Chapter 21." In accordance with this mandate, SBEC conducts a criminal history check on all applicants for certification. (Contact the State Board for Educator Certification: http://www.sbec.state.tx.us)

APPENDIX A
EVALUATIONS

EVALUATIONS OF STUDENT TEACHERS

Form A* - University Supervisors (4)

Form B - Student Teachers (2) & University Supervisor for Mentors (2)

Form C - University Supervisors for Mentors (2)

Form D* - University Supervisors and Mentor (Guidelines)

Focused Content Evaluations

EVALUATIONS COMPLETED BY STUDENT TEACHERS

Evaluation of Classroom Mentor Teachers*

Evaluation of University Supervisor*

Evaluation of SHSU Educator Preparation Program*

EVALUATION OF CLASSROOM MENTOR TEACHER

Evaluation of Classroom Mentor Teachers-Completed by University Supervisors*

*Reported through Tk20© CampusTools™ HigherEd

T-TESS

Texas Teacher Evaluation & Support System

The Texas Teacher Evaluation and Support System (T-TESS) is a system designed by educators to support teachers in their professional growth.

The T-TESS Evaluation Form A

The SHSU Student/Clinical Teacher Evaluation Report is a form developed collaboratively by the Office of Educator Preparation Services, College of Education faculty members and University Supervisors.

The T-TESS Rubric

The T-TESS rubric includes 4 domains and 16 dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.

Planning

- ♦ Standards & Alignment
- ♦ Data & Assessment
- ♦ Knowledge of Students
- ♦ Activities

Instruction

- ♦ Achieving Expectations
- ♦ Content Knowledge & Expertise
- ♦ Communication
- ♦ Differentiation
- ♦ Monitor & Adjust

Learning Environment

- ♦ Classroom Environment, Routines and Procedures
- ♦ Managing Student Behavior
- ♦ Classroom Culture

Professional Practices & Responsibilities

- ♦ Professional Demeanor & Ethics
- ♦ Goal Setting
- ♦ Professional Development
- ♦ School Community Involvement

FORM A
SHSU Student/Clinical Teacher Evaluation Report

UNIVERSITY SUPERVISOR:_____

STUDENT TEACHER:_____

GRADE/ LEVEL/SUBJECT/COURSE: _____

START TIME- END TIME:_____

TOTAL MINUTES:_____

Pre-Conference Notes:

SCALE: Distinguished (Dist) – Accomplished (Acmp) – Proficient (Prof) – Developing (Dev) – Needs Improvement (NI) – Not Applicable (N/A)

Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.						
1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.

2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.						
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others						
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						
4.2 The student teacher reflects on his/her practice.	Dist	Acmp	Prof	Dev	NI	N/A
Comments:						

Post-Observation Conference Date & Time: _____

Lesson Strengths:

_____
_____

Lesson Challenges:

_____
_____

Recommendations/Goals:

_____
_____

DOMAIN 1: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes

PLANNING DIMENSION 1.1	**Dimension 1.1 Standards and Alignment**
	
	The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
	
	Standards Basis:
	1.1, 1.2, 3.1, 3.2, 3.3
	
	Sources of Evidence:
	Pre-Conference, Formal Observation, Classroom
		• All rigorous and measurable goals aligned to state content standards.
		• Integration of technology to enhance mastery of goal(s).
		• All activities, materials and assessments that:
		  • are logically sequenced
		  • are relevant to students 'prior understanding and real-world applications
		  • integrate and reinforce concepts from other disciplines
		  • provide appropriate time for student work, student reflection, lesson and lesson closure
		  • deepen understanding of broader unit and course objectives
		  • are vertically aligned to state standards
		  • are appropriate for diverse learners
		• Objectives that are aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
			• All measurable goals aligned to state content standards.
			• Integration of technology to enhance mastery of goal(s).
			• All activities, materials and assessments that:
			  • are sequenced
			  • are relevant to students' prior understanding
			  • integrate other disciplines
			  • provide appropriate time for student work, lesson and lesson closure
			  • reinforce broader unit and course objectives
			  • are vertically aligned to state standards
			  • are appropriate for diverse learners
			• All objectives that are aligned and logically sequenced to the lesson's goal.
				• All goals aligned to state content standards.
				• Integration of technology when applicable.
				• All activities, materials and assessments that:
				  • are sequenced
				  • are relevant to students
				  • provide appropriate time for lesson and lesson closure
				  • fit into the broader unit and course objectives
				  • are appropriate for diverse learners
				• All objectives that are aligned to the lesson's goal.
					• Most goals aligned to state content standards.
					• Most activities, materials and assessments that:
					• are sequenced
					• sometimes provide appropriate time for lesson and lesson closure
					• Lessons where most objectives are aligned and sequenced to the lesson's goal.
						• Few goals aligned to state content standards.
						• Few activities, materials and assessments that:
						• are sequenced
						• rarely provide time for lesson and lesson closure
						• Lessons where few objectives are aligned and sequenced to the lesson's goal.

		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN 1: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.2	**Dimension 1.2 Data and Assessment** The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. **Standards Basis:** 1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4 **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post- Conference Instructional Planning	• Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. • Consistent feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially. • Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans. • Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students. • Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	• Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	• Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN 1: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.3	**Dimension 1.3 Knowledge of Students** Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. **Standards Basis:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation	• All lessons that connect to students' prior knowledge, life experiences, interests and future learning expectations across content areas. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's' learning.	• All lessons that connect to students' prior knowledge, life experiences and future learning expectations. • Opportunities for students to utilize their individual learning patterns, habits and needs.	• All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	• Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	• Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN 1: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.4	**Dimension 1.4** **Activities** The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. **Standards Basis:** 1.2, 1.3, 1.4, 1.5 **Sources of Evidence:** Pre-Conference, Formal Observation	• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	• Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	• Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	• Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.1	**Dimension 2.1** **Achieving Expectations** The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. **Standards Basis:** 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2 **Sources of Evidence:** Pre-Conference, Formal Observation	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • There is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	• Provides opportunities for students to establish high academic expectations for themselves. • There is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	• Sets academic expectations that challenge all students. • There is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	• Sets academic expectations that challenge most students. • There is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	• Sets expectations that challenge few students. • There is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

	DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
Dimension 2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. **Standards Basis:** 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3 **Sources of Evidence:** Pre-Conference, Formal Observation	• Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Conveys a depth of content knowledge that allows for differentiated explanations. • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. • Constantly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Displays content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Conveys accurate content knowledge in multiple ways. • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys accurate content knowledge. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Accurately reflects how the lesson fits within the structure of the discipline and the state standards. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

