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 Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas Woman's University.
Admission into Clinical Student Teaching Program

The Clinical Student Teacher Handbook was designed to serve as a guide for undergraduate students or graduate students who are seeking initial certification. In lieu of a separate Clinical Student Teacher Handbook for undergraduate and graduate students, please note that all forms in this handbook are required for clinical student teachers, regardless of the classification.

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

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

PEC Statement: Students in both undergraduate and graduate educator preparation programs at Texas Woman's University are required to complete TExES (or TEA approved vendor) content, supplemental and PPR certification exams to begin a clinical student teaching, practicum or internship for certification requirements. (Practicum relates to graduate professional certification programs for principals and librarians).

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 course work leading to degree and certification requirements in the Interdisciplinary major and the Education minor, with the exception of clinical student teaching.
  3. Must have taken all of the state certification exams, and national certification exams, if applicable, prior to clinical student teaching.

- 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 course work in the Education minor, with the exception of clinical student teaching.
  3. Satisfactory completion (as defined by the major department) of all course work leading to degree and certification requirements, with the exception of clinical student teaching.
  4. Must have taken all of the state certification exams, and national certification exams, if applicable, prior to clinical student teaching. **
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 “B” or better) on all graduate course work leading to certification requirements, with the exception of clinical student teaching.
  4. Must have taken all of the state certification exams, and national certification exams, if applicable, prior to clinical student teaching. **

• 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 clinical student teaching.
  4. Must have taken all of the state certification exams, and national certification exams, if applicable, prior to clinical student teaching. **

• Applicant for a Deaf and Hard of Hearing Certificate
  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 of required course work as established by the College of Professional Education.
  4. Satisfactory completion (as defined by the major department) of all course work leading to degree and certification requirements, with the exception of clinical student teaching.
  5. Must have taken all of the state certification exams, and national exams, if applicable, prior to clinical student teaching. **
  6. Must receive passing score on TASC signing exam prior to clinical student teaching.
  7. Email from Dr. Tamby Allman or Dr. Sonya Spolsky must be sent to jfranz@twu.edu stating student has met all departmental requirements to clinical student teach.

* Students who have an Incomplete (I) on their transcript must complete a “Request for an Exception to the COPE Clinical Student Teaching Program” form and complete all of the course’s requirements during the clinical student teaching semester. The form can be accessed through the PDC webpage, www.twu.edu/professional-development-center, under Forms.

** Students seeking Secondary and All-Level certification must meet the eligibility guidelines defined by their major department.
### 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.asp](http://www.twu.edu/teacher-education/forms.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
- Pre-admission interview with faculty advisor (interview meets oral competency, if appropriate course not complete)
- Minimum of 12 to 15 hours in the subject-specific content area for certification sought (15 hours are required for math and science candidates)
- 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 2.75 overall
- Pre-admission interview with faculty advisor (interview meets oral competency, if appropriate course not complete)
- Minimum of 12 to 15 hours in the subject-specific content area for certification sought (15 hours are required for math and science candidates)
- Signed Commitment Contract acknowledging awareness and understanding of the Teacher Education Program Dispositions Policy
Clinical Student Teaching Program

■ ASSIGNMENT
Once education students are admitted into clinical 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 clinical student teaching semester consists of one 14-week placement or two 7-week placements. Texas Woman’s University clinical student teacher assignments meet the following criteria:

• Only one clinical student teacher is assigned to one elementary cooperating teacher in a self-contained classroom during one semester.
• One secondary clinical student teacher is assigned to one cooperating teacher. (In team teaching situations, more than one clinical student teacher may be assigned to the team; however, each clinical student teacher is assigned to a different team member.)
• Cooperating teachers and supervising professors will work together to develop an effective clinical experience for clinical student teachers.
• Secondary clinical student teachers may receive teaching assignments at the middle school, junior high, and/or senior high levels. Clinical student teaching assignments will correspond with the subject area certification.
• Clinical 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 Core Subject and 4-8 Core Subject clinical 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, clinical student teachers will eventually assume responsibility for the total classroom.

• Elementary clinical 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 clinical student teachers will accept responsibility for all classes during the clinical 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 clinical 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
Clinical 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
Clinical 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 clinical student teacher’s work within the school. A clinical 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 clinical 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 clinical 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. Clinical 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. Clinical
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/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 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 clinical student teacher dress code.
- Gain insight into the expectations of teaching in today’s society.
■ ASSESSMENT
The purpose of the clinical 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 clinical student teacher’s performance, and provide feedback to the clinical student teacher on a regular basis. However, the university supervisor is ultimately responsible for the clinical student teacher’s final evaluation and grade. The clinical student teacher should discuss any questions regarding his/her final grade with the university supervisor or the coordinator of education field experiences.

