



**College of Professional Education
Professional Development Center**

Student Teacher **HANDBOOK**



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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.

For the latest information check our website at 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.

Admission into Student Teaching Program

Prospective student teachers are required to attend a pre-placement meeting during the semester prior to student teaching. During this enrollment meeting, the director of the Professional Development Center, coordinator of student teaching, and other members of the Department of Teacher Education will:

- Review the requirements and expectations for student teaching
- Guide students in the application process for student teaching
- Provide deadlines and review the student teaching calendar
- Answer questions and address concerns

Certification applicants must be fully admitted into the Teacher Education Program and satisfy the following requirements:

■ UNDERGRADUATE (UG) CERTIFICATION APPLICANTS

- **Applicant for an Interdisciplinary Major Degree**
 1. A minimum 2.75 overall grade point average.
 2. Satisfactory completion (grade of “C” or better) of all courses leading to degree and certification requirements in the Interdisciplinary major and the Education minor, with the exception of student teaching.
 3. Must have passed the state content and PPR TExES exams, OR attempted the content and PPR TExES practice exams twice, if the student has not been approved to take the state TExES exams.
 4. Must submit the TExES Success Plan to SH 202 with the Student Teaching Application.
- **Applicant for a Secondary, All-Level, or Grade 4-8 Specialization Degree**
 1. A minimum 2.75 overall grade point average.
 2. Satisfactory completion (grade of “C” or better) of all courses in the Education minor, with the exception of student teaching.
 3. Satisfactory completion (as defined by the major department) of all courses leading to degree and certification requirements, except student teaching.
 4. Must have passed the state content and PPR TExES exams, OR attempted the content and PPR TExES practice exams twice, if the student has not been approved to take the state TExES exams. *
 5. Must submit the TExES Success Plan to SH 202 with the Student Teaching Application.

■ GRADUATE CERTIFICATION APPLICANTS

- **Applicant for a Post-Baccalaureate Certificate**
 1. Copy of official Deficiency Plan obtained from the Office of Student Support Services.
 2. A minimum 2.75 overall grade point average.
 3. Satisfactory completion (grade of “C” or better) of all course work leading to certification requirements, with the exception of student teaching.
 4. Must have passed the state content and PPR TExES exams, OR attempted the content and PPR TExES practice exams twice, if the student has not been approved to take the state TExES exams. *
 5. Must submit the TExES Success Plan to SH 202 with the Student Teaching Application.
- **Applicant for a Master of Arts in Teaching (MAT) Degree**
 1. Copy of MAT Degree Plan signed by faculty advisor, including a “Change of Degree Plan” form, if applicable.
 2. A minimum 3.0 overall grade point average on graduate transcript.
 3. Satisfactory completion (grade of “B” or better) of all course work leading to degree and certification, with the exception of student teaching.

4. Must have passed the state content and PPR TExES exams, OR attempted the state content TExES exam at least once and the PPR TExES practice exam twice, if the student has not been approved to take the state PPR TExES exam.
5. Must submit the TExES Success Plan to SH 202 with the Student Teaching Application.
- **Applicant for Deaf and Hard of Hearing Certification**
 1. Copy of Master’s Degree Plan signed by faculty advisor (and a copy of a Deficiency Plan if the undergraduate degree was not completed at TWU).
 2. A minimum 3.0 overall grade point average on graduate transcript.
 3. Satisfactory completion (grade of “B” or better) of all course work leading to degree and certification, with the exception of student teaching.
 4. Must have passed the state PPR TExES exam, OR attempted the PPR TExES practice exam twice, if the student has not been approved to take the state PPR TExES exam. *
 5. Email from Dr. Tamby Allman or Dr. Chad Smith sent to jfranz@twu.edu stating student has met all departmental requirements to student teach.
 6. Must submit the TExES Success Plan to SH 202 with the Student Teaching Application.

** Students seeking Secondary and All-Level certification must meet the eligibility guidelines defined by their major department.*

Every prospective student teacher, including post-baccalaureate students and MAT students must gain admission into the Teacher Education Program before he/she will be admitted into student teaching.

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. 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:

Undergraduate:

- Completion of EDUC 2003 (C or better)
- Cumulative GPA of 2.75 (includes ALL credit coursework completed at any institution of higher education)
- 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.)
- Successful completion of SPCH 1013 or other course approved to meet Oral Communication competency requirement
- Signed Commitment Contract acknowledging awareness and understanding of the Teacher Education Program Dispositions Policy

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

Student Teaching Program

■ **ASSIGNMENT**

Once education students are admitted into student teaching, they are placed in a supportive environment with a cooperating veteran teacher who has three or more years teaching experience with at least one year in his/her grade level and at his/her current school. A student teaching semester consists of one 14-week placement or two 7-week placements. Texas Woman's University student teacher assignments meet the following criteria:

- Only one student teacher is assigned to one elementary cooperating teacher in a self-contained classroom during one semester.
- One secondary student teacher is assigned to one cooperating teacher. (In team teaching situations, more than one student teacher may be assigned to the team; however, each student teacher is assigned to a different team member.)
- Cooperating teachers and supervising professors will work together to develop an effective clinical experience for student teachers.
- Secondary student teachers may receive teaching assignments at the middle school, junior high, and/or senior high levels. Student teaching assignments will correspond with the subject area certification.
- Student teachers in physical education, music, art, theatre, health, and education of the hearing impaired will receive assignments on both elementary and secondary levels since their certification in these areas will reflect preparation for teaching EC-12.
- EC-6 Generalist and 4-8 Generalist student teachers seeking a specialization in Special Education, English as Second Language (ESL) or Bilingual Education will complete one-half of their experience in a setting specific to the specialization and the remainder of the semester in an elementary grade consistent with their certification.