INSTRUCTION DIMENSION 2.2

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.3	**Dimension 2.3 Communication** The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. **Standards Basis:** 1.4, 1.5, 2.1, 3.1, 4.4 **Sources of Evidence:** Pre-Conference, Formal Observation	• Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student and other resources to support student-directed learning. • Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher, their peers.	• Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate. • Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Provides wait time when questioning students. • Provides explanations that are clear and coherent. • Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.	• Uses probing questions to clarify, elaborate learning. • Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Provides explanations that are clear. • Uses verbal and written communication that is clear and correct. • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.	• Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. • Uses verbal and written communication that is generally clear with minor errors o.f grammar.	• Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.4	**Dimension 2.4 Differentiation** The teacher differentiates instruction, aligning methods and techniques to diverse student needs. **Standards Basis:** 1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4 **Sources of Evidence:** Pre-Conference, Formal Observation	• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Uses multiple strategies to teach and assess students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Uses strategies to teach and assess students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs. • Sometimes provides differentiated instructional methods and content.	• Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs. • Rarely provides differentiated instructional methods and content.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.5	**Dimension 2.5** **Monitor and Adjust** The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. **Standards Basis:** 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4 **Sources of Evidence:** Pre-Conference, Formal Observation	• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Consistently adjusts instruction and activities within a broad range to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	• Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities frequently and within a broad range to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	• Utilizes input from students in order to monitor and adjust instruction and activities. • Monitors student behavior and responses for engagement and understanding. • Adjusts instruction and activities to maintain student engagement.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding. • Adjusts some instruction within a limited range.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Generally does not link student behavior and responses with student engagement and understanding. • Persists with instruction or activities that do not engage students. • Makes no attempts to engage students who appear disengaged or disinterested.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.1	**Dimension 3.1** **Classroom Environment, Routines and Procedures** The teacher organizes a safe, accessible and efficient classroom. **Standards Basis:** 1.4, 4.1, 4.2, 4.3, 4.4 **Sources of Evidence:** Formal Observation, Pre-Classroom	• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.2	**Dimension 3.2** **Managing Student Behavior** The teacher establishes, communicates and maintains clear expectations for student behavior. **Standards Basis:** 4.1, 4.2, 4.3, 4.4 **Sources of Evidence:** Formal Observation, Classroom, Pre-Conference	• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.3	**Dimension 3.3 Classroom Culture** The teacher leads a mutually respectful and collaborative class of actively engaged learners. **Standards Basis:** 1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4 **Sources of Evidence:** Formal Observation, Classroom	• Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a class where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a class where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1	**Dimension 4.1** **Professional Demeanor and Ethics** The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. **Standards Basis:** 6.2, 6.3, 6.4 **Sources of Evidence:** Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates successfully for the needs of all students in the classroom and campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates successfully for the needs of all students on the campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates successfully for the needs of students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2	**Dimension 4.2** **Goal Setting** The teacher reflects on his/her practice. **Standards Basis:** 5.4, 6.1, 6.2 **Sources of Evidence:** Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
	Dimension 4.3 **Professional Development** The teacher enhances the professional community. **Standards Basis:** 3.1, 6.1, 6.2, 6.3 **Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.	• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.	• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	• Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	• Engages in few professional development activities, professional learning communities or committees to improve professional practice.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4	**Dimension 4.4** **School Community Involvement** The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. **Standards Basis:** 2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4 **Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. • Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various media. • Initiates collaborative efforts that enhance student learning and growth, and inspire trust, understanding and commitment in the school.	• Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. • Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various media. • Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community.	• Communicates the mission, vision and goals of the school to students, colleagues, parents and families. • Contacts parents/guardians regularly regarding students' academic and social/emotional growth. • Actively participates in all school outreach activities.	• Communicates school goals to students, parents and families. • Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities.	• Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

Sam Houston State University
"FORM B"
Student Teacher Reflection/Mentor Teacher Formative Observation

Student Teacher _____ Classroom Mentor Teacher _____ Date _____

School District _____ Campus _____ Placement (circle one) 1ˢᵗ 2ⁿᵈ

Placement-Grade(s),Subject, etc. _____ University Supervisor _____
(Two "Form B's" are to be completed - one by the Student Teacher as a reflective self-assessment and one by the Classroom Mentor Teacher - before the Student Teaching Seminar held during second or third week of the seven-week placement.)
COMPLETED BY:

_____   _____
Student Teacher - Signature/date   or   **Classroom Mentor Teacher** - Signature/date

OBSERVED AREAS OF STRENGTH-CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE-CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS OF STRENGTH-DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE-DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OTHER OBSERVATIONS/RECOMMENDATIONS (State PPR Application Standard II – Management and Standard IV –Professionalism see Guidelines):

Sam Houston State University
"FORM C"
Final Student Teacher Evaluation by the Classroom Mentor Teacher

Please forward to the University supervisor on Final Observation

Student Teacher_____   Placement (circle one) 1st   2nd   Single

School District_____ Campus_____

Placement-Grade(s), Subject, etc. _____University Supervisor_____

OBSERVED AREAS OF STRENGTH-CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE–CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS OF STRENGTH-DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE–DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

COMPLIES WITH POLICIES, OPERATING PROCEDURES, AND REQUIREMENTS:

I understand my responsibilities as a classroom mentor teacher. I have read the guidelines furnished to me by my student teacher. I feel confident that I have exhibited the best possible qualities of a classroom mentor teacher.

Classroom Mentor Teacher (Signature) _____ Date_____

DO YOU BELIEVE THE STUDENT TEACHER SUCCESSFULLY TRANSFERRED FROM THE ROLE OF STUDENT TO THE ROLE OF TEACHER?   (circle one)   YES   NO   COMMENTS: (May be continued on the back)

Revised 7/15/16

STUDENT TEACHER PERFORMANCE EVALUATION - FORM D

Technology, Pedagogy and Professional Responsibility, and Disposition/Diversity Proficiency Standards

Student Teacher Performance Evaluation - Form D is completed by the classroom mentor teacher and the University supervisor. It can be utilized as an ongoing evaluation instrument by the student teacher as a tool for reflection and self-assessment. The evaluation will be completed on-line. This is a reference for evaluators and student teachers in preparation for evaluation. On the actual evaluation, the student teacher will be rated on a scale of 1 to 3 on all items. An indication of *not observed* will not affect a student's score.