■ SCHOOL PLACEMENT
TWU will strive to grant a student’s request concerning a preferred location for the clinical student teaching experience; however, he/she must choose from the following list of school districts. Applications must include a second choice.
- Allen
- Argyle
- Aubrey
- Arlington
- Birdville
- Burleson
- Carrollton-Farmers Branch
- Celina
- Coppell
- Crowley
- Dallas
- Decatur
- Denison
- Denton
- Eagle Mountain-Saginaw
- Farmersville
- Fort Worth
- Frisco
- Gainesville
- Garland
- Grand Prairie
- Grapevine-Colleyville
- Hurst-Euless-Bedford
- Irving
- Keller
- Krum
- Lake Dallas
- Lewisville
- Little Elm
- Mansfield
- McKinney
- Mesquite
- Northwest
- Pilot Point
- Plano
- Ponder
- Richardson
- Sanger
- Sherman

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

Clinical 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**
Clinical student teachers will observe their assigned school districts’ holiday schedules.

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

Under no circumstance should a clinical student teacher be absent without notifying the cooperating teacher. (If the absence is for more than one day, the clinical student teacher should call before each day.) A doctor’s note is required for a clinical 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 clinical student teacher returns to his/her school site.

If a clinical student teacher cannot avoid an absence, the clinical 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 Education Field Experiences (clinical student teaching) (email: jfranz@twu.edu)

If a clinical student teacher must leave the clinical student teaching site during school hours, the clinical student teacher is also responsible for notifying the appropriate individuals.

A clinical student teacher who misses more than 3 days during the semester may be required to extend his/her clinical 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 clinical 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 clinical 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 clinical 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 clinical 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 clinical 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. Clinical student teachers cannot substitute teach during the clinical 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
Clinical student teachers may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the cooperating teacher. Clinical student teachers may not drive his/her personal vehicle to carry students on a field trip.

■ DRESS CODE
Clinical student teachers should exhibit professionalism in dress and grooming. They must identify and dress in accordance with the dress code of the assigned school. Clinical 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 clinical student teachers to be concerned about classroom management. During the beginning week of the assignment, clinical 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 clinical student teacher.

Clinical 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
Clinical student teachers are encouraged to become members of a professional education organization like the Association of Texas Professional Educators (ATPE), Texas Classroom Teacher Association (TCTA), etc. Through these organizations, education students receive liability insurance while clinical student teaching. If the clinical student teacher chooses not to join a professional education organization, he/she may purchase liability insurance through another source. (Clinical student teachers must provide the coordinator of education field experiences with proof of liability insurance for a minimum amount of $500,000 per incident before beginning a clinical student teaching assignment.)
■ CRIMINAL CHECK, TB TEST, SPECIAL DATA FORM
Pursuant to Texas Education Code 22.083, participating school districts require a criminal background check before the clinical student teacher can enter the classroom. The coordinator of education field experiences will provide the student with a criminal history authorization form or a link to a district’s online form, if applicable, for the school district to conduct an examination of each candidate’s criminal history. (Texas Woman’s University does not conduct a criminal history check on teacher certification candidates.) Based on the results of the criminal history record, a student may be denied placement by the district, not TWU.

Additionally, some districts may require a TB test, health card, emergency card, fingerprinting and/or a special data form.

■ DUE PROCESS
Clinical student teachers may experience problems during the clinical student teaching experience. If a clinical 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 clinical student teacher should contact the university supervisor to discuss his/her concerns. The university supervisor will schedule a meeting with the clinical 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 clinical student teacher, which may involve removal from clinical student teaching or reassignment.

■ GROWTH PLAN
When the progress of a clinical student teacher’s professional development, as determined by the university supervisor, the cooperating teacher, the director of the Professional Development Center (or department chair), is less than should be demonstrated at a given point in the clinical student teacher’s experience, corrective actions should be suggested and the clinical 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 clinical 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 clinical student teacher may be dismissed from the current clinical student teaching placement or for the remainder of the semester. Dismissal is different from "withdrawal" which generally indicates the student is having a successful clinical 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 clinical student teacher to change his/her deficiencies and remediate and refocus the clinical
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
- Excessive tardiness
- Unacceptable completion of minimum requirements
- Unauthorized release or discussion of confidential records
- Does not demonstrate professional appearance and/or use appropriate hygiene
- Criminal charges

A conference with the university supervisor, cooperating teacher, clinical 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 clinical student teacher has a serious problem adhering to the expectations of the clinical student teaching placement, the following actions may be recommended:

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

In the event that the clinical student teacher is counseled out of clinical student teaching or is dismissed from clinical student teaching, the student will be asked to complete the official drop form for clinical student teaching at the university. If a drop form is not completed, the student will be issued 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 dismissals from clinical student teaching decisions fall into two types and each would indicate a line of appeal.