■ **CLASSROOM RESPONSIBILITY**

Through a gradual accumulation of instructional and operational skills, student teachers will eventually assume responsibility for the total classroom.

- Elementary student teachers assume total responsibility for at least two weeks during the final weeks of the first assignment and for at least two weeks at the end of the second assignment or three or more weeks toward the end of a full semester assignment.
- Secondary student teachers will accept responsibility for all classes during the student teaching assignment and will assume total responsibility for all classes for at least two weeks during a 7-week assignment or three or more weeks during a 14-week assignment.
- All Level student teachers assume total responsibility for at least two weeks during the final weeks of the first assignment and for at least two weeks at the end of the second assignment.

■ **PROFESSIONAL STANDARDS**

Student teachers are expected to participate as fully as possible as members of the school staff; thus, they are obligated to follow the policies which other staff members in the school system follow.

■ **RESPECTING THE GUEST-HOST RELATIONSHIP**

Student teachers, university supervisors or other Texas Woman's University personnel are invited into schools as guests of the host schools. Each school maintains individual policies, procedures, instructional practices, professional philosophies and expectations in regard to a student teacher's work within the school. A student teacher should be aware that acceptance of an assignment indicates his/her understanding of the guest/host relationship and agreement to abide by the policies, procedures, instructional practices, professional philosophies and expectations of the particular school to which he/she has been assigned.

■ **ROLE AND RESPONSIBILITY**

The student teacher should:

- Attend two mandatory Saturday TWU on-campus professional development seminars and all departmental seminars.
- Recognize and accept that the cooperating teacher has the ultimate responsibility for what may or may not be done in the classroom. If the student teacher has concerns about the relationship with the cooperating teacher that cannot be resolved, these need to be discussed with the university supervisor. Concerns about the relationship with the university supervisor should first be discussed with that person. If necessary, the Director of Professional Development Center, Michelle Williams-Laing (mwilliamslaing@twu.edu) may be contacted regarding concerns. Student teachers must not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.
- Know and follow the rules, regulations, and policies of the school. This includes the use of any confidential information that may be obtained through student records, conversations, etc.
- Arrive and depart the school site in accordance with the school's policy for all teachers. Student teachers need to arrive early and stay late for all meetings, team planning, and/or preparation for class.
- Write quality lesson plans in advance of teaching assignments and share copies with the cooperating teacher. The lesson plans need to be available for the university supervisor when he/she comes to the school.
- Provide a written lesson plan to the university supervisor and cooperating teacher for each lesson taught.
- Assess his/her growth as a teacher and reflect upon how to refine his/her teaching skills, classroom management techniques, and professional development. Set personal goals for improvement.
- Demonstrate an ability to respond appropriately to learners from diverse linguistic, cultural or racial backgrounds.
- Become familiar with cooperating teacher's yearly curricular and instructional goals.
- Become familiar with and incorporate the content, objectives, student outcomes and curriculum into planning and instruction.
- Demonstrate effective oral and written interpersonal communication skills.
- Display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession.
- Consult with the cooperating teacher or university supervisor for constructive feedback regarding effective techniques.
- Complete any requirements assigned by the university supervisor (i.e., lesson observation forms, self assessment and reflection forms, lesson plan, classroom management plan, program/process evaluation, etc.) and submit these on the required date.
- Obtain first-hand exposure to content curriculum, resources, technology, Texas Essential Knowledge and Skills (TEKS) objectives and Texas Assessment of Knowledge and Skills (TAKS) or the State of Texas Assessment of Academic Readiness (STAAR) objectives, etc.
- Discuss with the cooperating teacher how to complete the total teaching time to provide the best possible experience for the children in the class. Some team teaching is acceptable at this time.
- Dress and act in a professional manner, following the dress code of the school as well as the provided student teacher dress code.
- Gain insight into the expectations of teaching in today's society.

■ **ASSESSMENT**

The purpose of the student teaching semester in the practice-based program is two-fold:

- To learn about content, pedagogy, technology, classroom 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 cooperating teachers.

■ **EVALUATION**

Both the cooperating teacher and the university supervisor will jointly evaluate the student teacher’s performance, and provide feedback to the student teacher on a regular basis. However, the university supervisor is ultimately responsible for the student teacher’s final evaluation and grade. The student teacher should discuss any questions regarding his/her final grade with the university supervisor or the coordinator of student teaching.

■ **SCHOOL PLACEMENT**

TWU will strive to grant a student’s request concerning a preferred location for the student teaching experience; however, he/she must choose from the following list of school districts. Applications must include a second choice.

- | | | |
|-----------------------------|--------------------------|---------------|
| • Allen | • Eagle Mountain-Saginaw | • Lake Dallas |
| • Argyle | • Farmersville | • Lewisville |
| • Arlington | • Fort Worth | • Little Elm |
| • Aubrey | • Frisco | • McKinney |
| • Birdville | • Gainesville | • Mesquite |
| • Carrollton-Farmers Branch | • Garland | • Northwest |
| • Celina | • Grand Prairie | • Pilot Point |
| • Coppell | • Grapevine-Colleyville | • Plano |
| • Crowley | • Hurst-Euless-Bedford | • Ponder |
| • Dallas | • Irving | • Richardson |
| • Decatur | • Keller | • Sanger |
| • Denton | • Krum | • Sherman |

■ **TIME COMMITMENT**

It is important that student teachers maintain the same school day as the cooperating teacher and that they work after-hours as necessary to perform student teaching responsibilities.

Student teachers’ active participation in all school-related functions that cooperating teachers are expected to attend ensures that they are taking advantage of the opportunity to learn.

