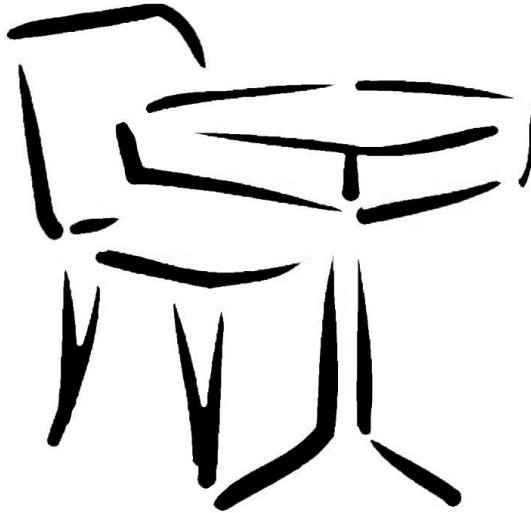




**College of Professional Education**  
**Professional Development Center**

# INTERN HANDBOOK



P. O. Box 425769 • Stoddard Hall, Room 202 • Denton, Texas 76204  
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Website: [www.twu.edu/professional-development-center](http://www.twu.edu/professional-development-center)

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The purpose of this handbook is to serve as a guide. The information enclosed is accurate at the time of printing; however, policies are subject to change based on state guidelines. Check with an advisor before making a major decision based on the contents of this handbook. Email is the best way to make first contact with an advisor.

Send suggestions and comments about this handbook to [mwilliamslaing@twu.edu](mailto:mwilliamslaing@twu.edu).

For the latest information check our website at [www.twu.edu/professional-development-center](http://www.twu.edu/professional-development-center).

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Texas Woman’s University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501] to award baccalaureate, master, and doctoral degrees.

## Teacher Education Admission Requirements

Students must submit an “Application to the Teacher Education Program.” Applications may be obtained from the Office of Student Support Services in Stoddard Hall, Room 211 or online at [www.twu.edu/teacher-education/forms-handbooks.asp](http://www.twu.edu/teacher-education/forms-handbooks.asp). Full admission to the Teacher Education Program (TEP) must be achieved prior to enrolling in Pedagogy and Professional Responsibility (PPR) coursework (EDUC courses) and includes the following requirements:

### **Post-Baccalaureate and Graduate:**

- A bachelor’s degree from an accredited college or university
- 3.0 GPA in the last 60 hours with at least a 2.5 overall OR 3.0 GPA overall
- Program Admission Tests: TASP/THEA Scores: Reading 260, Math 240, Writing 240 OR
- Accuplacer Scores: Reading 80, Math 65, Writing 82/6 OR ACT Scores: Verbal 19, Math 19, Composite 23; OR SAT Scores: Verbal 500, Math 500, Composite 1070 (ACT and SAT scores cannot be more than five years old.)
- Signed Commitment Contract acknowledging awareness and understanding of the Teacher Education Program Dispositions Policy

## **Admission into Intern Program**

1. Earn a passing score on the Content Area TExES Examination. Applicants seeking secondary certification in a field for which there is no corresponding test must demonstrate competence by the successful completion of a minimum of 24 semester credit hours in the content area for which certification is being sought. All students seeking certification must achieve full admission to the Teacher Education Program at TWU.
2. Completion of EDUC 5113, 5123, 5131, 5133, and 5143 with a grade of B or higher (Post - Baccalaureate students must achieve a “C” or better).
3. 3.0 or higher cumulative GPA on master’s coursework at TWU (Post-Baccalaureate students must maintain a 2.75 or higher cumulative GPA).
4. Completion of the practice or actual TExES Pedagogy and Professional Responsibility (PPR) exam for your grade level.
5. Submit a letter of recommendation from your faculty advisor verifying your eligibility for the Graduate Internship.
6. Request a Statement of Eligibility for Internship.
7. Secure employment as a teacher-of-record.
8. Complete Application for Probationary Certification for internship online at [www.tea.state.tx.us](http://www.tea.state.tx.us).
9. Complete Fingerprinting Application for national criminal history check.
10. Enroll in EDUC 5936 – Internship in Teaching for each of two long semesters for a total of 12 semester credit hours for the internship.

## Internship Mentoring/Supervision

Once a student is accepted into Texas Woman's University's MAT program or Post-Baccalaureate program, he/she can elect to satisfy his/her professional practicum requirements through an internship or through traditional student teaching. If the student selects the internship, he/she must meet requirements of the "No Child Left Behind Act" (NCLB), which includes holding an undergraduate degree and passing his/her content area TExES exam or completing a minimum of 24 hours in his/her area of certification (middle and secondary placement) if a state exam is not available. If the student is hired as the "teacher-of-record" on a one-year probationary contract by a school district, the student must enroll in a two-semester internship program and he/she is assigned a university supervisor. (The university supervisor is an expert in his/her field of study and is certified to supervise students in their specific discipline.)

Employing school district assigns a veteran teacher to serve as a peer mentor for the one-year internship.

### University Supervisor

In partnership with the campus mentor, the university supervisor provides coaching to help the intern develop effective teaching strategies, communication strategies with students and parents, and classroom management and organization skills. The university supervisor also provides the intern emotional support and guidance in decision-making.

### Observation Visits and Feedback

The university supervisor visits the intern a minimum of 6 times each semester. During the first visit, the university supervisor meets with the campus mentor and the intern to review goals, objectives and expectations for the internship. During each subsequent visit, the university supervisor observes the intern's teaching performance and provides feedback based on a Visitation Report which addresses the following indicators:

- Delivering of comprehensive instruction to teach state-adopted competencies
- Making content accessible by explaining the content clearly and reinforcing the material so students understand the lesson
- Clearly communicating instructional objectives to students to ensure active participation by all students
- Planning instruction that is comprehensive in relation to the subject and in accordance with state competencies
- Allocating instructional time to maximize student achievement
- Improving his/her teaching through self-assessment and reflection by engaging in a cycle of planning, teaching, reflecting, identifying problems and applying new strategies
- Using informal and formal, as well as formative and summative assessments to analyze student work
- Developing and maintaining effective classroom management and student behavior.

### Benchmarks and Assessments

At the conclusion of each semester, the university supervisor and campus mentor will meet to review the intern's performance and assign a grade for the semester using the Evaluation of Professional Teaching Intern Performance, a form which addresses the following criteria:

- **Student Participation** – establishes and sustains a level of student rapport and a classroom environment that promotes learning

- **Learner-centered Instruction** – designs learning activities that engage students in meaningful activities that equally promote self-directed and reflective learning
- **Evaluation and Feedback** – learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions
- **Classroom Management** – sustains classroom management by establishing clear guidelines
- **Professional Communication** – communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his/her language to the abilities of all students in the class
- **Relationships** – encourages rapport and mutual respect among students, teachers, staff and the community
- **Responsibilities** – places a high priority on teaching and exhibits professionalism in his/her interaction with peers and students, and, performs tasks which measure his/her ability to fulfill the responsibilities of teaching to ensure student learning

Additional benchmarks include submitting:

- Detailed weekly schedules to the university supervisor
- Completed Class Background Survey by the third week of the first internship semester
- Completed Lesson Plan for each observation
- Reflections of each lesson delivered and observed
- Implementing suggestions made by the university supervisor
- Attaining an overall acceptable rating (at least Beginning Competent) on observations conducted by the university supervisor, campus mentor, and if appropriate, the principal
- Successfully passing the Pedagogy and Professional Responsibility TExES exam

## **Mentor Teacher**

Mentor teachers are one of the most important resources in the intern teaching experience. They serve as professional mentors for interns – the confidantes, the cheerleaders, the trusted counselors. Of all the contacts the intern has, few are remembered as well as the mentor teacher. For that reason, mentor teachers are selected by the school district with care and with the knowledge that their experience will provide a nurturing environment for the intern. It is of primary importance that the intern process be a positive experience for both the intern and the mentor teacher. Given their importance, we trust the mentor teachers will assist the interns in the following ways:

### **Responsibilities**

- Introduce intern to administrators and school staff.
- Serve as a model for the intern’s observations. Maintain a climate that allows the intern to develop the skills necessary for success in teaching.
- Encourage the intern to collaboratively make decisions leading to development of independence of his/her own teaching strategies.
- Acquaint the intern with resources (both material and human) which might aid in understanding the program and population served by that program.
- Develop a plan that identifies expectations and responsibilities for the duration of the internship experience.
- Utilize the Mentor Teacher Observation of Intern Form and observe and critique the intern’s performance on a frequent and continual basis. Conduct conferences to provide constructive feedback and provide evaluations of his/her teaching to the intern and university supervisor.