1. Dismissal from clinical 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 clinical student teaching should offer the opportunity of remediation and a repeat of the clinical student teaching session. The policy requires a remedial plan prior to enrollment in clinical 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 clinical student teaching. (Students will not be given a third attempt to successfully complete clinical 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:

The student should contact the instructor with concerns. If an agreeable solution is not found, the student must make a formal appeal by submitting the electronic TWU Academic/Administrative Complaint and Appeal Form [Word] no later than 10 class days after the grades are posted. To select the appropriate office to begin the appeal process, consult Procedures for Academic/Administrative Complaints and Appeals of TWU Decisions [Word] found at the end of the document. The procedures provide directions for the sequence of offices each type of complaint or appeal should follow to a final decision. The form may be completed electronically and submitted by email to the appropriate office within 10 days of the occurrence of the complaint. Addendums are permissible to concisely document the complaint and may be attached to the email or delivered to the corresponding office. Please print a copy of the completed document at each level for your records.

Complaints or appeals at each level must be made in writing no later than 10 class days after the date of the decision at the previous level unless otherwise stipulated in state or federal law. The 10 days for appeal at each level do not include weekends, holidays, or days between academic sessions. The faculty member or administrator receiving the complaint or appeal will respond within 10 class days, not including weekends, holidays, or days between academic sessions. Review and decision may require a longer period of time.

DISPOSITION POLICY

http://www.twu.edu/teacher-education/professional-dispositions-policy.asp

A clinical student teacher’s personal disposition should embrace character, skills and traits appropriate for the teaching profession. They should be proud to be entering the profession and want to act appropriately by accepting the responsibility to adhere to the highest ethical and legal standards both on campus and off. Any breach of these standards may result in the withdrawal from clinical student teaching or the university’s Teacher Education Program.

The Professional Development Center addresses the Disposition Policy in the Clinical Student Teacher Syllabus.

CONFIDENTIALITY

A clinical 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. Clinical student teachers must not release or discuss information with any unauthorized person.

CERTIFICATION

Clinical student teachers are recommended for certification upon successful completion of the Teacher Education Program, including clinical student teaching and passing all TExES exams. To begin the process, clinical student teachers should apply for certification online by visiting the Texas Education Agency’s State Board for Educator Certification’s website at www.tea.texas.gov. If you have questions regarding this procedure, please contact Linda Kobler (940-898-2203), Robin Shawn (940-898-2211) or Isabel Howington (940-898-2208) in the Office of Student Support Services, which is located in Stoddard Hall, Room 211. Individuals desiring to teach in accredited public and private schools in Texas must be certified through the Texas Education Agency. The administrative functions for the certification process are 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 clinical 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 clinical student teaching is listed under My Organizations on Blackboard. Blackboard may be accessed from any computer with Internet access. Clinical student teaching materials and communication features are integrated in the program, and you will be able to access clinical 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.

**Step 3**
Pass the necessary state TExES Examinations.*

**Step 4**
Successfully complete supervised clinical student teaching semester or internship.

**Step 5**
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 6**
Once you have completed all program requirements and passed your certification exams, 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.texas.gov](http://www.tea.texas.gov).

**Step 7**
Pass a federal felony and misdemeanor fingerprint background check. Visit [www.tea.texas.gov](http://www.tea.texas.gov) for instructions and fee.

**Step 8**
The Texas Woman's University Office of Student Support Services will recommend you for certification.

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* MAT students must pass both content and PPR before they can graduate and be recommended for 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 clinical student teachers during the Clinical 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 clinical 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

Dear Cooperating Teacher:

Texas Woman’s University knows that cooperating teachers are one of the most important participants in the student’s clinical experience. We realize that you have willingly assumed additional work and responsibility by agreeing to mentor our beginning educator during his/her clinical student teacher practica. Your campus leadership and direction will provide expertise critical to encouraging our clinical student teacher to make a difference in the lives of students.

To aid you throughout this experience, we developed a Cooperating Teacher Handbook which can be accessed online by clicking on the Clinical student teacher link through the Professional Development Center’s website at [http://www.twu.edu/professional-development-center](http://www.twu.edu/professional-development-center). Additional resources are also available through this website.

In addition to the handbook, we created a “Guiding the Beginning Teacher” tutorial. The guide can be accessed under Resources on the Professional Development Center’s website. After clicking on this site, you should click on the slide presentation button to view the guide correctly. The state requires this training for cooperating teachers, and, 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 Texas Education Agency’s 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. Your university supervisor will provide you with a Professional Development Activity form for your records. You can use this form as documentation of CPE towards the renewal of your standard certificate.

The university supervisor assigned to your clinical student teacher is also a valuable resource to support you throughout this experience. The supervisor will visit you and your clinical student teacher within the first week of the clinical student teaching assignment. During the initial meeting, the university supervisor will discuss the clinical student teaching program as well as provide and review the clinical student teacher evaluations and forms. In addition, the university supervisor will observe the student for 45 minutes on two other occasions during the first seven weeks and three times during the second seven weeks of placement.

Suggestions for expected progress through the clinical student teaching experience are outline in your 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 Clinical Student Teacher Performance form which will be used to assess the clinical student teacher’s performance at the conclusion of the assignment. The evaluation can be accessed online through the Professional Development Center’s webpage.

The clinical student teaching experience consists of a 14-week session or two 7-week sessions for students to become certified. Students will receive an excused absence for attending the TWU/UNT Education Career Day, the TWU half-day departmental seminars, undergraduate Senior Breakfast or 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. Clinical 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.