Examples include:

- Staff meetings
- Parent and teacher meetings
- Student performances or athletic events in which the cooperating teacher is involved
- Meetings of school clubs sponsored by the cooperating teacher
- In-service meetings

■ HOLIDAYS

Student teachers will observe their assigned school districts' holiday schedules.

■ ABSENCES/TARDIES

The student teaching experience consists of a 14-week full semester (or two 7-week half-semester sessions) for students to become certified. Students will receive an excused absence for attending the TWU/UNT Education Career Day, the TWU departmental seminars, undergraduate Senior /Lunch, and the MAT Portfolio Presentation, if applicable. All other absences will be considered unexcused. If an excessive number of unexcused absences are accumulated, the placement may need to be extended.

Under no circumstance should a student teacher be absent without notifying the cooperating teacher. (If the absence is for more than one day, the student teacher should call before each day.) A doctor's note is required for a student teacher's absence due to illness for 3 or more consecutive days. The doctor's note or release should be mailed to the Professional Development Center, P.O. Box 425769, Denton, TX 76204-5769 once the student teacher returns to his/her school site.

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

- Cooperating Teacher
- Principal's Secretary
- University Supervisor
- Coordinator of Student Teaching (email: jfranz@twu.edu)

A student teacher who misses more than 3 days during the semester will be required to extend his/her student teaching assignment by a minimum of one full week at the end of the semester regardless of the reasons for the absences.

If the student teacher must be absent, he/she will assume responsibility for sending plans and materials to the school if these were his/her responsibility for that day. Failure to notify the specified individuals may result in the termination of his/her assignment.

It is the responsibility of each student teacher to notify the cooperating teacher and the university supervisor **in advance** if he/she will be absent from class on a religious holiday. The student should schedule makeup time for this absence.

The student teacher is expected to be in the school for the entire day and to follow the faculty handbook of the school for the times to report in and leave school. **Lateness is inexcusable.**

If at any time, in the judgment of the university supervisor and cooperating teacher, the student teacher's absences or tardies are excessive, the assignment may be terminated.

■ **SUBSTITUTE TEACHING**

If the cooperating teacher is absent during the semester, the school administrator is required to hire a substitute teacher. Depending on the student teacher's ability, he/she may accept total responsibility for instruction while the substitute teacher is in the room if the cooperating teacher is not out for an extended period of time. Student teachers cannot substitute teach during the student teaching semester except for one day near the end of the experience in those districts which have authorized a free day for the cooperating teacher.

■ **FIELD TRIPS**

Student teachers may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the cooperating teacher. Student teachers may not drive his/her personal vehicle to carry students on a field trip.

■ **DRESS CODE**

Student teachers should exhibit professionalism in dress and grooming. They must identify and dress in accordance with the dress code of the assigned school. Student teachers should not wear shorts, flip flops, revealing clothing or clothing with offensive language; all tattoos must be covered; and jewelry used in conjunction with body piercing such as a nose ring or tongue stud is prohibited.

■ **CLASSROOM MANAGEMENT**

It is normal for student teachers to be concerned about classroom management. During the beginning week of the assignment, student teachers should meet with their cooperating teachers to discuss the school district's discipline plan and how it is to be administered by the student teacher.

Student teachers may not participate in administering physical punishment to students, nor may they serve as witnesses as staff members administer physical punishment.

Some of the following measures may help build the type of teacher-pupil relationship that 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

■ **PERSONAL LIABILITY INSURANCE**

Student teachers are encouraged to become members of a professional education organization like the Association of Texas Professional Educators (ATPE). Through this organization, education students receive liability insurance while student teaching. If the student teacher chooses not to join a professional education organization, he/she may purchase liability insurance through another source. (Student teachers must provide the coordinator of student teaching with proof of liability insurance for a minimum amount of \$500,000 per incident before beginning a student teaching assignment.)

■ **CRIMINAL CHECK, TB TEST, SPECIAL DATA FORM**

Many participating school districts require a criminal background check before the student teacher can enter the classroom. If the district requires a criminal check, the coordinator of student teaching will provide the student with a criminal history authorization form. (Some districts may require a TB test, health card, emergency card, fingerprints and/or a special data form.)

■ **DUE PROCESS**

Student teachers may experience problems during the student teaching experience. If a student teacher encounters difficulties, he/she should schedule a quiet time to consult with the cooperating teacher and express his/her concerns.

If the problem persists, the student teacher should contact the university supervisor to discuss his/her concerns. The university supervisor will schedule a meeting with the student teacher and cooperating teacher to carefully review the circumstances and collaboratively devise a plan of action or Growth Plan to address the situation.

If the issues persist, the university supervisor and director of the Professional Development Center will jointly recommend options to the student teacher, which may involve removal from student teaching or reassignment.

■ **GROWTH PLAN**

When the progress of a student teacher's professional development, as determined by the university supervisor and cooperating teacher, and the director of the Professional Development Center, or department chair, is less than should be demonstrated at a given point in the student teacher's experience, corrective actions should be suggested and the student teacher's progress evaluated. The university supervisor, in consultation with the cooperating teacher, will assess the student's progress and develop a Growth Plan. These steps will be followed to establish expectations for the student teacher 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.

■ **DISMISSAL POLICY**

In some instances a student teacher may be dismissed from the current student teaching placement or for the remainder of the semester. Dismissal is different from "withdrawal" which generally indicates the student is having a successful student teaching experience but needs to withdraw for personal or health reasons and will be given consideration of a "W" grade.

Dismissal would be the final action after the university supervisor, cooperating teacher, and school principal, in consultation with the director of the Professional Development Center, have worked with the student teacher to change his/her deficiencies and remediate and refocus the student teaching experience. Appropriate documentation in the following areas could lead to dismissal:

- Unprofessional conduct
- Poor interpersonal relationships
- Lack of organizational and planning skills
- Poor communication (oral and/or written) skills
- Poor use of appropriate teaching strategies
- Poor attendance

- Unacceptable completion of minimum requirements
- Criminal charges

A conference with the university supervisor, the cooperating teacher, student teacher and director of the Professional Development Center, and department chair of the student's program, if necessary, may be held to discuss the situation.