- Allow the intern to formally observe mentor's teaching the first two weeks of the semester utilizing the Intern Lesson Observation Form.
- Communicate with intern's university supervisor regarding progress, concerns, etc.
- Complete and discuss the final evaluation form and discuss it with the intern at the final three-way conference.
- Recommend a final grade that is reflective of the intern's performance to the university supervisor and return all evaluation forms.

### **Suggestions for Mentor Teachers**

- Provide the intern with a packet of materials pertinent to the mentor's school (e.g., handbook, school rules, staff list, mentor's home phone or cell number).
- Acquaint the intern with appropriate student records and explain the manner in which they are to be kept and used, including the importance of confidentiality.
- Support the intern in developing classroom management strategies.
- Share "helpful hints," resources or interesting anecdotes.
- Provide opportunities for team planning and team teaching with the intern in the early weeks of the experience.
- Be specific, use examples, and provide a rationale when communicating with the intern, especially when providing feedback or constructive advice.
- Conduct conferences on a regular basis so the intern can gain insight into his/her teaching behaviors.

### **Mentor Teacher Initial Orientation Conference**

- It is important to establish a good working relationship with the intern. The mentor and intern's first conference together is a good time to get things started on a positive, firm footing.
- Try to get to know each other as individuals by discussing backgrounds, interests, hobbies, and concerns. Exchange phone numbers and email addresses at this time.
- Spend some time clarifying roles, responsibilities, and expectations.
- Identify and discuss the concerns of the intern as he/she begins his/her teaching assignment.
- Provide some background on the school.
- Clarify any questions about policy or regulations the intern might have.
- Share the mentor's Classroom Management Plan as well as the school's Behavior Management Plan with the intern.

## **Internship**

Intern secures employment as the "teacher-of-record," EC-12, depending on certification with a school district.

**Texas Woman's University internship requirements are above and beyond any responsibilities assigned by the district in conjunction with employment as a teacher-of-record.** Texas Woman's University assigns a mentor faculty member to supervise the intern throughout the internship. The university supervisor is an expert in his/her field of study and is certified to supervise students in their specific discipline.

The university supervisor visits the intern 6 times each semester. During each visit, the university supervisor observes the intern's teaching performance and provides feedback based on a Visitation Report.

## Intern Program

### ■ PROFESSIONAL STANDARDS

Interns are members of the school staff; thus, they are obligated to follow the policies which all staff members in the school system follow.

### ■ ASSESSMENT

The purpose of the internship semesters in the practice-based program is two-fold:

- To learn about content, pedagogy, technology, classroom behavior management and assessment/evaluation through course content.
- To learn about schools, students, planning, and the teaching and learning process by working in a practice-based setting with mentor teachers and university supervisors.

### ■ PROFESSIONAL DEVELOPMENT SEMINARS

As a required field experience for teacher certification students, the program provides a time for learning, experimentation, critical analysis and practice. In so doing, interns are required to attend two mandatory Saturday professional development seminars and departmental seminars during each semester.

### ■ EVALUATION

Both the campus mentor and the university supervisor will jointly evaluate the intern's performance and provide feedback to the intern on a regular basis. However, the university supervisor is ultimately responsible for the intern's final evaluation and grade. The intern should discuss any questions regarding his/her final grade with the university supervisor or the director of the Professional Development Center.

### ■ TIME COMMITMENT

Interns are employees of the district, and thus are required to maintain the same school day as all employees of the district. Examples include:

- Staff meetings
- Parent and teacher meetings
- Student performances or athletic events
- In-service meetings

### ■ HOLIDAYS

Interns will observe their assigned school districts' holiday schedules.

### ■ ABSENCES

If an intern cannot avoid an absence, the intern is responsible for immediately notifying the following individuals on each day of the absence (before the beginning of the school day):

- Follow district policy for absences to determine the person to contact
- School Principal
- University Supervisor
- Director of the Professional Development Center

Under no circumstance should an intern be absent without notifying the school.

■ **CLASSROOM MANAGEMENT**

It is normal for an intern to be concerned about classroom management. During the beginning week of the assignment, interns should meet with their school principal to discuss the school district's discipline plan and review his/her management plan.

Some of the following measures may help build the type of teacher-pupil relationship, which prevents management problems.

- Establish a climate that promotes fairness and respect for each student
- Seek to attain a high degree of participation
- Learn and make use of names quickly
- Be alert, redirect inappropriate, off-task or disruptive behavior promptly and consistently
- Encourage self-discipline and self-directed learning in the classroom, corridors and lunchroom
- Exhibit poise, dignity and calmness at all times
- Stop little things before they gain momentum
- Be warm and friendly, but be firm

■ **DUE PROCESS**

An intern may experience problems during the internship experience. If an intern encounters difficulties, he/she should schedule a quiet time to consult with the principal and express his/her concerns.

If the problem persists, the intern should contact the university supervisor to discuss his/her concerns. If the situation is not a personnel issue, the university supervisor will schedule a meeting with the intern and principal to carefully review the circumstances and collaboratively devise a plan of action, or Growth Plan to address the situation.

If a solution cannot be found, the university supervisor and director of the Professional Development Center will jointly recommend options to the intern, which may involve failing EDUC 5936, Professional Internship.

■ **GROWTH PLAN**

When the progress of an intern's professional development, as determined by the university supervisor and mentor teacher, and the director of the Professional Development Center, and/or department chair or principal, is less than should be demonstrated at a given point in the intern's experience, corrective actions should be suggested and the intern's progress evaluated. The university supervisor, in consultation with the campus mentor, will assess the intern's progress and develop a Growth Plan. These steps will be followed to establish expectations for the intern and a time-line for demonstration of expected behaviors.

Concerns should be summarized under appropriate areas like instruction, communication, professional development, compliance with policies/procedures, management of time/materials, and include any other areas for development.

■ **GRADE APPEAL**

Texas Woman's University provides the following grade appeal process for students who are dissatisfied with a grade:

- Student contacts instructor with concerns. If an agreeable solution is not found, the student will make a formal appeal. This appeal must occur in writing, within 10 regular business days (that TWU is in session) after the grades are posted (typically the Monday after a

semester ends). Written appeal should include all paperwork the student has concerning the class (i.e., syllabus, assignments, papers and evaluations returned to the student), and written justification.

- If not satisfied with formal grade, student makes appointment with department chair to formally appeal at this level.
- The department chair will ask for the documentation gathered at the first meeting and will request all materials that the university supervisor has concerning this student's grade (i.e., all assignments, evaluations, etc. not returned to the student's possession). A copy of the grade distribution (with all names, except appealing student, blacked out) and grading scale should be turned in to the chair. The department chair will review all materials and may meet with both student and university supervisor. If student is dissatisfied with the department chair's decision, the student writes a letter of appeal to the Dean of the College of Professional Education and each party forwards the already reviewed packet of information to the Dean.
- The Dean will review the request, the student's and university supervisor's documents, and will meet with the student, university supervisor and department chair as needed to review and clarify the request. The Dean will review all materials and render a decision in writing. Graduate students may appeal to the Graduate School Dean after this point.
- For additional information go to <http://www.twu.edu/downloads/cope/cope-grade-appeal-process.pdf>

#### ■ DISPOSITION POLICY

The Teacher Education Program (TEP) focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering classroom learning environments.