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, Coordinator of Education Field Experiences, at (940) 898-2734.

Sincerely,

Michelle Williams-Laing
Director, Professional Development Center
**Anticipated Progress in Clinical Student Teaching**

The schedules below are provided as general guidelines for involving clinical student teachers in the classroom. For students in their second clinical 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.

<table>
<thead>
<tr>
<th>Seven Week Placement</th>
<th>Fourteen Week Placement</th>
<th>Anticipated Level of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>WEEK 1</td>
<td>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.</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>WEEK 2 – 3</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>WEEK 3 – 4</td>
<td>WEEK 4 – 5</td>
<td>Proportionately more teaching and preparation is added.</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>WEEK 6 – 7</td>
<td>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.</td>
</tr>
<tr>
<td>WEEK 6 – 7</td>
<td>WEEK 8 – 13</td>
<td>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.</td>
</tr>
<tr>
<td>WEEK 14</td>
<td></td>
<td>Part of WEEK 14 in a SINGLE placement may be used to allow the clinical student teacher to observe different classes, programs, or special projects throughout the school provided such arrangements can be made with the principal’s permission.</td>
</tr>
</tbody>
</table>
Clinical 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 clinical 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:**

- ______ Lecture
- ______ Use of textbook
- ______ Discussion
- ______ Media (video/filmstrips)
- ______ Whole class
- ______ Small group
- ______ Groups working simultaneously
- ______ Individual student
- ______ Disabled student
- ______ Gifted student
- ______ Use of information technology
- ______ Budgeting time
- ______ Questions
- ______ Restatements & Reinforcement
- ______ Experiment
- ______ Interaction
- ______ Directions
- ______ Listening
- ______ Conclusions
- ______ Evaluations
- ______ Parent & Teacher
- ______ communication
**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: Clinical 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
  - Textbook
  - Transparency
  - Library
  - Worksheet
  - Experiment
  - Visual
  - Game
  - Discussion
  - Model
  - Evaluation
  - Video Tape
  - Bulletin Board
  - Computer

**Other Activities**

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

**Evaluation**

- Evaluated performance with cooperating teacher
- Assessed daily activities and learning with students
Clinical Student Teacher Contract

In the event of my enrollment in Texas Woman's University's Clinical 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 clinical 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 Clinical Student Teacher 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 Clinical Student Teacher Contract is required before I receive my placement.

5. I understand that should I violate stated procedures, I may be removed from my clinical student teaching assignment without the guarantee of another placement.

6. I understand that willful violation of policies stated in the TWU Code of Conduct (Section 4) may result in disciplinary sanctions up to and including disciplinary probation, suspension and/or expulsion.

7. I understand that I may be held liable for my actions while at the school site or in settings pertaining to my clinical student teaching.

8. I understand that no worker injury program applies, including, but not limited to, Worker's Compensation. I understand that I must rely upon my own financial resources and health insurance for coverage of any medical expenses arising out of participation in clinical student teaching.

9. I understand that I assume the risk of participating in clinical student teaching. I release from liability, waive, discharge and covenant not to sue Texas Woman's University, its regents, administrators, staff, or faculty, for any liability, claim, and/or cause of action arising out of or related to any loss, damage, or injury, including death, involving clinical student teaching.

10. 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 clinical teach during the semester requested.

Clinical Student Teacher Name (Please Print)   TWU Student Identification Number

Clinical Student Teacher Signature  Date

Rev. 1.30.13
Clinical Student Teaching Requirements and Forms

1. Students are to follow all requirements, policies, procedures and objectives established by the university that relate to clinical student teaching (Clinical Student Teacher Handbook, Clinical Student Teacher Syllabus, Clinical Student Teacher Contract, Clinical Student Teacher Orientation Meeting, etc.). Clinical 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 clinical student teacher to formally review.

3. **Clinical Student Teacher Lesson Observation Form***: During the first two weeks of placement, the clinical student teacher will formally document her/his observations of two lessons presented by the cooperating teacher.

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**: The clinical student teacher is encouraged to set up a filing system to organize instructional materials collected throughout the semester. For example, lesson plans, ideas, games, schedules, policies, and management techniques.

7. **Classroom Observation Report***: The university supervisor completes this report during each visitation. Clinical student teachers will read each report and initial it. The form will be filed in the Professional Development Center at the end of the clinical student teaching assignment.

8. **Areas of Evaluation**: The university supervisor may use this as a guide when observing the clinical student teacher’s performance in the classroom.

9. **Clinical Student Teacher Self-Assessment/Reflection Form***: The clinical student teacher will use this to evaluate his/her performance after each university supervisor’s observation visit.