Not Observed	(N/O)	Rarely (Unsatisfactory) (1)	Sometimes (Exhibits Progress) (2)	TARGET Consistently (Proficient) (3)

Technology Standards

(International Society for Technology in Education – NETS*T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

Please assess the teacher candidate on his/her demonstrated ability to:

1. Facilitate and Inspire Student Learning and Creativity: Teacher candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Examples of this include, but are not limited to, the demonstration of the following:

a. promote, support, and model creative and innovative thinking and inventiveness

b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to facilitate and inspire student learning and creativity	Exhibits progress and growing dedication to facilitating and inspiring student learning and creativity	Clearly demonstrates a strong, consistent commitment to facilitating and inspiring student learning and creativity

2. Design and Develop Digital-Age Learning Experiences and Assessments: Teacher candidates design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Examples of this include, but are not limited to, the demonstration of the following:

a. *design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity*

b. *develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress*

c. *customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources*

d. *provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching*

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to design and develop digital-age learning experiences and assessments	Exhibits progress and growing dedication to designing and developing digital-age learning experiences and assessments	Clearly demonstrates a strong, consistent commitment to designing and developing digital-age learning experiences and assessments

3. Model Digital-Age Work and Learning: Teacher candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Examples of this include, but are not limited to, the demonstration of the following:

a. *demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations*

b. *collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation*

c. *communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats*

d. *model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning*

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to model digital- age work and learning	Exhibits progress and growing dedication to modeling digital-age work and learning	Clearly demonstrates a strong, consistent commitment to modeling digital-age work and learning

4. Promote and Model Digital Citizenship and Responsibility: Teacher candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Examples of this include, but are not limited to, the demonstration of the following:

a. *advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources*

b. *address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources*

c. *promote and model digital etiquette and responsible social interactions related to the use of technology and information*

d. *develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools*

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to promote and model digital citizenship and responsibility	Exhibits progress and growing dedication to promoting and modeling digital citizenship and responsibility	Clearly demonstrates a strong, consistent commitment to promoting and modeling digital citizenship and responsibility

5. Engage in Professional Growth and Leadership: Teacher candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Examples of this include, but are not limited to, the demonstration of the following:

a. *participate in local and global learning communities to explore creative applications of technology to improve student learning*

b. *exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others*

c. *evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning*

d. *contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community*

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to engage in professional growth and leadership	Exhibits progress and growing dedication to engaging in professional growth and leadership	Clearly demonstrates a strong, consistent commitment to engaging in professional growth and leadership

Comments/Observations

EC-12 Pedagogy and Professional Responsibility (PPR) Standards

The beginning teacher is able to demonstrate the following:

PPR STANDARD I- PLANNING CONTENT FOR ALL STUDENTS
Student Characteristic *(Contextual Factors)*

(1) 1.1s,1.2s, 1.5s plan lessons that demonstrate a respect and understanding of students' developmental characteristics and needs, and cultural and socioeconomic differences and use instructional approaches to address students' varied backgrounds, skills, and learning skills, including the needs of English language learners; (1.1k-1.3k, 1.5k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to plan lessons that demonstrate a respect and understanding of all students' diverse characteristics and learning needs including needs of ELL	Exhibits progress and growing knowledge and skills to plan lessons that demonstrate a respect and understanding of all students' diverse characteristics and learning needs including needs of ELL	Clearly demonstrates strong, consistent knowledge and skills to plan lessons that demonstrate a respect and understanding of all students' diverse characteristics and learning needs including needs of ELL

(2) 1.3s, 1.4s plan lessons with effective instructional approaches that motivate all students to want to learn and achieve. (1.4k, 1.6k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to plan lessons with effective instructional approaches that motivate all students to learn.	Exhibits progress and growing knowledge and skills to plan lessons with effective instructional approaches that motivate all students to learn.	Clearly demonstrates strong, consistent knowledge and skills to plan lessons with effective instructional approaches that motivate all students to learn.

Content, Pedagogy, and Resources *(Learning Goals, Assessment Plan, Design for Instruction)*

(3) 1.6s – 1.8s use the TEKS to plan instruction and demonstrate appropriate knowledge of a subject to promote student learning including knowledge of common student misconceptions or sources of content error; (1.7k-1.9k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use TEKS and subject knowledge, including common student misconceptions or sources of content error, to plan instruction that promotes student learning.	Exhibits progress and growing knowledge and skills to use TEKS and subject knowledge, including common student misconceptions or sources of content error, to plan instruction that promotes student learning.	Clearly demonstrates strong, consistent knowledge and skills to use TEKS and subject knowledge, including common student misconceptions or sources of content error, to plan instruction that promotes student learning.

(4) 1.9s – 1.11s & 1.19s-1.23s plan instruction, using the TEKS, that demonstrates an understanding of important content prerequisite relationships, connections within the discipline and across disciplines, how content progresses sequentially, explores content from various perspectives, and engages students in content by using research-based pedagogical and assessment methods; (1.9k-1.11k, 1.19-1.21k, 1.23k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use TEKS, research-based pedagogical and assessment methods to plan instruction that demonstrates an understanding of important content prerequisites, various perspectives and sequential progress, connections within and across the disciplines to engage students in the content	Exhibits progress and growing knowledge and skills to use TEKS, research-based pedagogical and assessment methods to plan instruction that demonstrates an understanding of important content prerequisites, various perspectives and sequential progress, connections within and across the disciplines to engage students in the content	Clearly demonstrates strong, consistent knowledge and skills to use TEKS, research-based pedagogical and assessment methods to plan instruction that demonstrates an understanding of important content prerequisites, various perspectives and sequential progress, connections within and across the disciplines to engage students in the content.

(5) 1.12s – 1.15s develop instructional goals and objectives that are clear, relevant, meaningful, challenging, measureable, and are developmentally appropriate, connecting to students' prior knowledge and skills, background and interests, and different types of learning; (1.12k-1.15k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to develop instructional goals and objectives that are clear, relevant, meaningful, challenging, measurable, developmentally appropriate and connected to students' prior knowledge, skills, background, interest and differentiated learning.	Exhibits progress and growing knowledge and skills to develop instructional goals and objectives that are clear, relevant, meaningful, challenging, measurable, developmentally appropriate and connected to students' prior knowledge, skills, background, interest and differentiated learning.	Clearly demonstrates strong, consistent knowledge and skills to develop instructional goals and objectives that are clear, relevant, meaningful, challenging, measurable, developmentally appropriate and connected to students' prior knowledge, skills, background, interest and differentiated learning.

(6) 1.16s – 1.18s use and engage students in using various types of materials and other resources including technological tools and resources available outside the school (e.g., museums, business and community members). (1.16k-1.18k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use and engage students in using various types of materials, resources including technological tools and resources available in and outside the school building.	Exhibits progress and growing knowledge and skills to use and engage students in using various types of materials, resources including technological tools and resources available in and outside the school building.	Clearly demonstrates strong, consistent knowledge and skills to use and engage students in using various types of materials and resources including technological tools and resources available in and outside the school building.

Assessment *(Assessment Plan, Instructional Decision Making and Analysis of Student Learning)*

(7) 1.24s and 1.26s use a variety of (pre, formative, and post)assessment methods including technology that are appropriate and reflect real-world applications to evaluate student achievement of instructional goals and objectives; (1.25k-1.28k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use a variety of assessment methods including technology that are appropriate and reflect real-world application to evaluate student achievement of goals and objectives.	Exhibits progress and growing knowledge and skills to use a variety of assessment methods including technology that are appropriate and reflect real-world application to evaluate student achievement of goals and objectives.	Clearly demonstrates strong, consistent knowledge and skills to use a variety of assessment methods including technology that are appropriate and reflect real-world application to evaluate student achievement of goals and objectives.