Dispositions are a vital component of teacher preparation. According to the National Council for Accreditation of Teacher Education (NCATE), they are defined as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." Prospective teachers at Texas Woman's University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation as professional educators.

Upon making application to the Teacher Education Program, students will be provided a copy of the dispositions for teaching established by TWU's Professional Education Council. An explanation of these dispositions also will be included on the College of Professional Education (COPE) and Department of Teacher Education websites, in Curriculum & Instruction course syllabi, in the Teacher Education Program Student Handbook and in the Intern Handbook.

Along with the TEP application, each student will submit a signed Commitment Contract acknowledging his/her awareness and understanding of the dispositions. Over the course of their preparation program, students will be evaluated to ensure they are upholding the standards spelled out in the dispositions for teaching policy. This policy will apply only to those students seeking teacher certification through TWU.

#### Professional Dispositions for Teaching

1. Exhibits sound and professional judgment by following established university or public school policies when interacting with peers, students, parents, or members of the community.
2. Maintains confidentiality of student records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.

4. Demonstrates professional appearance and uses appropriate hygiene.
5. Maintains and uses a professional teacher-student and teacher-parent relationship.
6. Demonstrates positive attitudes toward the profession, students, parents, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the profession and Texas rules and regulations (Code of Ethics and Standard Practices for Texas Educators).
8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to tests, assignments, interactions with TWU professors and personnel (TWU Student Code of Conduct).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, faculty, parents, and administration.
10. Demonstrates the ability to work with diverse individuals.
11. Exhibits qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one's education through university or community-based programs.
12. Exhibits professional competence in oral and written language and includes electronic devices.

#### Procedures for Assessing Dispositions

A student's professional dispositions will be assessed in TWU classes related to teacher education, during any field experience, while student teaching and/or in other instructional settings associated with teacher preparation. The instructor or student teaching supervisor who identifies a deficiency or behavior inconsistent with established dispositions for teaching will follow these procedures:

1. The instructor will first check the student's file for evidence of previously-reported problems. (Files of all students admitted to the Teacher Education Program are housed in the COPE Student Support Services in Stoddard 211.) If there is no documentation of other incidents, the instructor will schedule an informal meeting with the student to discuss the area of concern and offer possible solutions and remedies. The date of the meeting, the instructor's specific concerns and potential solutions will be documented on a Problem-Solving Protocol form that will be placed in the student's TEP file. Both instructor and student will receive a copy of the completed form.
2. If a second meeting becomes necessary, based on the same deficiency or additional behaviors of concern to one or more instructors/supervisors, the following steps will be implemented.
  - a. The instructor will schedule a meeting to include the student and a committee consisting of the student's advisor, the department chair or program coordinator, and the instructor. This meeting must occur within 10 days of the reported deficiency or behavior. At this time, the instructor who called the second meeting will review the prior behavioral concerns recorded on the Problem-Solving Protocol form, as well as the continued or additional concerns that instigated the second meeting.
  - b. The student will have the opportunity to explain her/his position and provide additional relevant information. The department chair or program coordinator will determine whether additional faculty, staff or school personnel are required to support or refute the observed behavior.
  - c. The result of this meeting may be a recommendation that the student be allowed to continue her/his program, development of a remediation plan or a determination to remove the student from the Teacher Education Program. The department chair will make the final decision with input from the committee and ensure the decision is delivered to the student within 10 class days. Documentation of the meeting's content, including any written agreements or action plans, will be placed in the student's TEP file. Each attendee will receive a copy.
  - d. The student has a right to appeal the committee's decision and within 10 class days, must submit the appeal in writing to the Dean of the College of Professional Education. In

accordance with the grade appeal process designated by COPE, the Dean will review the request and all related documents in the student's file, will meet with the student, instructor and department chair as needed to review the appeal and will render a decision in writing.

- e. If a satisfactory resolution still is not reached, graduate students may appeal to the Dean of the Graduate School and undergraduates may appeal to the Vice President for Academic Affairs.

#### ■ CONFIDENTIALITY

An intern may have access to student and/or other school records. It is important that these records remain confidential and are used in a professional manner. Intern must not release or discuss information with any unauthorized person.

#### ■ CERTIFICATION

Interns are recommended for certification upon successful completion of the Teacher Education Program, including the internship and passing all TExES exams. To begin the process, interns should apply for certification online by visiting the State Board for Educator Certification's website at [www.tea.state.tx.us](http://www.tea.state.tx.us). If you have questions regarding this procedure, please contact Julia Tidwell, Linda Kobler or Brenda Wilson in the Office of Student Support Services, which is located in Stoddard Hall, Room 211. You may also reach them via the telephone at (940) 898-2211 for Ms. Tidwell, (940) 898-2203 for Ms. Kobler or (940) 898-2208 for Ms. Wilson. Individuals desiring to teach in accredited public and private schools in Texas must be certified through the State Board for Educator Certification (SBEC). The administrative functions for the certification process are now conducted by the Educator Certification and Standards Division at Texas Education Agency (TEA).

#### ■ TExES

A passing grade on all TExES exams for the student's area of certification is required for teacher certification. Once all requirements for initial certification are completed, the intern can request a test "by examination only" for a second teaching field.

#### ■ EMPLOYMENT OPPORTUNITIES IN EDUCATION

Texas Woman's University's Career Services provides a wide range of services to graduates, including assistance with career planning and employment in school and non-school settings.

#### ■ PROFESSIONAL LIABILITY

The intern teacher is entitled to the same protection by law accorded to fully certified teachers and the principal in the school where he or she is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

Interns are encouraged to become members of a professional education organization such as the Association of Texas Professional Educators (ATPE) or another professional organization. Through these organizations education students receive liability insurance while teaching.

#### ■ PROFESSIONAL INTERN SATISFACTION EVALUATION

This evaluation provides information to assist the university in determining needed changes and improvements in the teacher education program. The evaluation is online and a link to it will be emailed to interns at the conclusion of the semester.

## Career Services

Career Services is a member of the American Association for Employment in Education, Inc. (AAEE) This organization publishes an annual Job Search Handbook for Educators and an annual Directory of Public School Systems in the United States. Career Services provides these resource materials to help students with their job search. Copies of the AAEE Job Search Handbook for Educators can be picked up in Career Services, located in the Human Development Building, Suite 200.)

### WAYS CAREER SERVICES CAN ASSIST STUDENTS:

- **CAREER DAYS** are held on all TWU campus locations – Denton, Dallas and Houston. Employers from government, business, health organizations, school districts and the nonprofit sector are available to talk with students about career opportunities. Positions available may be full-time, part-time, internship/cooperative education or volunteer.
- **CAREER COUNSELING** assists students with choosing a major and exploring career options. The *Self-Directed Search* (SDS), *Myers-Briggs Type Indicator* (MBTI) and SIGI<sup>3</sup> are used as assessment tools.
- **CAREER EXPLORATION CLASS** assists students with exploring careers, selecting a major, and developing lifelong career planning skills. Prerequisite: 2<sup>nd</sup> semester Freshman (see your academic advisor).
- **CAREER LIBRARY** (located in the Career Services office) includes books, pamphlets, DVDs, and periodicals relating to occupations and the job search process.
- **CLOTHES CLOSET** includes slightly used suits that are appropriate for interviewing as well as other clothing items for students transitioning into the workplace. These items are donated by private donations and upscale resale stores and are available for students to keep. In return, students are required to watch a 30 minute video on interviewing techniques.
- **INTERNSHIP/COOPERATIVE EDUCATION PROGRAM** assists in connecting students with career experience before graduation. Learn by doing and gain valuable, major-related work experience while earning academic credit. The job market is more competitive! The best way to get ahead of the rest of the applicants is to have job-related experience.
- **RÉSUMÉ CRITIQUES, MOCK INTERVIEWS & EMPLOYMENT COUNSELING** assists students with planning a job search. Receive advice on writing a résumé, interviewing skills and job search techniques. Participate in mock interviews. Receive free job search publications.