10. **Evaluation of Clinical Student Teacher Performance***: This form is used to evaluate the clinical student teacher or intern’s performance at the conclusion of the assignment. Based on the information provided in consultation with the cooperating teacher, the university supervisor will assign a final grade for the student on this form. *The cooperating teacher may use this form at the mid-point if the clinical student teacher is experiencing difficulty with the clinical student teaching assignment.*

11. **Teacher Preparation Program Survey**: The university supervisor, cooperating teacher and clinical student teacher use this form to evaluate Texas Woman's University's Teacher Preparation Program. The evaluation will be emailed to participants at the conclusion of the semester.

12. **Portfolio**: Clinical student teacher prepares materials that effectively demonstrate to an employer the knowledge and skills acquired in Texas Woman's University’s Teacher Education Program. (The university supervisor and cooperating teacher will review portfolio and provide brief feedback; however, they will not grade the portfolio.)

13. **Seminars (Professional Development)**: Clinical student teacher is required to attend two mandatory university-wide Saturday seminars and all of the appropriate half-day department seminars. (A seminar schedule will be distributed during the Clinical Student Teacher Orientation and will be posted on the COPE clinical student teacher/internship blackboard site.)

   *All of the thirteen factors contribute to the student’s final grade.*

* Emailed to appropriate persons as indicated on the forms.
InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013)

At a Glance

Learner Development & Learning Differences

Standard #1: 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: 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.

Progression Indicators:

1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of learners’ commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

Learning Environments

Standard #3: 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.

Progression Indicators:

1. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.
2. The teacher manages the learning environment to engage learners actively.

Content Knowledge

Standard #4: 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Progression Indicators:

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

Application of Content

**Standard #5:** 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.

**Progression Indicators:**

1. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.
2. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

Assessment

**Standard #6:** 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.

**Progression Indicators:**

1. The teacher uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.
2. The teacher uses assessment to engage learners in their own growth.
3. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.

Planning for Instruction

**Standard #7:** 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.

**Progression Indicators:**

1. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.
2. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student’s learning needs.
3. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.
**Instructional Strategies**

**Standard #8:** 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.

Progression Indicators:

1. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.
2. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

**Professional Learning and Ethical Practice**

**Standard #9:** 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.

Progression Indicators:

1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.
2. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners’ needs.
3. The teacher practices the profession in an ethical manner.

**Leadership and Collaboration**

**Standard #10:** 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.

Progression Indicators:

1. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.
2. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.
Cooperating Teacher Observation of Clinical Student Teacher

(Completed by Cooperating Teacher)

(Email copies to clinical student teacher, principal, university supervisor and Michelle Williams-Laing)

Student Name: _______________________________ Date: ____________

Teacher Name: _______________________________ Time: ____________

University Supervisor: ______________________ 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:
Clinical Student Teacher Lesson Observation

(Completed by clinical student teacher)

(Email copies to cooperating teacher, principal, university supervisor and Michelle Williams-Laing)

Student Name: ____________________________ Date: __________
Teacher Name: ____________________________ Time: __________
University Supervisor: ______________________

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.texas.gov.

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)
Areas of Evaluation

■ Single Subject Teaching
  • Clinical 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, clinical 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 maintains 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
Texas Woman's University
Clinical Student Teacher Evaluation Report

DATE: ___________________________ TIME: ___________________________ CIRCLE: Mid-Term or Final

CLINICAL TEACHER: ___________________________ SEMESTER & YEAR: ___________________________

DISTRICT/CAMPUS: ___________________________ COOPERATING TCHR: ___________________________

EVALUATOR (PRINT NAME): ___________________________ CLASSIFICATION: ___________________________

CERTIFICATION: ___________________________ Indicate Evaluator's Title: University Supervisor Cooperating Teacher

The following clinical student teacher evaluation form is divided into four domains as adopted by the Texas Education Agency's State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure clinical student teachers have the knowledge and skills to teach in Texas public schools. Please complete the form by checking the appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: **1=Needs Improvement 2=Developing 3=Proficient 4=Accomplished 5=Distinguished**

**TEA requires** represents anchor ratings for proficient until the evidence pulls the rating to another level. Unlike PDAS, the Proficient performance level in T-TESS contains strong teaching practices, a campus filled with Proficient teachers is indicative of a high-functioning campus. The teacher steering committee that developed the T-TESS rubric wanted to ensure that this rubric was a growth tool. In order for that to occur, the rating (Distinguished) had to be a very lofty measure that captured what all teachers strive toward but very few teachers consistently attain. One way to conceive of the T-TESS rubric is that the practices categorized as Exceeds Expectations in PDAS are now represented in the Proficient level in T-TESS with two higher performance levels, Accomplished and Distinguished, added for growth and aspiration. Conceptually, the Accomplished and Distinguished performance levels in T-TESS capture levels of practice not formerly covered in PDAS" (National Council on Teacher Quality, 2016).