(8) 1.28s, 1.29s, 3.19s analyze and use assessment results to plan responsive instruction for individual and groups of students learning of instructional goals and objectives; (1.31k, 3.19k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to analyze and use assessment results to plan responsive instruction of instructional goals and objectives for individual and groups of students' learning.	Exhibits progress and growing .knowledge and skills to analyze and use assessment results to plan responsive instruction of instructional goals and objectives for individual and groups of students' learning.	Clearly demonstrates strong, consistent .knowledge and skills to analyze and use assessment results to plan responsive instruction of instructional goals and objectives for individual and groups of students' learning.

(9) 1.25s and 1.27s communicate assessment criteria, goals and objectives to students and promote students' use of self-monitoring and self-assessment of learning. (1.29k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to communicate assessment criteria, goals and objectives to students and promote students' use of self-monitoring and self- assessment for learning.	Exhibits progress and growing knowledge and skills to communicate assessment criteria, goals and objectives to students and promote students' use of self-monitoring and self- assessment for learning.	Clearly demonstrates strong, consistent knowledge and skills to communicate assessment criteria, goals and objectives to students and promote students' use of self-monitoring and self- assessment for learning.

PPR STANDARD II- FOSTERING A POSITIVE LEARNING CLIMATE FOR ALL STUDENTS

Encourages Respect and Rapport to Foster Learning and Excellence *(Instructional Decision Making)*

(10) 2.1s – 2.3 interact with students using strategies of support, cooperation, and respect for all students including the interactions among individuals and groups within the learning environment to promote active engagement in learning. (2.1k-2.3k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use supportive, cooperative and respectful	Exhibits progress and growing knowledge and skills to promote supportive, cooperative and respectful interactions with	Clearly demonstrates strong, consistent knowledge and skills to promote supportive, cooperative and respectful

N/O (Not Observed)	1	2	3
	interactions with and among all students for an engaged learning environment.	and among all students for an engaged learning .environment.	interactions with and among all students for an engaged learning environment.

Managing Classroom Procedures *(Instructional Decision Making)*

(11) 2.6s, 2.7s and 2.10s implement classroom rules, procedures, and routines, effective management of materials, resources, and technology, organize and manage groups of students to work together cooperatively to promote a productive learning environment; (2.6k, 2.7k, 2.10k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to implement classroom rules, procedures and routines, organize and manage groups of students, and effective use of management materials including technology to promote a cooperative and productive learning environment.	Exhibits progress and growing knowledge and skills to implement classroom rules, procedures and routines, organize and manage groups of students, and effective use of management materials including technology to promote a cooperative and productive learning environment.	Clearly demonstrates strong, consistent knowledge and skills to implement classroom rules, procedures and routines, organize and manage groups of students, and effective use of management materials including technology to promote a cooperative and productive learning environment.

(12) 2.8s, 2.9s, 2.11s plan and manage instruction with non-instructional duties, transitions and class time to maximize student learning. (2.8k, 2.9k, 2.11k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to plan and manage instruction including non-instructional duties, transitions and class time to maximize student learning.	Exhibits progress and growing knowledge and skills to plan and manage instruction including non-instructional duties, transitions and class time to maximize student learning.	Clearly demonstrates strong, consistent knowledge and skills to plan and manage instruction including non-instructional duties, transitions and class time to maximize student learning.

Managing Student Behavior *(Instructional Decision Making)*

(13) 2.14s – 2.15s communicate and consistently enforce high and realistic expectations for students' behavior, ethical work habits, and ensure students understand behavior expectations and consequences for misbehavior; (2.13k-2.15k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to communicate and consistently enforce high and realistic expectations for students' behavior, ethical work habits and ensure students understand behavior expectations and consequences for misbehavior.	Exhibits progress and growing. knowledge and skills to communicate and consistently enforce high and realistic expectations for students' behavior, ethical work habits and ensure students understand behavior expectations and consequences for misbehavior.	Clearly demonstrates strong, consistent knowledge and skills to communicate and consistently enforce high and realistic expectations for students' behavior, ethical work habits and ensure students understand behavior expectations and consequences for misbehavior.

(14) 2.16s- 2.17s use effective and ethical methods and procedures for monitoring and responding to positive and negative student behaviors, and helping students to monitor their own behaviors; (2.16k-2.18k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use effective and ethical methods for	Exhibits progress and growing knowledge and skills to use effective and ethical	Clearly demonstrates strong, consistent knowledge and skills to use effective and ethical methods for monitoring

N/O (Not Observed)	1	2	3
	monitoring and responding to positive and negative student behaviors, and helping students to monitor their own behaviors.	methods for monitoring and responding to positive and negative student behaviors, and helping students to monitor their own behaviors.	and responding to positive and negative student behaviors, and helping students to monitor their own behaviors.

(15) 2.18s – 2.21s encourage a physical and emotional environment that is safe, inclusive, respects students' rights and dignity to promote and maximize learning. (2.19k-2.23k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to encourage a physical and emotional environment that is safe, inclusive, respects students' rights and dignity to promote and maximize learning.	Exhibits progress and growing knowledge and skills to encourage a physical and emotional environment that is safe, inclusive, respects students' rights and dignity to promote and maximize learning. .	Clearly demonstrates strong, consistent knowledge and skills to encourage a physical and emotional environment that is safe, inclusive, respects students' rights and dignity to promote and maximize learning.

PPR STANDARD III- IMPLEMENTING RESPONSIVE INSTRUCTION FOR ALL STUDENTS
Communication and Engaging Students in Learning *(Instructional Decision Making, Analysis of Student Learning)*

(16) 3.1s – 3.3s use effective communication (oral and written) and interpersonal skills (including verbal and nonverbal) to inform students of directions, content, and explanations accurately, clearly, and developmentally appropriate with necessary detail that demonstrates the teacher's commitment to student learning; (3.1k-3.3k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use effective communication (oral and written) and interpersonal skills (verbal and nonverbal) to inform students of directions, content, and explanations accurately, clearly, developmentally appropriate and detailed that demonstrates a commitment to student learning	Exhibits progress and growing knowledge and skills to use effective communication (oral and written) and interpersonal skills (verbal and nonverbal) to inform students of directions, content, and explanations accurately, clearly, developmentally appropriate and detailed that demonstrates a commitment to student learning	Clearly demonstrates strong, consistent knowledge and skills to use effective communication (oral and written) and interpersonal skills (verbal and nonverbal) to inform students of directions, content, and explanations accurately, clearly, developmentally appropriate and detailed that demonstrates a commitment to student learning...

(17) 3.4s-3.6s use effective questioning and discussion communication skills to promote active student inquiry, higher-order thinking, and problem solving to enable students to listen to others, reflect on and extend their own understanding of content and other possibilities; (3.4k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use effective questioning and discussion communication skills to promote active student inquiry, higher-order thinking, and problem solving to enable students to listen	Exhibits progress and growing knowledge and skills to use effective questioning and discussion communication skills to promote active student inquiry, higher-order thinking, and problem solving to enable	Clearly demonstrates strong, consistent knowledge and skills to use effective questioning and discussion communication skills to promote active student inquiry, higher-order thinking, and problem solving to enable

	to others, reflect on and extend their own understanding of content and other possibilities.	students to listen to others, reflect on and extend their own understanding of content and other possibilities.	students to listen to others, reflect on and extend their own understanding of content and other possibilities.