If the cooperating teacher or the university supervisor believes the student teacher has a serious problem adhering to the expectations of the student teaching placement, the following actions may be recommended:

- Immediately terminate student teaching, giving a "W" and allowing the student to student teach again during a subsequent semester.
- Immediately terminate student teaching with a "WF" grade given. ("**WF" constitutes removal from the Teacher Education Program.**")

In the event that the student teacher is counseled out of student teaching or is dismissed from student teaching, the student will be asked to complete the official drop form for student teaching at the university. If a drop form is not completed, an administrative drop form will be issued with a grade of "F."

■ **Student Appeal Process**

Texas Woman's University provides an appeal process for students who are dissatisfied with a decision or action. Most dismissal from student teaching decisions fall into two types and each would indicate a line of appeal.

1. Dismissal from student teaching and the university without a degree should follow the student appeal policy as described in the Texas Woman's University Student Handbook.
2. Dismissal from student teaching should offer the opportunity of remediation and a repeat of the student teaching session. The policy requires a remedial plan prior to enrollment in student teaching a second time. That remedial plan should be developed in conjunction with the university supervisor, director of the Professional Development Center, and faculty advisor from the program. This plan may include additional coursework, testing, practical experiences, etc. The plan must be successfully completed prior to the student being placed for a second attempt at the student teaching. (**Students will not be given a third attempt to successfully complete student teaching.**) Any appeal of this decision should be made in writing to the chair of the Teacher Education Program.

■ **Grade Appeal**

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

1. 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 tests returned to the student), and written justification.
2. If not satisfied with formal grade, student makes appointment with department chair to formally appeal at this level.
3. The department chair will ask for the documentation gathered at the first meeting and will request all materials that the instructor/faculty member has concerning this student's grade (i.e. all assignments, tests, 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 instructor. 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.

4. The Dean will review the request, the student's and faculty member's documents, and will meet with the student, faculty and department chair as needed to review and clarify the request. The Dean will review all materials and render a decision in writing. Undergraduate students may file a final appeal to the Office of the Provost and Vice President of Academic Affairs within 14 days after the date of the decision by the Dean. Graduate students may appeal to the Graduate School Dean after this point.
5. 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 student-centered 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 Student Teacher 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**

Student teacher 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. Student teachers must not release or discuss information with any unauthorized person.

- **CERTIFICATION**

Student teachers are recommended for certification upon successful completion of the Teacher Education Program, including student teaching and passing all TExES exams. To begin the process, student teachers should apply for certification online by visiting the State Board for Educator Certification's website at 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 student teacher can request a test "by examination only" for a second teaching field.

- **EMPLOYMENT OPPORTUNITIES IN EDUCATION**

Students should begin to consider employment possibilities toward the end of their junior year or at the beginning of their final year of preparation in teacher education. Texas Woman's University's Career Services provides a wide range of services to prospective graduates and graduates, including assistance with career planning and employment in school and non-school settings.

Blackboard Access

College of Professional Education Student Teaching is listed under My Organizations on Blackboard. Blackboard may be accessed from any computer with Internet access. Student Teaching materials and communication features are integrated in the program, and you will be able to access student teaching forms, view announcements, due dates, and communicate with faculty and peers.

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 (UG and MAT students) by the 12th class day of the semester of graduation (4th class day in the summer). Application for graduation must be filed on the TWU Portal.

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

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 (SBEC) through the Texas Education Agency (TEA) website at www.tea.state.tx.us.

Step 5

Pass a federal felony and misdemeanor fingerprint background check. Visit www.tea.state.tx.us for instructions and fee.

Step 6

Successfully complete all university and degree/certification program requirements. For undergraduates and MAT students, degree must be posted on the transcript or confirmed by the Registrar or 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 and undergraduates must complete all courses (excluding the core curriculum) with a C or better.

Step 7

Successfully complete supervised student teaching semester or internship.

Step 8

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



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

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. (The AAEE Job Search Handbook for Educators is provided to student teachers during the Student Teacher Orientation. Additional copies can be picked up in Career Services, located in the Human Development Building, Suite 200.)

Interview Questions (Sample)

- Why do you want to be a teacher?
- What skills would you bring to make the team/grade level better?
- What is your area of certification? Do you have any experience in this area? Did you enjoy that grade level?
- What has your student teaching experience taught you?
- Give an example of a teaching strategy that works best for you.
- What is your classroom management style?
- How do you know what you want your students to know? How do you know if they know it? What do you do if they don't? What do you do if they do?
- What do you think motivates you in a job setting?
- What are some techniques you use to cope with stress?
- What do you think children and/or young people like most about you?
- What is the single most important factor in the education of a child?
- Define "teamwork" and give examples of how you have participated in teamwork.
- If I came to your class, what would I see?
- Why should we hire you?

Letter to Cooperating Teacher



College of Professional Education
P.O. Box 425769, Denton, TX 76204-5769
(940) 898-2202 Fax: (940) 898-2734

Dear Cooperating Teacher:

We sincerely appreciate your participation in the Teacher Education Program at Texas Woman's University this semester. By accepting a student teacher into your classroom, we realize that you have willingly assumed additional work and responsibility. We feel strongly that you are in a position to make an important contribution to the teaching profession. I have enclosed a copy of the TWU Cooperating Teacher's Handbook, the Student Teacher Calendar and a copy of the district approved student teacher placement sheet for your perusal. The handbook and other resources to support you are available through the Professional Development Center's (PDC) website at www.twu.edu/professional-development-center.