**Proficient** is the goal for all clinical student teachers.

<table>
<thead>
<tr>
<th>Domain 1: Planning - Evidence is apparent in the lesson plan.</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Proficient</th>
<th>Not Applicable</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards &amp; Alignment: The clinical student teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All goals and lesson objectives aligned to TEKS.</td>
<td>✅</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Integrated technology as applicable and appropriate</td>
<td>✅</td>
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</tr>
<tr>
<td>All materials and assessments sequenced and relevant to students</td>
<td>✅</td>
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</tr>
<tr>
<td>All materials provide appropriate lesson time and closure</td>
<td>✅</td>
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</tr>
<tr>
<td>All materials fit into broader unit and course objectives</td>
<td>✅</td>
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<tr>
<td>Data &amp; Assessment: The clinical student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</td>
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<tr>
<td>Formal and informal assessments monitor progress of all students.</td>
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<tr>
<td>Substantive and specific timely feedback given to students, families and other school personnel while maintaining confidentiality</td>
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<tr>
<td>Analysis of student data connected to specific instructional strategies</td>
<td>✅</td>
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<tr>
<td>Knowledge of Students: Through knowledge of students and proven practices, the clinical student teacher ensures high levels of learning, social-emotional development and achievement for all students.</td>
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<tr>
<td>All lessons connect to student prior knowledge and experiences</td>
<td>✅</td>
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<tr>
<td>All lesson adjust for student strengths and gaps in background knowledge, life experiences and skills</td>
<td>✅</td>
<td></td>
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<tr>
<td>Activities: The clinical student teacher plans engaging, relevant lessons that encourage higher-order thinking, persistence and achievement.</td>
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<tr>
<td>Questions encourage all students to engage in complex, higher order thinking</td>
<td>✅</td>
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<tr>
<td>Instructional groups based on student needs</td>
<td>✅</td>
<td></td>
<td></td>
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<tr>
<td>All student understand individual roles within instructional groups</td>
<td>✅</td>
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<td></td>
</tr>
<tr>
<td>Activities, resources, technology, instructional materials aligned to instructional purposes</td>
<td>✅</td>
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</tbody>
</table>

COMMENTS:

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Page 1
### DOMAIN 2: INSTRUCTION – Evidence is apparent in instruction and classroom.

**Achieving Expectations:** The clinical student teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

- Sets academic expectations that challenge all students
- Evidence that most students demonstrate mastery of objective
- Addressed student mistakes and follows through to ensure student mastery
- Provides student opportunity to take initiative of their own learning

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

- Conveys accurate content knowledge
- Integrates learning objectives with other disciplines
- Anticipates possible student misunderstandings
- Accurately reflects how lesson fits within structure of discipline and TEKS
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)

**Communication:** The clinical student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

- Uses probing questions to clarify, elaborate learning
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Asks remember, understand and apply level questions focusing on lesson objective and provoking questions
- Provides explanations that are clear
- Uses verbal and written communication that is clear and correct
- Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers

**Differentiation:** The clinical student teacher differentiates instruction, aligning methods and techniques to diverse student needs.

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

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

- Utilizes input from student in order to monitor and adjust instruction and activities.
- Monitors student behavior and responses for engagement and understanding
- Adjusts instruction and activities to maintain student engagement

**COMMENTS:**

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### DOMAIN 3: LEARNING ENVIRONMENT — Evidence is apparent in the classroom

<table>
<thead>
<tr>
<th>Classroom Environment, Routines &amp; Procedures: The clinical student teacher organizes a safe, accessible and efficient classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All procedures, routines and transitions are clear and efficient</td>
</tr>
<tr>
<td>Students actively participate in groups, manage supplies and equipment with very limited teacher direction</td>
</tr>
<tr>
<td>Classroom is safe and organized to support learning objectives and is accessible to most students</td>
</tr>
<tr>
<td>Consistently implements the campus and/or classroom behavior system proficiently</td>
</tr>
<tr>
<td>Most students meet expected classroom behavior standards</td>
</tr>
<tr>
<td>Classroom Culture: the clinical student teacher leads a mutually respectful and collaborative class of actively engaged learners.</td>
</tr>
<tr>
<td>Engages all students in relevant, meaningful learning</td>
</tr>
<tr>
<td>Students work respectfully individually and in groups</td>
</tr>
</tbody>
</table>

**COMMENTS:**

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### DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Professional Domains: Ethics: The clinical student teacher meets TWU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators</td>
</tr>
<tr>
<td>Meets all professional standards (e.g., attendance, professional appearance and behaviors)</td>
</tr>
<tr>
<td>Advocates successfully for the needs of students in the classroom</td>
</tr>
<tr>
<td>Goal Setting: The teacher reflects on higher practice.</td>
</tr>
<tr>
<td>Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback</td>
</tr>
<tr>
<td>Meets all professional goals resulting in improvement in practice and student performance</td>
</tr>
<tr>
<td>Professional Development: The teacher enhances the professional community.</td>
</tr>
<tr>
<td>Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities</td>
</tr>
<tr>
<td>School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</td>
</tr>
<tr>
<td>Communicates the mission, vision and goals of the school to students, colleagues, parents and families</td>
</tr>
<tr>
<td>Communicates effectively in written, verbal and non-verbal communications</td>
</tr>
<tr>
<td>Actively participates in all school outreach activities</td>
</tr>
</tbody>
</table>