(18) 3.11s- 3.14s, 3.19s use research based instruction and assessment methods that demonstrate an analysis of student learning and ongoing assessment of student understanding to promote students' self-motivation for learning, pace instruction appropriately and flexibly in response to student needs, and engage all students intellectually and actively in the learning process. (3.8k-3.11k, 3.14k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use research based instruction and assessment methods that demonstrate an analysis of student learning and ongoing assessment of student understanding to promote students' self-motivation for learning, pace instruction appropriately and flexibly in response to student needs, and engage all students intellectually and actively in the learning process.	Exhibits progress and growing knowledge and skills to use research based instruction and assessment methods that demonstrate an analysis of student learning and ongoing assessment of student understanding to promote students' self-motivation for learning, pace instruction appropriately and flexibly in response to student needs, and engage all students intellectually and actively in the learning process.	Clearly demonstrates strong, consistent knowledge and skills to use research based instruction and assessment methods that demonstrate an analysis of student learning and ongoing assessment of student understanding to promote students' self-motivation for learning, pace instruction appropriately and flexibly in response to student needs, and engage all students intellectually and actively in the learning process.

Feedback *(Assessment Plan, Analysis of Student Learning)*

(19) 3.15s – 3.17s use appropriate communication and formats based on analysis of student's learning to provide individual students with timely feedback that is accurate, constructive, substantive, and specific to promote each student's ability to use the feedback to guide and enhance her/his learning. (3.12k, 3.13k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use appropriate communication and formats based on analysis of student's learning to provide individual students with timely feedback that is accurate, constructive, substantive, and specific to promote each student's ability to use the feedback to guide and enhance her/his learning.	Exhibits progress and growing knowledge and skills to use appropriate communication and formats based on analysis of student's learning to provide individual students with timely feedback that is accurate, constructive, substantive, and specific to promote each student's ability to use the feedback to guide and enhance her/his learning.	Clearly demonstrates strong, consistent knowledge and skills to use appropriate communication and formats based on analysis of student's learning to provide individual students with timely feedback that is accurate, constructive, substantive, and specific to promote each student's ability to use the feedback to guide and enhance their learning.

Flexibility and Responsiveness *(Instructional Decision Making)*

(20) 3.18s, 3.20s respond flexibly to and actively listen for student engagement or non-engagement in learning, and unanticipated learning/teaching opportunities to ensure all students learn and succeed. (3.15k, 3.16k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to respond flexibly to and actively listen for student engagement or non-engagement in	Exhibits progress and growing knowledge and skills to respond flexibly to and actively listen for student engagement or non-	Clearly demonstrates strong, consistent knowledge and skills to respond flexibly to and actively listen for student engagement or non-engagement in learning, and

	learning, and unanticipated learning/ teaching opportunities to ensure all students learn and succeed.	engagement in learning, and unanticipated learning/teaching opportunities to ensure all students learn and succeed.	unanticipated learning/teaching opportunities to ensure all students learn and succeed.

PPR STANDARD IV- DEMONSTRATING PROFESSIONALISM FOR ALL STUDENTS

Interacting and Communicating with Families (Analysis of Student Learning)

(21) 4.1k – 4.2k and 4.1s – 4.4s develop knowledge and skills, which demonstrate an understanding of the importance of families' involvement in their children's education, and working and communicating effectively with families in varied contexts.

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited development of knowledge and skills, for understanding the importance of families' involvement in their children's education, and working and communicating effectively with families in varied contexts.	Exhibits progress and growing development of knowledge and skills for understanding the importance of families' involvement in their children's education, and working and communicating effectively with families in varied contexts.	Clearly demonstrates strong, consistent development of knowledge and skills for understanding the importance of families' involvement in their children's education, and working and communicating effectively with families in varied contexts.

Professional Collaboration *(Reflection and Self-Evaluation)*

(22)   4.5s – 4.11s, 2.12s, 2.13s collaborate professionally with members of the school community including working with volunteers and paraprofessionals in accordance with district policies and procedures to achieve school and district educational goals to enhance instruction. by participating in decision making, problem solving, and sharing ideas and experiences; assume professional responsibilities and non-teaching duties outside the classroom, as appropriate (e.g., volunteer to participate in events and projects, lunch room duty, serve on committees). (4.3k -4.8k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to collaborate professionally with members of the school community including working with volunteers and paraprofessionals in accordance with district policies and procedures to achieve school and district educational goals to enhance instruction by participating in decision making, problem solving, and sharing ideas and experiences; assume professional responsibilities and non-teaching duties outside the classroom, as appropriate.	Exhibits progress and growing knowledge and skills to collaborate professionally with members of the school community including working with volunteers and paraprofessionals in accordance with district policies and procedures to achieve school and district educational goals to enhance instruction. by participating in decision making, problem solving, and sharing ideas and experiences; assume professional responsibilities and non-teaching duties outside the classroom, as appropriate.	Clearly demonstrates strong, consistent knowledge and skills to collaborate professionally with members of the school community including working with volunteers and paraprofessionals in accordance with district policies and procedures to achieve school and district educational goals to enhance instruction. by participating in decision making, problem solving, and sharing ideas and experiences; assume professional responsibilities and non-teaching duties outside the classroom, as appropriate.

Continuing Professional Development (Reflection and Self-Evaluation)

(23) 4.12s- 4.15s use evidence of self-assessment to identify teaching strengths, challenges, and potential problems, improve teaching performance by seeking and participating in various types of professional development opportunities to enhance content, pedagogical and assessment knowledge and skills; (4.9k-4.12k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited knowledge and skills to use evidence of self-assessment to identify teaching strengths, challenges, and potential problems, improve teaching performance by seeking and participating in various types of professional development opportunities to enhance content, pedagogical and assessment knowledge and skills.	Exhibits progress and growing knowledge and skills to use evidence of self-assessment to identify teaching strengths, challenges, and potential problems, improve teaching performance by seeking and participating in various types of professional development opportunities to enhance content, pedagogical and assessment knowledge and skills.	Clearly demonstrates strong, consistent knowledge and skills to use evidence of self-assessment to identify teaching strengths, challenges, and potential problems, improve teaching performance by seeking and participating in various types of professional development opportunities to enhance content, pedagogical and assessment knowledge and skills.

(24) 4.16s - 4.19s use knowledge of legal and ethical requirements to guide professional behavior, maintain accurate student records, and advocate for students and the profession. (4.13k-4.18k)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited use knowledge of legal and ethical requirements to guide professional behavior, maintain accurate student records, and advocate for students and the profession.	Exhibits progress and growing use knowledge of legal and ethical requirements to guide professional behavior, maintain accurate student records, and advocate for students and the profession.	Clearly demonstrates strong, consistent knowledge and skills to use knowledge of legal and ethical requirements to guide professional behavior, maintain accurate student records, and advocate for students and the profession.