## Steps to Certification

### Step 1

Full admission to the Teacher Education Program (TEP) must be achieved prior to enrolling in Pedagogy and Professional Responsibility (PPR) coursework (EDUC courses) and includes the fulfillment of all requirements (see requirements under Admission to Teacher Education Program).

### Step 2

Apply for graduation (MAT students) by the 12<sup>th</sup> class day of the semester of graduation (4<sup>th</sup> class day in the summer). Application for graduation must be filed on the TWU Portal.

### Step 3

Pass the necessary state TExES Examinations.\*

### Step 4

**No sooner than 2 months before completing all certification requirements -** apply and pay for certification by submitting an online application to the State Board for Educator Certification (SBECE) through the Texas Education Agency (TEA) website at [www.tea.state.tx.us](http://www.tea.state.tx.us).

### Step 5

Pass a federal felony & misdemeanor fingerprint background check. Visit [www.tea.state.tx.us](http://www.tea.state.tx.us) for instructions and fee.

### Step 6

Successfully complete all university and degree/certification program requirements. For MAT students, degree must be posted on the transcript or confirmed by the Graduate School.

Academic requirements vary depending on degree program and area of certification; however, graduate students must complete all courses leading to a degree with a B or better; certification students must complete all courses (excluding the core curriculum) with a C or better.

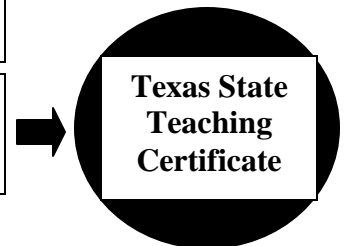
### Step 7

Successfully complete supervised internship.

### Step 8

The Texas Woman's University Office of Student Support Services will recommend you for certification.

*Students should immediately contact the Office of Student Support with any name changes. (940) 898-2829 or SH 211*



\* MAT students must pass both content and PPR before they can be recommended for graduation and certification.

## Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

### **The Learner and Learning**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Mentor Teacher Observation of Intern

(Completed by Mentor Teacher)

Formally observe Intern six times during semester.  
Discuss with and make a copy for the intern and university supervisor.

\_\_\_\_\_

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Time: \_\_\_\_\_

Absences: \_\_\_\_\_ Tardies: \_\_\_\_\_

---

BRIEF DESCRIPTION OF THE ACTIVITY OBSERVED:

STRONG POINT(S) OF THE LESSON:

SUGGESTION(S) FOR IMPROVEMENT:

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1=STRONGLY AGREE	2=AGREE	3=DISAGREE	4= STRONGLY DISAGREE	N/A=NOT APPLICABLE
THE LESSON WAS WELL PLANNED	1	2	3	4 N/A
USED CLASS TIME EFFICIENTLY AND EFFECTIVELY	1	2	3	4 N/A
DISCIPLINARY PROBLEMS HANDLED APPROPRIATELY	1	2	3	4 N/A
DEMONSTRATES PROFESSIONALISM AND WORKS WELL WITH COLLEAGUES, STAFF AND STUDENTS	1	2	3	4 N/A
THERE IS A NEED FOR A THREE-WAY CONFERENCE	1	2	3	4 N/A

COMMENTS:

## Professional Intern Lesson Observation

(Completed by intern)

Formally observe Mentor two times during first 2-weeks of each semester.  
Make a copy for the university supervisor.

---

Intern Name: \_\_\_\_\_

Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Time: \_\_\_\_\_

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DESCRIBE THE OBSERVED LESSON AND WHAT THE TEACHER DID TO PROMOTE LEARNING:

HOW DID THE STUDENTS DEMONSTRATE THEIR UNDERSTANDING OF THE LESSON'S OBJECTIVES?

STRONG POINT(S) OF THE LESSON:

WHAT DID YOU DISCUSS WITH YOUR MENTOR TEACHER FOLLOWING THE LESSON?

HOW CAN YOU APPLY THE IDEAS FROM THIS LESSON TO YOUR OWN CLASSROOM?

## Lesson Plan Format (Sample)

**Title, Grade Level, Subject/Certification Area**

**Materials Needed**

**Objective(s)**

(written in measurable terms to aid in assessing student performance; may include TEKS or other curricular standards). Directions for writing a measurable objective can be found at:

[http://tlt.its.psu.edu/suggestions/research/Write\\_Objectives.shtml](http://tlt.its.psu.edu/suggestions/research/Write_Objectives.shtml). TEKS may be found at:

<http://www.tea.state.tx.us/teks/>

**Context/Modifications**

(prior knowledge or abilities needed with possible modifications)

**Anticipatory Focusing**

(introductory material or activity to "set the stage" and heighten motivation for the lesson)

**Setting Expectations**

(providing clear guidelines for procedures, outcomes, and behavior)

**Input**

(information presented through one or more teaching strategies with any technology or other supports)

**Modeling**

(demonstrating concepts presented)

**Checking for Understanding**

(techniques such as questioning to assess level of understanding)

**Guided Practice**

(practicing concepts presented in a structured environment with close supervision)

**Reteach**

(additional explanation of lesson concepts)

**Independent Practice**

(practicing concepts presented independently with occasional monitoring)

**Mastery Check**

(utilizing the criterion aspect of the objective to assess understanding)

**Extension**

(provision of additional activities or greater depth to activities required in lesson for certain students or groups)

**Closure**

(drawing lesson to a close with summary; may include incentives or rewards for achievement, group process, etc)

**Reflective Critique**

(assess all aspects of the lesson with notes for changes; if you did not teach the lesson, reflect on the practice of creating the lesson)

## Guidelines for Professional Portfolio

The purpose of the Professional Portfolio is to assess and demonstrate the MAT student's growth and accomplishments in the Learner Centered Texas Teacher Proficiencies that guide the professional development, academic preparation and appraisal practices for teachers in Texas, as well as the Standards in the Texas Exams of Educator Standards (TExES). Portfolio items are aligned with the Texas Teacher Proficiencies and with the TExES Standards. Your portfolio allows the MAT faculty to determine whether you meet the objectives of the MAT program and you are ready to begin your career as a professional educator. Portfolio items are also used as part of the MAT program's internal and external review and evaluation process to document the program is effectively meeting its goals.

You will build your portfolio within Blackboard (Bb) using the wiki tool. The wiki tool allows you and your advisor to easily review, modify and refine your portfolio. Instructions on how to use the Blackboard wiki tool to submit documents for advisor review and evaluation are provided in the "Portfolio Wiki" section of this Bb site. After your portfolio is finished, you have a choice of tools to use to present your portfolio in a finished and professional manner. You will provide your portfolio website to your advisor and other faculty members to view. Finally, you will formally present your portfolio in a session attended by MAT students and advisors toward the end of your final semester.

Most of your portfolio items are completed as requirements for specific courses you take. Those items are noted by your instructor in those classes as required portfolio items. Others are generated in content classes you take, but won't be identified specifically as portfolio items. You will select which of those items to include in your portfolio. Remember, your advisor must give final approval of your portfolio in order for you to graduate. Stay in close communication with him or her during the development of your portfolio, especially in regard to the inclusion of specific items in your portfolio.

Each semester you should upload the portfolio item(s) you have completed that semester, along with the rubric your instructor(s) completed for those items, to your Bb wiki portfolio. Then notify your advisor via email that the item(s) is/are available for his/her review. You should continue to be diligent in doing this each semester and getting your advisor's review and feedback each semester.

At least **eight weeks** before the end of your last semester you should choose the website development tool you wish to use for presenting your portfolio and put your portfolio into a presentation format. You may use any web design and hosting program you choose.