**COMMENTS:**

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Clinical Student Teaching Handbook – [Page 32]
# Clinical Student Teacher Self-Assessment/Reflection

(Email copies to cooperating teacher, principal, university supervisor and Michelle Williams-Laing)

<table>
<thead>
<tr>
<th>Clinical Student Teacher</th>
<th>Observation Date</th>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
<th>Observer’s Name</th>
<th>Title of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How were the following aspects of your lesson effective for all students?</th>
<th>How did you depart from what you planned?</th>
<th>What might you change to improve the lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject matter knowledge and instructional strategies to make content meaningful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student grouping and classroom behavior management and participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials, Resources &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall assessment of your teaching strategies</td>
<td></td>
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</tr>
</tbody>
</table>
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 issuance, renewal, or reinstatement of a certification from the Texas
Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators’ Code of Ethics codified in 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, the
complainant’s verifiable contact information, including full name, complete address, and phone
number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges
related to a party’s educator certificate are to be determined by the State Board for Educator
Certification and/or the State Office of Administrative Hearings commencing when a petition is
properly served under this chapter.

(6) Disciplinary proceedings—Any matter arising under this chapter on Chapter 249 of this title
(relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order
or finding issued by the Texas Education Agency staff, the State Office of Administrative
Hearings, or the State Board for Educator Certification relating to the legal rights, duties,
privileges, and status of a party’s educator certificate.

(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 by patterns of personal, academic, and
occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate
honesty, accountability, trustworthiness, reliability, and integrity. Lack of a good moral character
may be evidenced by the commission of 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 by the commission of acts involving moral turpitude, but conduct that evidences a lack of good
moral character is not necessarily limited to such crimes or acts.

(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 disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or surrender in lieu of disciplinary action.

(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; amended to be effective December 19, 2011, 36 TexReg 8530

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
TEXAS WOMAN'S UNIVERSITY
COLLEGE OF PROFESSIONAL EDUCATION
Clinical Student Teacher Syllabus

Director – Professional Development Center
Michelle Williams-Laing
Office: Stoddard 202
Phone/Fax: 940-898-2223

Course Description:
The final phase of the Teacher Education Program offers clinical student teachers supervised preprofessional 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, clinical student teachers will eventually assume responsibility for the total classroom. Clinical 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. Clinical 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 clinical 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 clinical 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 the State of Texas Assessment of Academic Readiness (STAAR) objectives, etc.

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

Clinical 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 Clinical 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 Clinical Student Teacher Contract.

The clinical 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 submitted a Teacher Preparation Program Survey.

Indicators of Clinical Student Teacher Effectiveness:
The level of success clinical student teachers experience in their clinical student teaching assignment is related to the student’s:
• Commitment of time and energy to the demands and responsibilities of clinical 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

<table>
<thead>
<tr>
<th>INTASC Standards</th>
<th>PPR Standards</th>
<th>T-TESS Standards</th>
<th>Addressed/ Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN I: DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING</strong></td>
<td><strong>PLANNING</strong></td>
<td><strong>Competency 002</strong> The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.</td>
<td><strong>Standards and Alignment</strong> The teacher designs clear, well-organized, sequential lessons that reflect best practices, align with standards and are appropriate for diverse learners. <strong>Data and Assessment</strong> The teacher uses formal and informal methods to measure student progress, then manages and analyses student data to inform instruction. <strong>Administer and evaluate student progress using a variety of assessment strategies</strong></td>
</tr>
<tr>
<td><strong>Standard 1</strong> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</td>
<td></td>
<td></td>
<td><strong>Comprehensive Lesson Plan and Self-Assessment/ Reflection</strong></td>
</tr>
<tr>
<td><strong>Standard 1: Learner Development</strong> 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.</td>
<td><strong>Competency 001</strong> The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.</td>
<td><strong>Knowledge of Students</strong> Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</td>
<td><strong>Lesson Plan and Self-Assessment/ Reflection</strong></td>
</tr>
<tr>
<td>Standard 7: Planning for Instruction</td>
<td>Competency 003</td>
<td>Activities</td>
<td>Lesson Plan and Self-Assessment/ Reflection</td>
</tr>
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</tr>
<tr>
<td>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.</td>
<td>The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.</td>
<td>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 8: Instructional Strategies</th>
<th>Competency 004</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN III: IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard III</td>
</tr>
<tr>
<td>The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Expectations</td>
</tr>
<tr>
<td>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4: Content Knowledge</th>
<th>Content Knowledge and Expertise</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Plan, Disposition</th>
<th>Lesson Plan</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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<table>
<thead>
<tr>
<th>Competency 007</th>
<th>Communication</th>
<th>Lesson Plan, Evaluation, Self-Assessment/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.</td>
<td>The teacher clearly communicates to support persistence, deeper learning and effective effort.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Lesson Plan, Evaluation, Self-Assessment/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</td>
<td></td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Competency 010</th>
<th>Monitor and Adjust</th>
<th>Evaluation, Self-Assessment/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.</td>
<td>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Competency 008</th>
<th>Lesson Plan, Evaluation, Self-Assessment/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher provides appropriate instruction that actively engages students in the learning process.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 009</th>
<th>Self-Assessment/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN II: CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT**