Comments/Observations:

Texas Education Agency, (2010). *Pedagogy and Professional Responsibilities Standards Early Childhood-Grade 12*. Retrieved from http: //www.sbec.state.tx.us/sbeconline/standtest/standards.
Renaissance Partnership for Improving Teacher Quality Project, (2002). *Teacher Work Sample*. Retrieved from http://uni.edu/itq

SHSU Dispositions/ Diversity Proficiencies (DDP) for Undergraduate Programs Rubric for Assessment

This portion of the evaluation is completed by the candidate, mentor teacher, and university professional. **Step 1:** During student teaching, candidates are required to submit 1 or 2 pieces of evidence reflecting progress toward proficiency of each DDP for evaluation by the mentor teacher and/or university supervisor. **Step 2:** During student teaching, the mentor teacher and/or university supervisor will evaluate the candidate based on observation and the evidence using the rubric.

1.   Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to professional growth and instruction.	Exhibits progress towards an attitude of reflection and thoughtfulness about professional growth and instruction.	Clearly demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.

2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited commitment to technology use.	Exhibits progress towards a commitment to use technology.	Clearly demonstrates a strong, consistent commitment to use of technology.

3. Practices ethical behavior and intellectual honesty. (CF 3)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited commitment to ethical behavior and intellectual honesty.	Exhibits progress towards demonstrating ethical behavior and intellectual honesty.	Clearly demonstrates ethical behavior and intellectual honesty.

4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited thoughtfulness in communication or awareness and appreciation of varying voices.	Exhibits progress towards demonstrating thoughtfulness in communication and an awareness and appreciation of varying voices.	Clearly demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.

5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited commitment to learners' individual needs.	Exhibits progress towards demonstrating knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners	Clearly demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.

6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to understanding and exhibiting respect for diverse populations.	Exhibits progress and growing dedication to understanding and exhibiting respect for diverse populations.	Clearly demonstrates a strong, consistent commitment to understanding and exhibiting respect for diverse populations.

7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of the purpose of assessment.	Exhibits progress towards demonstration that assessment is viewed as a tool to evaluate learning and improve instruction.	Clearly demonstrates, through documentation, that assessment is viewed as a tool to evaluate learning and improve instruction.

8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited commitment to literacy, inquiry, and reflection.	Exhibits progress towards demonstrating a commitment to literacy, inquiry, and reflection.	Clearly demonstrates a commitment to literacy, inquiry, and reflection.

9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited awareness of or commitment to leading students to higher level thinking in cognitive, affective and psychomotor domains.	Exhibits progress towards a belief in leading students to higher level thinking in cognitive, affective and/or psychomotor domains.	Clearly demonstrates a belief in leading students to higher level thinking in cognitive, affective and psychomotor domains.

10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

N/O (Not Observed)	1 Rarely (Unsatisfactory)	2 Sometimes (Exhibits Progress)	3 Consistently (Proficient)
	Exhibits limited commitment to learners' individual needs	Exhibits progress towards a commitment to adapting instruction or programs to meet the needs of diverse learners.	Clearly demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.

Comments/Observations:

Syllabus Addendum for Student Teachers
Focused Content Evaluation (FCE) in Math, Social Studies, Art, and Foreign Language, and the FCE-Physical Education for EC-12 Physical Education Student Teachers

To improve programs, address national accreditation standards, and implement actions identified in the continuous review process of Educator Preparation Programs at SHSU, numerous program areas have aligned themselves with national Specialty Program Areas (SPA). Among them, Math, Social Studies, Foreign Language and *Physical Education SPAs have established criteria related to the content evaluation of SHSU student teachers and content evaluator qualifications.

- *EC-12 Physical Education (**Classroom Mentor Teachers** will evaluate each half of the semester using the Physical Education Evaluation Instrument).
- Math 8-12 (Taught math at the secondary level)
- Social Studies 7-12 (graduate studies in teaching Social Studies)
- Foreign Language 8-12 (foreign language educator knowledgeable about current instructional approaches)
- Art EC-12

MATH, SOCIAL STUDIES, FOREIGN LANGUAGE, ART
Math, Social Studies, and Foreign Language, and Art student teachers will be observed and evaluated by a qualified Focused Content Observer (FCO) who is secured by the university. The FCO may be full-time university faculty, a university supervisor or other qualified evaluator secured by the university.

These student teachers will be expected to present lesson plans to the FCO in advance of the observation. FCOs who are not the student teacher's University Supervisor will be responsible for scheduling an observation of a class (a minimum of 40 minutes) where the student teacher is actively engaged in teaching a lesson that demonstrates knowledge in their content area/teaching field.

Following the observation, the Focused Content Observer will conference with the student teacher to discuss the class activity and the related evaluation.

University Supervisors can serve as their student teacher's Focused Content Observer. Meeting the content evaluator qualifications, they will base their Focused Content Evaluation on one or more of their scheduled "Form A" observations, and will include discussion of the Focused Content Evaluation with their student teacher in at least one of the post-observation conferences.

FCOs will submit their evaluation online on Tk20 within one week of the observation.

Student Teacher Evaluation of Classroom Mentor Teacher

Sam Houston State University teacher candidates placed into the public schools during the student teaching semester are asked to thoughtfully respond to the following items as related to their classroom mentor teacher. Feedback will be analyzed and utilized for training to improve the pool of future mentor teachers.

I. CLASSROOM MENTOR TEACHER BACKGROUND INFORMATION

To assist in determining the diversity of classroom mentor teachers, please respond to the following items to the best of your knowledge:

Gender: ○Male ○Female **Degree Status:** ○Bachelor's ○Master's ○ Doctorate

Race/Ethnicity: ○American Indian/Alaskan Native ○Asian or Pacific Islander
○Black (not of Hispanic origin) ○ Hispanic
○White (not of Hispanic origin) ○Other

II. SHSU EXPECTATIONS FOR CLASSROOM MENTOR TEACHERS

To assist SHSU in assessing the level of support provided for student teachers, please respond **"Yes" or "No"** (or "not applicable") to the following items.

My classroom mentor teacher:

1. Took time to plan lessons with me.

2. Observed my teaching.

3. Provided feedback.

4. Worked with me to establish effective classroom management procedures for my classroom.

5. Was prepared for the role of mentor for a student teacher.

6. Had mentor training or previous experience mentoring student teachers.

7. Provided appropriate curriculum guides, policy manuals, and materials.

8. Provided a tour of the building.

9. Arranged for me to observe in other classrooms.

10. Arranged for me to attend relevant professional development activities.

11. Encouraged me to ask questions.

12. Introduced me to the principal and other staff members.

13. Explained policy procedures for technology (copyright, fair use policy, etc.) to be used in the classroom.

14. Facilitated opportunities for me to interact with student families through school activities, parent teacher conferences, ARD (Admission, Review Dismissal) meetings, etc.