After you complete your presentation e-portfolio, provide your advisor and second reader with the URL to your presentation website and request that they evaluate your work. After receiving their evaluation you should make any required changes to your portfolio and notify them that you completed modifications as requested. Approximately 3-5 weeks before the end of the semester a formal portfolio presentation session is scheduled for graduate students in the interdisciplinary content areas, as well as other MAT students and advisors who wish to participate, where you will share your completed portfolio with faculty members and other MAT students.

Note that timeliness on your part is of the essence. Successful completion of the portfolio is required for graduation. If you fail to provide your advisor with your portfolio items to review in a timely manner it may prevent you from graduating that semester. A satisfactory evaluation of your professional portfolio is necessary in order to meet all the requirements of your MAT program. Your portfolio is evaluated several ways. First, most of the individual items will be evaluated and assigned a grade by the instructors in the specific classes in which the items are produced. Your advisor will assign points to each portfolio item based on the grade you received in class for the item. Second, your advisor will evaluate those items which were not produced as a class requirement or have not otherwise been evaluated by another faculty member and assign points to each item as s/he considers appropriate. Finally, your portfolio will be reviewed and evaluated in its final presentation form as a website.

### **Professional Portfolio and Final Assessment Master of Arts in Teaching**

<b>Items</b>	<b>Course</b>	<b>Description</b>	<b>Evaluator</b>
1. Student Profile Learner-Centered Proficiency 5	Any time prior to completing final draft of portfolio	Brief description of professional background, experience and goals.	Advisor and second reader
2. My Classes Learner-Centered Proficiency 1	After degree plan is completed	List and description of classes taken during the MAT program.	Advisor
3. Why Teach? Learner-Centered Proficiency 5	EDUC 5113	A one-page narrative about why you want to teach, connect with your own experience and perspective.	EDUC 5113 Instructor
4. Resume Learner-Centered Proficiency 1	EDUC 5133	Submit a professionally written resume following the guidelines provided in class.	EDUC 5133 Instructor
5. Teaching Philosophy Learner-Centered Proficiency 1	EDUC 5123	Professionally written personal philosophy supported with formal and operational theories of learning.	EDUC 5123 Instructor
6. PowerPoint Learner-Centered Proficiency 1&2	EDUC 5131	Create a PowerPoint presentation to accompany one of the lesson plans written during the semester.	EDUC 5131 Instructor
7. Lesson Plans Learner-Centered Proficiency 2	EDUC 5133	From a unit structure, develop a detailed lesson plan which includes technology and provisions for students with special needs.	EDUC 5133 Instructor
8. Classroom Management Project Learner-Centered Proficiency 2	EDUC 5143	Develop a student-centered discipline system based on all discipline models studied with 6 sections: philosophy statement, incentives, interventions and referral guidelines.	EDUC 5143 Instructor
9. Field-based Reflection Learner-Centered Proficiency 3	EDUC 5173	An essay on personal growth as a result of fieldwork and course work; describe a culturally inclusive community in your current or future classroom.	EDUC 5173 Instructor
10. Content Area Research Paper Learner-Centered Proficiency 1	Any content class where such a paper is required. If not required see your advisor	Formal paper written under direction of the course instructor of one of your content classes or your advisor.	Content class instructor or advisor

<b>Items</b>	<b>Course</b>	<b>Description</b>	<b>Evaluator</b>
11. Self-selected Item Learner-Centered Proficiency 4	From any of your classes or your student teaching or internship	An item illustrating your achievement of Learner-Centered Proficiency 4 with a written statement of approximately one page reflecting knowledge & growth.	Advisor and 2 <sup>nd</sup> reader
12. Self-Selected Item Learner-Centered Proficiency__	From any of your classes or your student teaching or internship	An item illustrating your achievement of one or more Learner-Centered Proficiencies with a written statement of approximately one page reflecting knowledge & growth.	Advisor and 2 <sup>nd</sup> reader
13. TExES Exam Scores Learner-Centered Proficiency 1	Content TExES taken during first semester, PPR TExES taken in EDUC 5133 class	PPR test for grade level & content-area test. Must be included for portfolio to be complete.	Advisor
14. Final Reflection Learner-Centered Proficiency 5	Last semester of your program	Essay of from 3-5 pages on progress in each of the Learner-Centered Proficiencies and how these were achieved. A discussion of changes in philosophy or practice over time is expected.	Advisor and 2 <sup>nd</sup> reader
15. Presentation Portfolio Learner-Centered Proficiency 4	Presentation of portfolio approximately 8 weeks before end of semester	All portfolio items placed in a web-based format for presentation, using technology, design and other elements to enhance appearance. Should include suitable reflection connecting items to teacher proficiencies & competencies.	Advisor and 2 <sup>nd</sup> reader

For more information on the Professional Portfolio see the MAT Blackboard site under Organizations.

## Areas of Evaluation

### ■ Single Subject Teaching

- Intern has the ability to teach the state-adopted competencies
- Delivers a comprehensive program of systematic instruction
- Strategically plans instruction to ensure that students meet or exceed the standards

### ■ Making Content Accessible

- Balances instruction by relating lesson designs relative to students' interests and current level of knowledge
- States lesson objective clearly and varies instructional strategies according to purpose and lesson content
- Establishes purpose of the lesson and students' academic learning needs; explains content clearly and reinforces content in multiple ways
- Relates Students' interests/experiences
- Secures students' attention and develops students skills in using and understanding academic language

### ■ Student Engagement

- Clearly communicates instructional objectives to students and ensures the active and equitable participation of all students
- Extends the intellectual quality of student thinking by asking stimulating questions
- Teaches students to respond to and ask meaningful questions

### ■ Instructional Planning

- Plans instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted competencies
- Uses explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations
- Explains content clearly and makes abstract concepts concrete and meaningful
- Connects the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful

### ■ Instructional Time

- Allocates instructional time to maximize student achievement in relation to state-adopted competencies for students, instructional goals and scheduled academic tasks
- Establishes procedures for routine tasks and manages transitions to maximize instructional time
- Based on reflection and consultation, intern adjusts the use of instructional time to optimize the learning opportunities and outcomes for all students

### ■ Professional Growth

- Evaluates his/her own teaching practices and subject matter knowledge in light of information about the state-adopted competencies for students and student learning
- Improves his/her teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies
- Develops appropriate plans for professional growth in subject matter knowledge and pedagogy

### ■ Use of Assessment

- Demonstrates the ability to familiarize students with the format of standardized tests and knows how to appropriately administer standardized tests, including when to make accommodations for students with special needs
- Uses a variety of informal and formal, as well as formative and summative assessments to analyze students work
- Interprets assessment data for students and has the ability to identify the level of proficiency of students

### ■ Classroom Management

- Develops and maintain clear expectations for academic and social behavior
- Promotes student effort and engagement and creates a positive climate for learning
- Implements the district's student discipline plan

## Class Background Survey

Teacher: \_\_\_\_\_

District: \_\_\_\_\_ Campus: \_\_\_\_\_

Mentor: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Subject(s): \_\_\_\_\_ Date: \_\_\_\_\_

Directions to the beginning teacher: With guidance from your mentor, respond to the following questions.