**Standard II**
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
<table>
<thead>
<tr>
<th>Standard 3: Learning Environments</th>
<th>Competency 005</th>
<th>Classroom Environment, Routines and Procedures</th>
<th>Evaluation, Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.</td>
<td>The teacher organizes a safe, accessible and efficient classroom</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Competency 006</th>
<th>Managing Student Behavior</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The teacher knows understands strategies for creating an organized and productive learning environment and for managing student behavior.</td>
<td>The teacher establishes, communicates and maintains clear expectations for student behavior.</td>
<td>Evaluation, Disposition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN IV: FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES</th>
<th>PROFESSIONAL PRACTICE AND RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard IV</td>
<td>The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 9: Professional Learning and Ethical Practice</th>
<th>Competency 013</th>
<th>Professional Demeanor and Ethics</th>
<th>Evaluation, Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.</td>
<td>For attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher reflects on his/her practice</td>
<td>Self-Assessment/Reflection</td>
</tr>
<tr>
<td>Competency 012</td>
<td>Professional Development</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.</td>
<td>The teacher enhances the professional community.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Competency 011</th>
<th>School Community Involvement</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.</td>
<td>The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</td>
<td></td>
</tr>
</tbody>
</table>

**Steps for Remediation**
Steps for remediation may include:
- TExES PREP Center assistance
- TeachLivE™ Lab
- Additional opportunities to work with university faculty/staff in areas of concern

**ADA Statement**
Texas Woman’s University seeks to provide appropriate academic adjustments for all individuals with disabilities. This university will comply with all applicable federal, state, and local laws, regulations, and guidelines, specifically Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determined by the coordinator. The student also must contact the faculty member in a timely manner to arrange for appropriate academic adjustments.

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 have an impact on your ability to fully participate.

**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.
Dispositions are a vital component of teacher preparation. According to the National Council for Accreditation of Teacher Education (NCATE), they are defined as the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator’s own professional growth.” 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 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.
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 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 which 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 Worksheet, 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.

University Policies

1. Texas Woman’s University seeks to provide appropriate academic adjustments for all individuals with disabilities. This university will comply with all applicable federal, state, and local laws, regulations, and guidelines, specifically Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determined by the coordinator. The student also must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. For further information regarding Disability Support Services or to register for assistance, please contact the office at 898-3835 (voice), 898-3830 (TDD), dss@twu.edu, or visit CFO 105.
2. Academic dishonesty includes cheating, plagiarism, collusion, fabrication, falsification, and falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student, and/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 procedures in the Student Handbook.

A tutorial can be found at http://www.twu.edu/as/engspf1/writesitehome.htm.

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.
Academic Mission Statement
Texas Woman's University is a notable institution, primarily for women, dedicated to excellence through academic achievement, research and creativity, innovation and collaboration and committed to fiscal accountability.

TWU’s academic and social environment empowers students by inspiring intellectual curiosity and lifelong learning, embracing scholarship and research, developing leadership and personal responsibility, and promoting diversity and respect for all individuals.

TWU educates students to succeed as they pursue careers, research or graduate study in the liberal arts and health, education and business professions. By setting high expectations and high ideals, TWU prepares its graduates to lead personally and professionally fulfilling lives.

Department Goals
The Department of Teacher Education is committed to teacher preparation that focuses on a learner-centered climate in which the learners, teachers, administrators, parents and the community all have responsibility for the learner's success.

Program Goals
The goals of the Professional Development Center are to prepare future teachers for tomorrow’s schools who demonstrate knowledge of pedagogy and professional responsibilities relative to the classroom, school and community; demonstrate knowledge of theory and best practices within a specific content area; and are able to successfully complete a field-based experience demonstrating application of effective teaching skills.
Acknowledgment of Texas Woman’s University Clinical Student Teaching Handbook

Name: 

University Supervisor: 

My signature below acknowledges that I have accessed the Texas Woman’s University Clinical Student Teaching Handbook on-line.

1) I have read and fully understand the handbook and supplements and agree to abide by the policies and procedures defined or referenced in the handbook.

2) I have read, fully understand and will abide by the Texas Education Agency’s Educators’ Code of Ethic, Chapter 247, Rule 247.2, as specified in the Clinical Student Teaching Handbook.

As a clinical student teacher, I realize I have an obligation to inform my university supervisor of any changes in personal information, such as name, telephone number, email address, etc. that may occur during the semester. I also accept responsibility for contacting my supervisor if I have any questions, concerns, or need further explanation.

Signature: ____________________________

Date: ____________________________

Note: Please download, initial boxes, sign and date one copy of this form. Bring this form with you to the Texas Woman’s University Clinical Student Teacher Orientation. Further instructions will be discussed during the meeting.