15. Provided opportunities for me to use information technology to support teaching and learning.

16. Worked with me to evaluate student outcomes and plan for improved student learning.

III. TEACHING PROFICIENCIES OF THE CLASSROOM MENTOR TEACHER

With the expectation that classroom mentor teachers model the Texas Pedagogy and Professional Responsibility Standards, please indicate with what frequency you observed the following teaching proficiencies in your mentor.

1 = never   2 = rarely   3 = frequently   4 = most of the time
X = not observed/not applicable

Pedagogy And Professional Responsibilities Standards For Texas Educators

DOMAIN I

1. Competency 001
Demonstrated an understanding of human developmental processes and applied this knowledge to plan instruction and ongoing assessment that motivated students.

2. **Competency 002**
Demonstrated an understanding of student diversity and knew how to plan learning experiences and design assessments that were responsive to differences among students and that promoted all students' learning.

3. **Competency 003**
Demonstrated an understanding of procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

4. **Competency 004**
Demonstrated an understanding of learning processes and factors that impact student learning and demonstrated this knowledge by planning effective, engaging instruction and appropriate assessments.

DOMAIN II

5. **Competency 005**
Knew how to establish a classroom climate that fostered learning, equity, and excellence and used this knowledge to create a physical and emotional environment that was safe and productive.

6. **Competency 006**
Demonstrated an understanding of strategies for creating an organized and productive learning environment and for managing student behavior.

7. **Competency 007**
Demonstrated an understanding and applied principles and strategies for communicating effectively in varied teaching and learning contexts.

DOMAIN III

8. **Competency 008**
Provided appropriate instruction that actively engaged students in the learning process.

9. **Competency 009**
Incorporated the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

10. **Competency 010**
Monitored student performance and achievement; provided students with timely, high-quality feedback; and responded flexibly to promote learning for all students.

DOMAIN IV

11. **Competency 011**
Demonstrated an understanding of the importance of family involvement in student's education and knew how to interact and communicate effectively with families.

12. **Competency 012**
Enhanced professional knowledge and skills by effectively interacting with other members of the educational community and participated in various types of professional activities.

13. **Competency 013**
Demonstrated an understanding and adhered to legal and ethical requirements for educators and was knowledgeable of the structure of education in Texas.

Adopted fall 2009

Student Teacher Evaluation of University Supervisor

Sam Houston State University teacher candidates at the conclusion of the student teaching semester are asked to thoughtfully respond to the following items as related to their university supervisor. This feedback will be analyzed and utilized for training and to improve the student teaching experience.

Using the criteria below, please rate the professional support you received from your university supervisor:

1 = below expectations	2 = meets expectations	3 = exceeds expectations

4 = outstanding   X = not observed/not applicable

Pedagogy and Professional Responsibility Standard I – Has Knowledge of Relevant Content:

1. Had a thorough knowledge of procedures for the student teaching experience.
2. Conveyed expectations of you as a student teacher at his/her initial orientation meeting.
3. Sought to find answers to your questions if the answer was not known when first asked. (select X if not applicable)

PPR Standards III and IV – Engages Student, Provides Timely, Quality Feedback, Fulfills Professional Responsibilities:

4. Followed scheduled observations with a face-to-face conference (on the same day) and written comments on "Form A."
5. Spent an appropriate amount of time (minimum 40 minutes per evaluation) observing you instructing in the classroom.
6. Incorporated appropriate practices to assess your teaching skills.

PPR Standard III – Utilizes Effective Communication Techniques:

7. Informed you of your progress during the semester.
8. Was available to you via phone and email.
9. Responded in a timely manner to your communications.
10. Communicated with the classroom mentor teacher(s) throughout the semester.
11. Assisted with challenges you encountered in interactions with classroom mentor teachers and other public school faculty/staff. (select X if not applicable)

PPR Standards II, IV - Creates Environment of Respect. Fulfills Professional Responsibilities:

12. Established collegial rapport that facilitated your professional growth.
13. Kept scheduled observations/appointments with you.
14. Interacted professionally with you.
15. Interacted respectfully with you.

Technology Applications Standard II, IV - Uses Task-Appropriate Tools, Communicate in Different Formats:

16. Established and facilitated at least TWO on-line group discussions on *Blackboard* Discussion Board (or facilitated your joining another supervisor's Discussion Board).

PPR Standard II, III, and IV – Instructs Responsively, Fosters Learning Climate, Fulfills Professional Responsibilities:

17. Conveyed an interest in your progress throughout the semester.
18. Was sensitive to your needs as an individual student teacher.
19. Enhanced your student teaching experience.
20. Helped you become a better teacher.
21. Overall, please rate your university supervisor.

Adopted Fall 2009

University Supervisor Evaluation of Classroom Mentor Teacher

"The University Supervisor Evaluation of Classroom Mentor Teacher" is completed by the University Supervisor. It will be completed on-line through Tk20. On the actual evaluation, the Classroom Mentor Teacher will be rated on a scale of 1 to 5 on 9 items (an indication of "not observed" will not affect a student's score).

X = Not Observed/Don't Know/Not Applicable
1 = to an unsatisfactory degree
2 = to a basic/low degree
3 = to an acceptable degree
4 = to a proficient degree
5 = to a distinguished degree

1. To what degree do you believe the classroom mentor teacher provided the student teacher with an independent work space to review guidebooks, textbooks, grades, lesson plans, etc?

2. To what degree do you believe the classroom mentor teacher offered frequent and regular constructive feedback for improvement regarding performance?

3. To what degree do you believe the classroom mentor teacher used a variety of methods to analyze student teacher performance?

4. To what degree do you believe the classroom mentor teacher assumed a collaborative role to assist the student teacher in developing professional skills?

5. To what degree do you believe the classroom mentor teacher demonstrated realistic and fair expectations of him/her?

6. To what degree do you believe the classroom mentor teacher guided your student teacher through the entire placement?

7. To what degree do you believe the classroom mentor teacher demonstrated familiarity with the Student Teacher Guidelines and the Mentor Teacher responsibilities?

8. To what degree do you believe the classroom mentor teacher completed required evaluations and paperwork (Form B, C, and D)?

9. To what degree do you believe the classroom mentor teacher communicated with the university supervisor early in the placement?

Please provide additional comments:

Created July 2008

Tk20 for Student Teachers:

Surveys:

- Evaluations of first Mentor Teacher
- Evaluation for second (or only) Mentor Teacher
- Evaluation of University Supervisor
- Evaluation of Program
- Surveys will be sent out separately- email notification to complete
  - Evaluations of first Mentor Teacher (near end of first placement)
  - Evaluation for second Mentor Teacher (near end of second placement)
  - Evaluation of University Supervisor (same)
  - Evaluation of Program (same)
- Incomplete Surveys will appear on your Home menu
- Late Incomplete Surveys will appear on your Task menu.
- Don't be one of those people wo we have to contact individually!