- |  |   |
|--|---|
| <p>1. How many students are in your class? _____<br/> <i>Female</i> _____ <i>Male</i> _____</p> <p>2. Approximate age range of your students:<br/>         _____</p> <p>3. Describe the general instructional levels represented by the students in this class (e.g., advanced, average, below grade level, mixed).</p>  | <p>6. Approximately how many students are represented in the following ethnic groups?</p> <p><i>Asian</i> _____</p> <p><i>African American</i> _____</p> <p><i>Hispanic</i> _____</p> <p><i>White</i> _____</p> <p><i>Other:</i> _____</p>  |
| <p>4. Approximately how many students are in each of the following language categories?</p> <p><i>English proficient</i> _____</p> <p><i>English language learner</i> _____</p>  | <p>7. How do you become familiar with what your students already know and are able to do?</p> <p><i>Content-based pretests</i> _____</p> <p><i>Individualized education plans (IEP)</i> _____</p> <p><i>Permanent records</i> _____</p> <p><i>Standardized tests</i> _____</p> <p><i>Strategies for accessing prior knowledge (e.g., KWL charts)</i> _____</p> <p><i>Student surveys</i> _____</p> <p><i>Other:</i> _____</p> |
| <p>5. Approximately how many students have been identified as having the following special needs?</p> <p><i>Attention deficit/hyperactivity disorder</i> _____</p> <p><i>Blindness or visual impairment</i> _____</p> <p><i>Deafness or hard of hearing</i> _____</p> <p><i>Developmental impairment</i> _____</p> <p><i>Emotional disability</i> _____</p> <p><i>Giftedness</i> _____</p> <p><i>Learning disability</i> _____</p> <p><i>Physical disability</i> _____</p> <p><i>504 modifications</i> _____</p> <p><i>Multiple impairments</i> _____</p> <p><i>Other:</i> _____</p> | <p>8. How do you become familiar with your students' individual interests and cultural backgrounds?</p> <p><i>Extracurricular activities</i> _____</p> <p><i>Family/caregiver contact</i> _____</p> <p><i>Getting-acquainted activities</i> _____</p> <p><i>Interest inventories</i> _____</p> <p><i>Student writing/journals</i> _____</p> <p><i>Student-teacher email</i> _____</p> <p><i>Other:</i> _____</p>              |

### Class Background Survey continued

- |  |  |
|--|--|
| <p>9. What resource persons are available to you in planning instructions?</p> <p><i>Administrators</i> _____</p> <p><i>Counselors</i> _____</p> <p><i>Department/grade level chair</i> _____</p> <p><i>Diagnosticians</i> _____</p> <p><i>Education Service Center staff</i> _____</p> <p><i>Librarian/media center staff</i> _____</p> <p><i>Mentor</i> _____</p> <p><i>Special education/inclusion teachers</i> _____</p> <p><i>Educator preparation faculty</i> _____</p> <p><i>Team members</i> _____</p> <p><i>Others:</i> _____</p> | <p>12. Describe how you establish and maintain standards of conduct (e.g., posting rules and consequences, implementing school policies).</p><br><p>13. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect (e.g., greeting students, modeling courtesy).</p> |
| <p>10. What resources are available to students needing assistance?</p> <p><i>Administrators</i> _____</p> <p><i>Counselors</i> _____</p> <p><i>Special education/inclusion teachers</i> _____</p> <p><i>Librarian/media center staff</i> _____</p> <p><i>School nurse</i> _____</p> <p><i>Outside agencies</i> _____</p> <p><i>Social workers</i> _____</p> <p><i>Others:</i> _____</p>   | <p>14. How do you encourage students to take responsibility for their own learning?</p><br><p>15. How do you coordinate learning activities with other colleagues (e.g., same grade level/content area teacher, special education teachers, language acquisition teachers)?</p>                        |
| <p>11. Describe how you establish and implement important classroom routines and procedures (e.g., distribution and collection of materials, transition between activities.)</p>   | <p>16. What else is important to you about the background of your students?</p>  |

## Professional Teaching Intern Self-Assessment/Reflection

Intern \_\_\_\_\_ Observation Date \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Observer's Name \_\_\_\_\_ Title of Lesson \_\_\_\_\_

	How were the following aspects of your lesson effective for all students?	How did you depart from what you planned?	What might you change to improve the lesson?
<b>Subject matter knowledge and instructional strategies to make content meaningful</b>			
<b>Student grouping and classroom behavior management and participation</b>			
<b>Materials, Resources &amp; Technology</b>			
<b>Overall assessment of your teaching strategies</b>			

\_\_\_Post-Bac

\_\_\_MAT

\_\_\_Master's

Beginning Date \_\_\_\_\_

### Texas Woman's University

#### EVALUATION OF PROFESSIONAL TEACHING INTERN PERFORMANCE

This form was aligned with Texas Examination of Educator Standards (TExES) domains and standards.

INTERN: \_\_\_\_\_ Student ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ School/District: \_\_\_\_\_ Certification: \_\_\_\_\_

I have reviewed available evidence of this professional teaching intern's growth and development according to the standards articulated by the State Board for Educator Certification and I have assessed the professional teaching intern's progress on the attached form. Based on a consideration of the available evidence, **in my professional judgment, the teaching performance of the professional teaching intern is / is not (circle one) sufficient to recommend for a Teaching Credential.**

\_\_\_\_\_  
Mentor Teacher Signature \_\_\_\_\_ Date

TWU Supervisor Comments:  
\_\_\_\_\_

\_\_\_\_\_  
TWU Supervisor Signature \_\_\_\_\_ Date

I, the intern, have read this evaluation of my teaching performance and I (check only one statement):

- \_\_\_\_\_ concur with this assessment
- \_\_\_\_\_ disagree with the conclusion and have submitted a rejoinder

Intern Comments:  
\_\_\_\_\_

\_\_\_\_\_  
TWU Intern Signature \_\_\_\_\_ Date

Each item is to be rated in one of the following categories: (Check appropriate level for each of the criteria below.)	
4) PROFICIENT:	The intern is consistently performing the skill at an independent level, requiring limited supervisory feedback from the Mentor Teacher and University Supervisor, and demonstrating extensive teaching knowledge. Such students may be able to self-initiate and self-assign tasks.
3) ADVANCED COMPETENT:	The intern is consistently performing the skill at a level requiring occasional Mentor Teacher or University Supervisor suggestions or directions, often requiring monitoring only and intermittent feedback.
2) BEGINNING COMPETENT:	At this level the intern needs frequent and specific directions from both the Mentor Teacher and University Supervisor. Demonstrations by appropriate teaching models are required. This student needs corrective feedback and moderate supervision.
1) DEVELOPING:	At this level, the intern was instructed to perform a skill but cannot or will not. These students have not demonstrated the ability to independently assume teaching duties.

Please check the appropriate level of expertise.

<b>DOMAIN I: Active, Successful Student Participation in the Learning Process</b> (InTASC Standards III, V, VII) <i>Intern establishes and sustains a level of student rapport and a classroom environment that promotes learning.</i>	Proficient 4	Advanced Competent 3	Beginning Competent 2	Developing 1	Not Applicable N/A
1. Creates a physical environment that engages all students.					
2. Encourages students to actively participate.					
3. Connects learning to real-life applications.					
4. Insures the success of all students.					
5. Stimulates critical thinking.					
6. Provides opportunities for problem solving.					

Commended Areas

Improvement Areas

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>DOMAIN II: Learner-Centered Instruction</b> (InTASC Standards I, II, IV, VII, VIII) <i>Intern designs learning activities that engage students in meaningful activities that equally promote self-directed and reflective learning.</i>	Proficient 4	Advanced Competent 3	Beginning Competent 2	Developing 1	Not Applicable N/A
1. Plans and implements learner-centered instruction and procedures that support students.					
2. Conducts lessons based on appropriate goals and objectives, following approved scope and sequences.					
3. Establishes and communicates learning goals for all students.					
4. Organizes written lesson plans according to a prescribed format and maintains lesson pace.					
5. Organizes curriculum to support student understanding through appropriate instructional strategies.					
6. Demonstrates sound knowledge of subject matter.					
7. Provides adequate wait time during questioning.					
8. Focuses student attention by motivational techniques connected to learner interests.					
9. Builds on student's command of basic skills and understanding while providing intellectually challenging academic expectations.					
10. Demonstrates knowledge of students' developmental levels and uses a variety of instructional strategies and resources to respond to students' diverse learning needs and abilities.					
11. Respects diversity among students.					
12. Uses appropriate equipment and technology effectively.					
13. Improves teaching practice by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.					