In addition, we created the *Mentor Training Guide* to help you support your student teacher. The guide can be accessed through the PDC website under "Resources." If this is the first time you have completed the mentor training, you will receive a *Certificate of Completion* for one (1) hour of Continuing Professional Education (CPE) by printing the last slide. [Texas Woman's University is a registered provider approved by the State Board for Educator Certification (SBEC) to offer CPE hours.]

Additionally, for providing professional guidance as a mentor educator, you can request up to 45 clock hours of Continuing Professional Education (CPE) every 5 years. As a result, you might be able to use these hours towards the renewal of your standard certificate.

Suggestions for expected progress through the student teaching experience are outlined in the handbook. These are only suggestions; please feel free to modify them. The determining factor is YOUR assessment of the student's readiness to assume additional responsibilities and functions, and to provide effective instruction for the students in your classroom. With that in mind, the handbook also contains an example of the Evaluation of Student Teacher Performance form which will be used to assess the student teacher's performance at the conclusion of the assignment. The university supervisor will provide you with an original form to be completed toward the end of the session.

The student teaching experience consists of a 14-week full semester (or two 7-week half semester sessions) for students to become certified. Students will receive an excused absence for attending the TWU/UNT Education Career Day, the TWU departmental seminars, undergraduate Senior Breakfast/Lunch, and the MAT Portfolio Presentation, if applicable. All other absences are considered unexcused. If an excessive number of unexcused absences are accumulated, the placement may need to be extended. Student teachers are expected to participate as fully as possible as members of the school staff; thus, they are obligated to follow the policies which other staff members in the school system follow.

We are confident that all will go well. If, however, a student is having difficulty, the earlier this is communicated to the student's university supervisor, the sooner a program of help can be devised. The university supervisor working with you and your student teacher will make a first observation within the first week of the student teacher's placement. During the initial meeting, the university supervisor will discuss the student teaching program as well as provide and review the student teacher evaluations and forms. In addition, the university supervisor will observe the student for 45 minutes on two other occasions in the first seven weeks and three times during the second seven weeks of placement.

Thank you for your assistance with this important task of teacher preparation. If you have any questions or concerns at any time during the semester, please call me at (940) 898-2223, or Judy Franz, student teacher coordinator, at (940) 898-2734.

Sincerely,

Michelle Williams-Laing
Director, Professional Development Center

Enclosures

Anticipated Progress in Student Teaching

The schedules below are provided as general guidelines for involving student teachers in the classroom. For students in their second student teaching placement, a quicker transition to all-day teaching responsibility may be encouraged. In all cases, depending upon specific classroom circumstances, adjustments may be necessary. This is left to the discretion of the Cooperating Teacher.

Seven Week Placement	Fourteen Week Placement	Anticipated Level of Involvement
WEEK 1	WEEK 1	Primarily an observation week. Time to get to know the students, to observe the Cooperating Teacher's methods and expectations for students, investigate the curriculum and student attainment, and do limited kinds of teaching - supportive in nature.
WEEK 2	WEEK 2 – 3	Student teacher is given a specific unit, subject or class to teach for which preparation is required. At least one unit, subject or class is added each week from now on.
WEEK 3 – 4	WEEK 4 – 5	Proportionately more teaching and preparation is added.
WEEK 5	WEEK 6 – 7	Still more instructional responsibility. By the end of this period, the student should have taught all day for at least one day, but may have planned only part of that day.
WEEK 6 – 7	WEEK 8 – 13	During this period, the student should teach all classes/subjects, being responsible for all preparation, materials, grading, record-keeping, classroom management, duties, etc., for at least two weeks during the final weeks of the first assignment and for at least two weeks at the end of the second assignment. In 14-week assignments, three or more weeks are required of capable students.
WEEK 14		Part of WEEK 14 in a SINGLE placement may be used to allow the student teacher to observe different classes, programs, or special projects throughout the school provided such arrangements can be made with the principal's permission.

Student Teaching Experience Checklist

The following are suggested orientation experiences and teaching activities. It is not essential to complete all of the items listed, but efforts should be made to address those appropriate to your situation and grade or subject level. If student teaching two sessions, use first space for **Session I** and second space for **Session II**. Check each item when completed.

Orientation Experiences

Met building personnel:

- Principal
- Secretary
- Cooperating Teacher
- Other Teachers
- Special Teachers
- Custodian
- Cafeteria Workers
- Other Staff

Located building areas:

- Toured the building
- Examined curriculum material
- Located library
- Observed playground area
- Observed lunchroom area
- Informed about copiers, projectors, etc.

Discussion with Cooperating Teacher

School policy:

- Discipline
- Daily Schedule
- Fire Drill, etc.
- Injuries & Illness
- Absence
- Rules (Classroom & School)
- Faculty Meetings
- Ethics/Legal Issues
- Purchasing & Budget
- School & Community Resources

Room policy:

- Testing Practices
- Transitions
- Students with special needs/referrals
- Housekeeping
- Record Keeping & Curriculum Records
- Social and Work Climate
- Grouping
- Curriculum materials
- Cultural & linguistic factors
- District standards/benchmarks

Observation of Cooperating Teacher with Attention To:

- | | |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> Lecture | <input type="checkbox"/> <input type="checkbox"/> Budgeting time |
| <input type="checkbox"/> <input type="checkbox"/> Use of textbook | <input type="checkbox"/> <input type="checkbox"/> Questions |
| <input type="checkbox"/> <input type="checkbox"/> Discussion | <input type="checkbox"/> <input type="checkbox"/> Restatements & Reinforcement |
| <input type="checkbox"/> <input type="checkbox"/> Media (video/filmstrips) | <input type="checkbox"/> <input type="checkbox"/> Experiment |
| <input type="checkbox"/> <input type="checkbox"/> Whole class | <input type="checkbox"/> <input type="checkbox"/> Interaction |
| <input type="checkbox"/> <input type="checkbox"/> Small group | <input type="checkbox"/> <input type="checkbox"/> Directions |
| <input type="checkbox"/> <input type="checkbox"/> Groups working simultaneously | <input type="checkbox"/> <input type="checkbox"/> Listening |
| <input type="checkbox"/> <input type="checkbox"/> Individual student | <input type="checkbox"/> <input type="checkbox"/> Conclusions |
| <input type="checkbox"/> <input type="checkbox"/> Disabled student | <input type="checkbox"/> <input type="checkbox"/> Evaluations |
| <input type="checkbox"/> <input type="checkbox"/> Gifted student | <input type="checkbox"/> <input type="checkbox"/> Parent & Teacher communication |
| <input type="checkbox"/> <input type="checkbox"/> Use of information technology | |

Planning Performance

- _____ Submitted written plans for daily lessons to cooperating teacher in advance (according to teacher’s request) so that revisions can be made if needed.
- _____ Submitted worksheets, teaching aids a day in advance
- _____ Made long-range plans for units and full-time teaching
- _____ Shared plans orally with students
- _____ Wrote and presented a unit of work

Teaching

- _____ Taught one group in one subject
- _____ Taught the whole class in one subject area
- _____ Taught an individual student or small group with special needs
- _____ Assisted in the planning and conducting a field trip
(Note: Student teachers may not drive for field trips.)
- _____ Taught the entire day for two\or more weeks with full responsibility
- _____ Taught lessons which incorporated the following resources or motivational strategies:

_____ Lecture	_____ Audio Tape	_____ Library
_____ Textbook	_____ Transparency	_____ Worksheet
_____ Experiment	_____ Visual	_____ Game
_____ Discussion	_____ Model	_____ Evaluation
_____ Video Tape	_____ Bulletin Board	_____ Computer

Other Activities

- | | |
|---|---|
| _____ Read quality literature (after reading personally) | _____ Attended professional meetings or in-services |
| _____ Set up an interest area | _____ Visited area resource center |
| _____ Collected material for Instruction Materials File | _____ Arranged for parent contact/involved |
| _____ Observed a resource room or special classroom | _____ Participated in an outdoor education field trip |
| _____ Attended a staffing | _____ Observed a parent-teacher conference |
| _____ Attended faculty meeting | _____ Attended open house/school assembly |
| _____ Participated in conferences with cooperating teacher and university supervisors | |

Evaluation

- _____ Evaluated performance with cooperating teacher
- _____ Assessed daily activities and learning with students

Student Teacher Contract

In the event of my enrollment in Texas Woman's University's Student Teaching Program, I acknowledge endorsement of the standards of acceptable conduct identified by Texas Woman's University and the College of Professional Education.

READ BEFORE YOU SIGN

In order to become and remain a Student Teacher at Texas Woman's University (TWU), I hereby affirm that:

1. I have read and understand the policies published in the most recent TWU General Catalog or TWU Graduate Catalog, the College of Professional Education's Teacher Education Handbook, the Student Code of Conduct found in the most recent TWU Student Handbook and Planner, and the Code of Ethics and Standard Practices for Texas Educators adopted by the Texas Education Agency's (TEA) State Board for Educator Certification (SBEC).
2. I will abide by Texas Woman's University's Department of Teacher Education's Disposition Policy.
3. I will comply with the campus and district policies at my placement site.
4. I understand that a signed Student Teacher Contract is required before I receive my placement.
5. I understand that should I violate stated procedures, I will be removed from my student teaching assignment without the guarantee of an additional placement.
6. I understand that willful violation of policies stated in the TWU Code of Conduct (Section 4) may result in my expulsion from the University.
7. I understand that I may be held liable for my actions while at the school site or in settings pertaining to my student teaching.
8. I understand that if I am accepted for placement, my signature below constitutes a professional agreement with a school system and Texas Woman's University to student teach during the semester requested.

Student Teacher Name (Please Print)

TWU Student Identification Number

Student Teacher Signature

Date

Rev. 2.18.11

Student Teaching Requirements and Forms

1. Students are to follow all requirements, policies, procedures and objectives established by the university that relate to student teaching (Student Teacher Handbook, Student Teacher Syllabus, Student Teacher Contract, Student Teacher Orientation Meeting, etc.). Student Teacher Contracts were collected during previous semester enrollment.
2. Cooperating Teacher Observation Form: Each week the cooperating teacher selects one lesson presented by the student teacher to formally review. Student teachers are responsible for distributing these forms to the cooperating teacher and mailing the completed forms to the university supervisor every two weeks.
3. Student Teacher Lesson Observation Form: During the first two weeks of placement, the student teacher will formally document her/his observations of two lessons presented by the cooperating teacher. *(Student teachers are required to provide copies of these observations to their university supervisor.)*
4. Lesson Plan: A lesson plan is to be prepared for each lesson presented and a copy provided to the university supervisor each time he/she visits.
5. Daily/Weekly Planning Chart: This organizational chart should be available at all times and prepared in advance.
6. Instructional Materials File: Help student teachers develop a filing system to organize instructional materials collected throughout the semester. For example, lesson plans, ideas, games, schedules, policies, and management techniques.
7. Observation/Visitation Report: The university supervisor completes this report during each visitation. Student teachers will read each report and initial it. The form will be filed in the Professional Development Center at the end of the student teaching assignment.
8. Areas of Evaluation: The university supervisor uses this as a guide when observing the student teacher's performance in the classroom. **(Optional)**
9. Student Teacher Self-Assessment/Reflection Form: The student teacher will use this to evaluate his/her performance after each university supervisor's observation visit. (Student teachers can use this to assess their performance throughout the practicum.)
10. Evaluation of Student Teacher Performance: This form is used to evaluate the student teacher's performance at the conclusion of the student teaching assignment. Based on the information provided in consultation with the cooperating teacher, the university supervisor will assign a final grade for the student teacher on this form. **The cooperating teacher may use this form at the mid-point if the student teacher is experiencing difficulty with the student teaching assignment.** (The original should be given to the university supervisor.)
11. Student Teacher Program/Process Evaluation: The university supervisor, cooperating teacher and student teacher uses this form to evaluate Texas Woman's University's Student Teacher Program. The evaluation will be emailed to participants at the conclusion of the semester.
12. Student Teacher Program 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 student teachers at the conclusion of the semester.