APPENDIX B

1. Sam Houston Standards of Professional Conduct- Code of Conduct for Student Teaching

2. Roles and Procedures for the Professional Concerns Committee

3. Student Rights in Deliberations of Professional Concerns Committee

4. Notice to Constituents of Complaint Rights

STANDARDS OF PROFESSIONAL CONDUCT
FOR STUDENTS IN FIELD EXPERIENCES AND STUDENT TEACHING

Sam Houston State University

Teachers have a responsibility for professional behavior and conduct at all times, as stated in the *Code of Ethics and Standard Practices for Texas Educators*. Sam Houston State University's Educator Preparation Program expects the highest standards of professional conduct during teacher preparation training and field-based experiences. The following categories describe, in general, the level of professionalism expected of its teacher candidates.

I. Attendance and Punctuality

Attendance and punctuality are required for all classes, tests, seminars, group meetings, small and large group collaboration, and for all field-based experiences.

II. Professional Attitude

The teacher candidate's maturity and commitment to the profession of teaching will be reflected by his/her positive attitude. Keeping a positive, professional attitude is crucially important to one's course work and field experiences.

III. Professional Communication Skills

Professionalism in the teacher candidate's interactions with public school and university personnel and other teacher candidates implies (1) active listening, (2) thoughtful responses, and (3) active participation in class and field-based experiences. Assuming full professional responsibility also means contributing to small and large group interactions, planning sessions, and assuming an active role in one's professional development.

The teacher candidate's professional reputation and that of the University rests in one's field experiences. Professional behaviors will communicate the student's integrity and character. These professional behaviors include how well one articulates his/her ideas and beliefs in facilitating instruction, the speech they use, interactions with their peers, regard for school district dress and appearance guidelines, and the highest respect for teacher-student relationships.

Teacher candidates are not to 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or 2) take pictures of P-12 students. Teacher candidates are to communicate with P-12 students only concerning academics or classroom learning. All teacher candidates should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information.(added Jan. 2011)

It is extremely important to respect and honor the confidentiality of all interactions with school districts, administrators, teachers, and students during field experience.

IV. Honesty and Ethical Behavior Reflecting Good Character

It is imperative, of course, that the teacher candidate's actions communicate personal and professional integrity. For any assignments and examinations, students in field experiences and student teaching will adhere to the University policy of personal responsibility for one's own work and uphold the Pedagogy and Professional Responsibilities Standard IV., "The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession."

I have carefully read and agree to abide by these guidelines for professionalism and ethical behavior. I further agree that I am responsible for information related to my program and my field experience that is posted on the Educator Preparation Services website.

_____   _____   _____   _____

Name (Please Print)   Signature *   District   Date

*Teacher candidates should expect to acknowledge these standards and the *Code of Ethics and Standard Practices for Texas Educators* multiple times during their program.

SHSU College of Education
Role and Procedures for the Professional Concerns Committee

The **Professional Concerns Committee** represents the faculty and administration of the Educator Preparation programs of the College of Education for the purpose of providing feedback regarding student dispositions to candidates and to develop recommendations for action of the College administration and/ or the University administration, when required. This committee provides guidance to candidates and on occasion requires a hearing for candidates with professional dispositions concerns. The committee is a standing committee in the College of Education and is composed of representative faculty from the Educator Preparation programs across the University. The Professional Concerns Committee of the College of Education will investigate alleged violations of the **Professional Standards of the College of Education** or the **Code of Student Conduct and Discipline**, following the procedures in section 5.61 and 5.62 of that Code.

During the investigation of an allegation, if the student is available, the committee will give the student an opportunity to explain the incident. If the committee concludes that the student has violated a System or component policy, the committee will determine (but not assess) an appropriate disciplinary penalty.

1. The committee will discuss its findings and determination of an appropriate penalty with the student, if the student is available, and will give the student an opportunity either to accept or reject the committee's decision.
2. If the student accepts the committee's decision, the student will so indicate in writing and waive his or her right to a hearing. The committee may then recommend to the Dean of the College or the appropriate administrator that the disciplinary penalty be assessed.
3. If the student does not accept the committee's decision or does not waive his or her right to a hearing, a disciplinary hearing will be scheduled by the Dean of Students in accordance with Subsections 5.7 and 5.10 of the Student Code of Conduct and Discipline.

   If the student does not execute a written waiver of the hearing process, then the committee chair shall prepare a written statement of the professional concern(s) and of the evidence supporting such concerns, including a list of witnesses and a brief summary of the testimony to be given by each and shall send a notification of such charges and statement to the Dean of Students and to the candidate by certified mail, return receipt requested, addressed to the address appearing in the Registrar's records, or shall hand deliver said document with the student signing a receipt.

1. The following rights apply to a student who is referred for action to the Professional Concerns Committee by the College of Education administration, faculty or staff, a University Student Teaching Supervisor or a school district employee at a field experience site.
   a. Right to be informed in writing of all concerns before any hearing may proceed.

   b. Right to waive the notice of referral,

   c. Right to reasonable access to the hearing files, which shall be maintained by the Professional Concerns Committee chairperson,

   d. Right to be accompanied by a counselor or advisor who may advise the student privately outside the meeting area. Such a counselor or advisor may not attend the hearing or appear in lieu of the student.

   e. Right to review evidence used in disciplinary action against him.

   f. Right to appeal the decision through the appropriate University channels. However, neither party may appeal if the committee determines that the concerns about the candidate's professionalism are true, but the only punishment assessed is verbal or written warning or disciplinary probation.

2. A student may not be expelled or suspended prior to an administrative interview by Dean of Students. However, when the presence of a student on campus poses continuing danger to persons or property or presents an ongoing threat of disrupting the academic process on the University campus or a public or private school field experience site, an interim suspension may be imposed. A hearing or administrative interview by the Professional Concerns Committee or the Dean of Students will be scheduled as soon thereafter as practicable.

3. The above stated list of rights is not necessarily exhaustive; and, the student is advised to consult the Code of Student Conduct and the Rules and Regulations of the Board of Regents, Texas State University System for an unabridged enumeration of his or her rights.

APPENDIX C

FERPA Consent to Release Educational Records and Information

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Educator Preparation Services of Sam Houston State University to disclose educational records specifically listed below and any information contained therein to the organizations and individual(s) identified below. Release of these records facilitates educational field based experiences. Please read this document carefully and fill in all blanks.

I, _____**[print full name]** am a candidate at the Sam Houston State University Educator Preparation Services Program and hereby give my voluntary consent and authorize the program to release records as follows:

A. To disclose the following records:
- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES test score results

B. To the following person(s):
- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:
- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internships.

_____   _____

Signature of Candidate   Date

District:
Sam ID Number:
Date of Birth:
Email:
Phone Number:

Join us on
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@SHSUCOLLEGEOFED

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