Commended Areas

Improvement Areas

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>DOMAIN III: Evaluation and Feedback on Student Progress</b> (InTASC Standards VI, VIII) <i>Intern learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions.</i>	Proficient 4	Advanced Competent 3	Beginning Competent 2	Developing 1	Not Applicable N/A
1. Engages students in problem solving, critical thinking, and other activities to make subject matter meaningful.					
2. Aligns assessment and instruction, including goals, objectives and strategies.					
3. Utilizes multiple tools for assessment.					
4. Facilitates students self-assessment.					
5. Monitors students' performance and participation.					
6. Provides immediate and constructive feedback.					
7. Adjusts teaching according to students' performance and re-evaluates.					
8. Reinforces student learning.					
9. Communicates with students, families and other audiences about student progress.					
10. Consistently maintains student records and data.					

Commended Areas

Improvement Areas

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>DOMAIN IV: Management of Student Discipline, Instructional Strategies, Time and Materials</b> (InTASC Standards I, III) <i>Intern sustains classroom behavior management by establishing clear guidelines.</i>	Proficient 4	Advanced Competent 3	Beginning Competent 2	Developing 1	Not Applicable N/A
1. Implements approved campus/district discipline-management policies.					
2. Establishes a climate that promotes effective instruction.					
3. Uses instructional time effectively.					
4. Starts class promptly with little confusion.					
5. Maintains established rules and enforces procedures for student behavior consistently and fairly.					
6. Redirects inappropriate, off-task, or disruptive behavior promptly and establishes a risk-free environment.					
7. Effectively and efficiently manages materials.					
8. Uses a variety of appropriate materials.					
9. Engages students and moves freely around total class during lesson.					
10. Remembers and refers to students by their names.					
11. Encourages self-discipline and self-directed learning.					
12. Promotes social development and group responsibility.					

Commended Areas

Improvement Areas

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>DOMAIN V: Professional Communication</b> (InTASC Standards III, V, X) <i>Intern communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the abilities of all students in the class.</i>	Proficient 4	Advanced Competent 3	Beginning Competent 2	Developing 1	Not Applicable N/A
1. Complies with all verbal and written directives.					
2. Teaches sessions with enthusiasm and confidence.					
3. Uses correct oral and written grammar.					
4. Uses effective verbal and nonverbal communication with students.					
5. Uses appropriate and accurate written communication with parents, staff, and community.					
6. Provides genuine encouragement for all students.					
7. Displays professional courtesy.					
8. Maintains professional image through appropriate dress and behavior.					
9. Exhibits respect for students, parents, staff, and community members.					
10. Communicates on students' level of understanding.					
11. Listens carefully to others and accepts constructive feedback.					
12. Adapts in a flexible manner.					

Commended Areas

Improvement Areas

\_\_\_\_\_

\_\_\_\_\_

<b>DOMAIN VI: Professional Development</b> (InTASC Standards IX, X) <i>Intern places a high priority on professional development and exhibits professionalism in his or her interactions with teachers and students, and performs tasks which measure his or her ability to fulfill the responsibilities of teaching to ensure student learning.</i>	Proficient 4	Advanced Competent 3	Beginning Competent 2	Developing 1	Not Applicable N/A
1. Maintains a professional relationship and works cooperatively with colleagues, staff and University Supervisor.					
2. Collaborates with colleagues and is receptive to suggestions.					
3. Uses ethical judgment and discretion with confidential information.					
4. Demonstrates a commitment to students, district and community; dependable.					
5. Abides by school operation schedule (arrival/departure).					
6. Attends intern related activities.					
7. Attends school related meetings such as PTA, in-service and events.					
8. Complies with all campus, district, state, and national policies and procedures.					

Commended Areas

Improvement Areas

\_\_\_\_\_

\_\_\_\_\_

SUGGESTED GRADE:    P (Pass)             F (Fail)

**RETURN COMPLETED EVALUATION TO:**

Texas Woman's University  
 College of Professional Education  
 Attn: Michelle Williams-Laing  
 P. O. Box 425769  
 Denton, TX 76204-5769  
 Phone/Fax: 940-898-2223

*One copy each to office, principal, and student*

## Professional Development Training *TRACKING FORM*

List all professional development training, including the type and title of training, date, location and the number of Continuing Professional Development Hours (CPE) earned.

Keep all Certificates of Training in your personal file; however, make certificates available to the university upon request. Revise this form as necessary or create your own organizer.

	<b>Date/Location</b>	<b>Professional Development/ Hours</b>
<i>Training EXAMPLE</i>	<i>9-10-2010/TWU Denton Campus</i>	<i>“Gangs in Schools”/3 CPE</i>
Training One		
Training Two		
Training Three		
Training Four		
Training Five		
Training Six		
Training Seven		
Training Eight		
Training Nine		
Training Ten		

\_\_\_\_\_  
Intern’s Name (printed)

\_\_\_\_\_  
School/District

\_\_\_\_\_  
Intern’s Signature

\_\_\_\_\_  
Date

**RETURN THIS FORM TO THE PROFESSIONAL DEVELOPMENT CENTER AT THE CONCLUSION OF EACH INTERNSHIP SEMESTER:**

Professional Development Center  
Texas Woman’s University  
P. O. Box 425769  
Denton, TX 76204-5769

## Texas Teacher Proficiencies

Adopted by the State Board of Education in February 1994. These proficiencies guide pre-service preparation, professional development, and teacher appraisal practices for teachers in Texas.

### **Learner-Centered Knowledge**

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

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content areas, related disciplines and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher's and the students' opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners' interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

### **Learner-Centered Instruction**

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

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher's plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

### **Equity in Excellence for all Learners**

*The teacher responds appropriately to diverse groups of learners.*

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students' cultural heritage, unique endowments, learning styles, interest, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and student explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

### **Learner Centered Communication**

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

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentation; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for learners' welfare.

### **Learner Centered Professional Development**

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

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.

## Texas Administrative Code State Board for Educator Certification

### EDUCATORS' CODE OF ETHICS

#### CHAPTER 247 RULE §247.1

##### **Purpose and Scope**

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

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

(c) 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.

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

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

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Abuse--Includes the following acts or omissions:
  - (A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
  - (B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
  - (C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at

variance with the history or explanation given and excluding an accident or reasonable discipline; or

- (D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.
- (2) Applicant--A party seeking any of the following from the Texas Education Agency staff or the State Board for Educator Certification: issuance of a certificate (including issuance of a new certificate following revocation, cancellation, or surrender of a previously issued certificate); renewal of a certificate; or reinstatement of a suspended certificate.
- (3) Code of Ethics--The Code of Ethics and Standards of Practices for Texas Educators, pursuant to this chapter.
- (4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, and provides grounds for sanctions.
- (5) Contested case--A proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) in which the legal rights, duties, and privileges of a party are to be determined by the State Board for Educator Certification after an opportunity for an adjudicative hearing.
- (6) Disciplinary proceedings--Contested case proceedings before the Texas Education Agency staff, the State Office of Administrative Hearings, and the State Board for Educator Certification that commence when a request for hearing is timely filed under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases).
- (7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.
- (8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.
- (9) Good moral character--The virtues of a person as evidenced, at a minimum, by his or her not having committed crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a Certificate under Texas Occupations Code, Chapter 53) or acts involving moral turpitude.
- (10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.
- (11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.
- (12) Minor--A person under 18 years of age.
- (13) Moral turpitude--Improper conduct including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a

Certificate under Texas Occupations Code, Chapter 53); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

- (14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.
- (15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.
- (16) Sanction--
  - (A) a disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, surrender, or revocation of a certificate; or
  - (B) a reasonable and lawful punitive measure imposed by the administrative law judge or presiding officer against a party, representative, or other participant involved in a disciplinary proceeding, hearing, or other matter under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases).
- (17) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.
- (18) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.
- (19) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.
- (20) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.
- (21) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter. "Unworthy to instruct" serves as a basis for sanctions under §249.15(b)(2) of this title (relating to Disciplinary Action by State Board for Educator Certification) and is not limited to specific criminal convictions.