Note: All of the twelve factors contribute to the student teacher's final grade.

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.

Cooperating Teacher Observation of Student Teacher

(Completed by Cooperating Teacher)

Discuss with and make a copy for the student teacher and university supervisor.

Student Name: _____ Date: _____

Teacher: _____ Time: _____

Absences: _____ Tardies: _____

BRIEF DESCRIPTION OF THE ACTIVITY OBSERVED:

STRONG POINT(S) OF THE LESSON:

SUGGESTION(S) FOR IMPROVEMENT:

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:

Student Teacher Lesson Observation

(Completed by Student Teacher)

Make a copy for the university supervisor.

Student Name: _____

Date: _____

Teacher: _____

Time: _____

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 COOPERATING 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://ets.tlt.psu.edu/learningdesign/objectives>. TEKS may be found at: <http://www.tea.state.tx.us/index2.aspx?id=6148>.

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)

Portfolio Pointers

- **THE PORTFOLIO IS AN ONGOING PROJECT WITH A DUAL PURPOSE**
 - To prepare materials that demonstrate the knowledge and skills acquired in Texas Woman’s University’s Teacher Education Program.
 - To present materials that demonstrate to a potential employer an understanding of the major concepts emphasized in their program, and the skills required to be a successful teacher.

- **BUILDING THE PORTFOLIO**
 The portfolio includes the following components:
 - Résumé
 - Philosophy of Education
 - Classroom Management Plan
 - Artifacts demonstrating what was learned in the pedagogy classes
 - Additional material that demonstrates proficiency

- **PRODUCING THE PORTFOLIO**
 Student teachers prepare their portfolio at various points throughout their program under the guidance of their pedagogy professors.

- **PRESENTING THE PORTFOLIO**
 Undergraduate, Post Baccalaureate and Deaf Education student teachers must submit a completed portfolio to their university supervisors no later than four weeks before the last day of student teaching in the semester in which he/she intends to graduate. MAT student teachers will present their MAT portfolios during their departmental portfolio presentations for their certification of final exams in lieu of providing a copy of their portfolio to their university supervisors.

- **ASSESSING THE PORTFOLIO**
 In what ways does the portfolio address the following?
 - Demonstrate an ability to write clearly and to organize and present materials effectively
 - Demonstrate the student has acquired the kinds of knowledge and skills he or she needs to be an effective teacher
 - Demonstrate student’s ability to synthesize and apply knowledge acquired in the program

Portfolio Artifacts

Only corrected, polished copies should be placed in portfolio.

- **TO BE ASSESSED/CHECKED IN EDUC 2003**
 - Binder (1½”- 2” black with clear plastic)
 - Cover sheet on front of notebook
 - 6 Dividers with labeled tabs:
 - Table of Contents
 - Credentials
 - Domain I – Designing Instruction and Assessment to Promote Student Learning
 - Domain II – Creating a Positive, Productive Classroom Environment
 - Domain III –Implementing Effective, Responsive Instruction and Assessment
 - Domain IV –Fulfilling Professional Roles and Responsibilities

- Title page on inside of notebook
 - Table of contents (page listing behind tab)
 - Working Résumé (Credentials)
 - Unofficial Transcript (Credentials)
 - Professional Development Plan (Domain IV) *
 - Professional Development Activity (Domain IV) *
 - Ethical Dilemma, Decision Tree (use of technology for visual aid), Reflection (Domain IV) *
 - Self-Assessment (Domain IV) *
- TO BE ASSESSED/CHECKED IN EDUC 3003
 - Philosophy of Education (Domain I)
 - Professional Development Summary & Reflection (Domain IV)
 - Unit and Lesson Plan (Domain I)
 - Copy of Signed Degree Plan (Credentials)
 - TO BE ASSESSED/CHECKED IN EDUC 4113
 - Mentor Evaluations (Domain IV)
 - Student Selected Field Activities (Domain I)
 - School Climate Survey (Domain II)
 - Lesson Plan/Interactive Bulletin Board (Domain III)
 - Teacher Questioning/Field Activity (Domain III)
 - Assessment Assignment/Student Reflection (Domain III)
 - TO BE ASSESSED/CHECKED IN EDUC 4243
 - Mentor Evaluations (Domain IV)
 - Philosophy of Classroom Management (Domain II)
 - Student Centered Discipline Plan (Domain II)
 - Procedures/Routines (Domain II)
 - Classroom Layout with Analysis (VAD) (Domain II)
 - Love and Logic Observation/Reflection (Domain II)
 - Discipline with Dignity Observation/Reflection (Domain II)
 - TO BE ASSESSED/CHECKED DURING STUDENT TEACHING
 - Certification test results as available (Credentials)
 - Updated resume (Credentials)
 - Letters of recommendation (Credentials)
 - Artifacts demonstrating effectiveness with students (Domains I-IV)
 - Other suggestions: Honors, Awards, Certificates

Student Teaching Evaluations, Official Transcripts, and other Test Results will be added after Graduation.