*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*

## CHAPTER 247 RULE §247.2

### **Code of Ethics and Standard Practices for Texas Educators**

#### Enforceable Standards.

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

- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
  - (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
  - (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
  - (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
  - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
  - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
  - (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
  - (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
  - (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
  - (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
  - (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
  - (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.
- (2) Ethical Conduct Toward Professional Colleagues.
- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
  - (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
  - (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
  - (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
  - (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
  - (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

## Intern Syllabus

Michelle Williams-Laing, *Director* – Professional Development Center  
Office: Stoddard 202 | Phone/Fax: (940) 898-2223

### Course Description:

The Texas Woman's University intern program offers students an alternative to traditional student teaching. The intern is employed as a teacher of record on a probationary certificate, or a one-year non-renewable permit, in the area of his/her certification. **Texas Woman's University internship requirements are above and beyond any responsibility assigned by the district in conjunction with employment as a teacher of record.** Texas Woman's University faculty and ISD personnel collaboratively supervise interns. Interns are expected to make continual progress toward achieving the Learner-Center Proficiencies for Texas teachers, score at the appropriate levels on TExES examinations, and obtained satisfactory ratings on the Professional Development and Appraisal System indicators. This is considered part one of the applied field experiences of their teaching internship.

### Course Objectives:

Each intern represents the commitment of Texas Woman's University to provide quality educational leaders who are competent in both theory and practice and who are able to demonstrate the knowledge and skill to meet the performance expectations of the State of Texas and the College of Professional Education. The intern will:

- Attend two mandatory Saturday TWU on-campus professional development seminars and departmental seminars. (Any schedule changes will be announced via email.)
- Demonstrate knowledge of content and pedagogy
- Demonstrate knowledge of students
- Select key knowledge and skills
- Demonstrate knowledge of materials, resources, and technology
- Design activities that promote student learning
- Create an environment of rapport and respect
- Establish a culture for learning
- Manage classroom procedures
- Manage student behavior
- Organize physical space
- Communicate clearly and accurately
- Use questioning and discussion techniques
- Engage students in learning
- Demonstrate flexibility and responsiveness
- Reflect on teaching
- Maintain accurate records
- Communicate with families/caregivers
- Contribute to the school and district
- Grow and develop professionally
- Demonstrate professionalism

### **Course Evaluation:**

The evaluation of the intern's performance is an on-going, continuous process involving formal and informal assessments. It is a cooperative process involving the intern, campus mentor and in some instances, a building administrator. Both the campus mentor and the university supervisor will jointly evaluate the intern's performance and provide feedback to the intern on a regular basis. However, the university supervisor is ultimately responsible for the intern's final evaluation and grade. The intern should discuss any questions regarding his/her final grade with the university supervisor or the director of Professional Development Center.

Interns affirm and agree to comply with the following documents (a) the individual school and district policies; (b) the Student Code of Conduct found in the current Texas Woman's University Student Handbook and Planner; (c) the College of Professional Education's Disposition Policy; and (d) the Code of Ethics and Standards Practices for Texas Educators adopted by the State Board for Educator Certification (SBEC).

The intern's file will be considered complete and a grade will be assigned when they have successfully (a) met the course objectives; (b) carried out all components of a Growth Plan; (c) fulfilled any other requirements identified by the university supervisor, campus mentor or director of the Professional Development Center; (d) submitted professional portfolio for review; (e) submitted Professional Development Training Report and (f) completed and filed an Professional Intern Satisfaction Evaluation.

### **Grading:**

The university supervisor visits the intern 6 times during each semester. During the first visit, the university supervisor meets with the campus mentor and the intern to review goals, objectives and expectations for the internship. During each subsequent visit, the university supervisor observes the intern's teaching performance and provides feedback based on a Visitation Report which addresses the following indicators:

1. Delivery of comprehensive instruction to teach state-adopted competencies
2. Making content accessible by explaining the content clearly and reinforcing the material so students understand the lesson
3. Clearly communicates instructional objectives to students to ensure active participation by all students
4. Plans instruction that is comprehensive in relation to the subject and in accordance with state competencies
5. Allocates instructional time to maximize student achievement
6. Improves his/her teaching through self-assessment and reflection by engaging in a cycle of planning, teaching, reflecting, identifying problems and applying new strategies
7. Using informal and formal, as well as formative and summative assessments to analyze student work
8. Develops and maintains effective classroom management and student behavior

The campus mentor meets with the intern weekly and will meet with the university supervisor after each observation to provide the university supervisor with an update on the intern's performance between observations.

The campus mentor and the university supervisor work as a team to support the intern to help him/her move successfully through the first year of teaching.

In line with the success indicators, at the conclusion of each semester, the university supervisor and campus mentor will meet to review the intern's performance and assign a grade for the semester using the Evaluation of Professional Teaching Internship Performance form which addresses the following criteria:

- **Student Participation** – establishes and sustains a level of student rapport and a classroom environment that promotes learning
- **Learner-centered Instruction** – designs learning activities that engage students in meaningful activities that equally promote self-directed and reflective learning
- **Evaluation and Feedback** – learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions
- **Classroom Management** – sustains classroom management by establishing clear guidelines
- **Professional Communication** – communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his/her language to the abilities of all students in the class
- **Relationships** – encourages rapport and mutual respect among students, teachers, staff and the community
- **Responsibilities** – places a high priority on teaching and exhibits professionalism in his/her interaction with peers and students, and, performs tasks which measure his/her ability to fulfill the responsibilities of teaching to ensure student learning

**Additional benchmarks include submitting:**

- Detailed weekly schedules to the university supervisor
- Completed Class Background Survey
- Completed Lesson Plan for each observation
- Reflections of each lesson delivered and observed
- Submitting the Professional Intern Satisfaction Evaluation

**And by:**

- Implementing supervisory suggestions made by the university supervisor
- Attaining an overall acceptable rating (at least Beginning Competent) on observations conducted by the university supervisor, campus mentor, and if appropriate, the principal
- Successfully passing the Pedagogy and Professional Responsibility TExES exam

**University Policies:**

1. **Professional Dispositions.** The TWU Teacher Education Program focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. A Professional Dispositions Policy has been reviewed and approved by TWU's Professional Education Council (PEC). You will be evaluated over 12 dispositions over the course of your teacher preparation program.

2. **Students with Disabilities.** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services, CFO 106, 940-898-3835, [dss@twu.edu](mailto:dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

3. **Academic Integrity.** Academic dishonesty includes cheating, plagiarism, collusion, fabrication, falsification, and falsifying academic records, and other acts intentionally designed to provide unfair advantage to a student, or the attempt to commit such acts.

Cheating includes, but is not limited to intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct. Dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s) also constitutes cheating.

Plagiarism occurs when a student obtains portions or elements of someone else's work, including materials prepared by another person or agency, and presents those ideas or words as her or his own academic work. The intentional or unintentional use by paraphrase or direct quotation of the published work of another person without full and clear acknowledgement shall constitute plagiarism. Students are responsible for following guidelines of the appropriate course or discipline (i.e. MLA, APA).

Collusion occurs when a student collaborates with another person without authorization when preparing an assignment.

Fabrication occurs when a student makes up data or results and records or reports them.

Falsification occurs when a student manipulates research materials, equipment or processes or changes or omits results such that the research is not accurately reflected in the research record.

Falsifying academic records includes, but is not limited to, altering grades or other academic records. Altering or assisting in the altering of any official record of the University, and/or submitting false information or omitting requested information that is required for or related to any academic record of the University. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. Forgery allegations, such as forging a signature on add/drop forms, may be separate from academic dishonesty. Forgery charges are adjudicated following the Student Code of Conduct academic dishonesty procedures in the Student Handbook.

**In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.**