* If transferring in EDUC 2003 from another institution, the student should check with his/her EDUC 3003 instructor for possible artifact substitutions.

Areas of Evaluation

■ Single Subject Teaching

- Student teacher 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, student teacher 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

Undergraduate
 Post-Bac
 MAT
 Master's
 Beginning Date _____

Texas Woman's University
EVALUATION OF STUDENT TEACHER PERFORMANCE

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

STUDENT: _____ Student ID#: _____ Date: _____

Grade Level/Subject: _____ School/District: _____ Certification: _____

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

Cooperating Teacher Signature _____ Date _____

TWU Supervisor Comments: _____

TWU Supervisor Signature _____ Date _____

I, the student teacher, 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

Student Teacher Comments: _____

TWU Student Teacher 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 student teacher is consistently performing the skill at an independent level, requiring limited supervisory feedback from the Cooperating 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 student teacher is consistently performing the skill at a level requiring occasional Cooperating Teacher or University Supervisor suggestions or directions, often requiring monitoring only and intermittent feedback.
2) BEGINNING COMPETENT:	At this level the student teacher needs frequent and specific directions from both the Cooperating 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 student teacher 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.

DOMAIN I: Active, Successful Student Participation in the Learning Process (InTASC Standards III, V, VII) <i>Student teacher 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

DOMAIN II: Learner-Centered Instruction (InTASC Standards I, II, IV, VII, VIII) <i>Student teacher 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

DOMAIN III: Evaluation and Feedback on Student Progress (InTASC Standards VI, VIII) <i>Student teacher 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

DOMAIN IV: Management of Student Discipline, Instructional Strategies, Time and Materials (InTASC Standards I, III) <i>Student teacher 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

DOMAIN V: Professional Communication (InTASC Standards III, V, X) <i>Student teacher 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

DOMAIN VI: Professional Development (InTASC Standards IX, X) <i>Student teacher 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 student teacher 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

NUMBER OF DAYS OF: UNEXCUSED ABSENCES:* _____

UNEXCUSED TARDIES: _____

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

* Excused absences: TWU/UNT Education Career Day, Senior Breakfast/Lunch, MAT Portfolio Presentation and departmental seminars

One copy each to office, principal, and student

STUDENT TEACHER SELF-ASSESSMENT/REFLECTION

Student Teacher _____ Observation Date _____

Cooperating 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?
Subject matter knowledge and instructional strategies to make content meaningful			
Student grouping and classroom behavior management and participation			
Materials, Resources & Technology			
Overall assessment of your teaching strategies			

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

Student Teacher Syllabus

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

Course Description:

The final phase of the Teacher Education Program offers student teachers supervised pre-professional experience in a public school setting. Under the guidance of a certified, experienced cooperating veteran teacher and university supervisor, and through the gradual accumulation of instructional and operational skills, student teachers will eventually assume responsibility for the total classroom. Student teachers are expected to participate as fully as possible as members of the school staff; thus, they are obligated to follow the policies which other staff members in the school system follow. Student teachers are also expected to make continual progress toward achieving the learner-centered proficiencies for teachers and to demonstrate competency in their certification area by passing the Texas Examinations of Educator Standards (TExES).

Course Objectives:

Each student teacher 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 student teacher will:

- Attend two mandatory Saturday TWU on-campus professional development seminars and departmental seminars. (Any schedule changes will be announced via email.)
- Participate in relevant, meaningful, effective and developmentally appropriate learning experiences based on best practices for all learners in PK-12 settings
- Design a supportive and responsive classroom community that promotes student learning
- Encourage self-directed, problem solving and higher-order thinking and learning in a variety of settings
- Use a variety of instructional materials and resources to support learning
- Promote lifelong learning, cooperation, leadership and mutual respect
- Practice reflection
- Enhance personal professional growth
- Indicate an understanding of the requirements, expectations and constraints associated with teaching in Texas and be able to apply this understanding in a variety of contexts
- Participate in and adhere to the policies, activities and programs in the school
- Demonstrate an ability to respond appropriately to learners from diverse linguistic, cultural or racial backgrounds
- Become familiar with cooperating teacher's yearly curricular and instructional goals
- Become familiar with, and incorporate the content, objectives, student outcomes and curriculum into planning and instruction
- Demonstrate effective oral and written interpersonal communication skills
- Display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession
- Observe the planning process and attend all available planning meetings
- Become familiar with the classroom instruction and discipline management plan of the cooperating teacher and district
- Observe and reflect upon curricular and instruction practices and research
- Implement a variety of learner-centered methods of instruction

- Demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning
- Explore and demonstrate knowledge in the use of technology to enhance instruction and classroom management
- Obtain first-hand exposure to content curriculum, resources, technology, Texas Essential Knowledge and Skills (TEKS) objectives and Texas Assessment of Knowledge and Skills (TAKS) or the State of Texas Assessment of Academic Readiness (STAAR) objectives, etc.

Course Evaluation:

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

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

The student teacher'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, cooperating teacher or director of the Professional Development Center; and (d) completed and filed a Student Teacher Satisfaction Evaluation.

Indicators of Student Teacher Effectiveness:

The level of success student teachers experience in their student teaching assignment is related to the student's:

- Commitment of time and energy to the demands and responsibilities of student teaching
- Knowledge of the subject matter
- Collaboration, interaction and communication with other school, district and university professionals
- Planning and organizational skills
- Respect for and sensitivity to all learners
- Standards of professionalism and ethical principles
- Consideration for the line of authority and school structure
- Adaptability to changes
- Personal behavior and attitudes
- Completion of assigned tasks
- Promptness
- Follow-through
- Alignment of theory with practice
- Adherence to school and district policies and procedures

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 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.