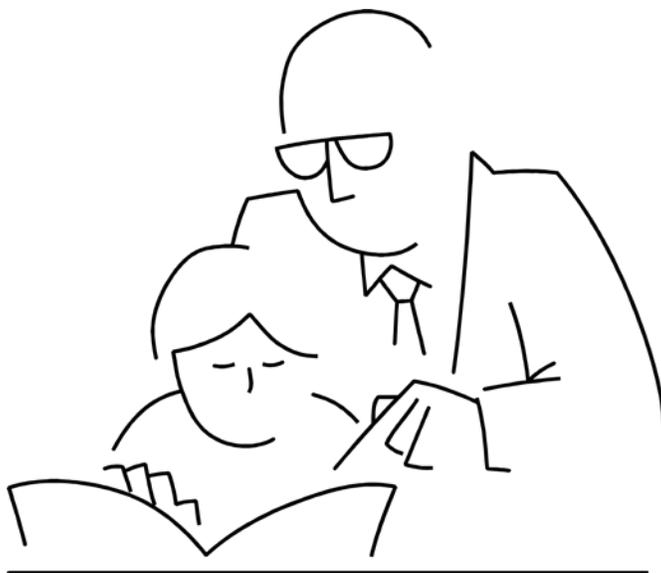




**TEXAS WOMAN'S**  
UNIVERSITY™

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

# University Supervisor Handbook



*Supervising Clinical Teachers and Interns*

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

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The purpose of this handbook is to serve as a guide. The information enclosed is accurate at the time of printing; however, policies are subject to change based on state guidelines.

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

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

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Texas Woman's University is accredited by the 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.

## Introduction

Supervisors not only play a key role in developing the skills that clinical student teachers and interns need to meet the student's educational objectives, but also play a role in their professional development. A key part of your role as a supervisor is to create an environment that motivates our students and allows them to succeed. By being involved in this development process, supervisors can engage and motivate clinical student teachers and interns, enabling them to meet critical objectives and their personal and professional goals.

The Supervisor's Handbook will help you:

- Understand the key role you play in creating a climate of success
- Understand your role and responsibility in your students' development
- Have a productive discussion with your clinical student teachers and interns to make development a priority and encourage the students to map out their development plans
- Direct your clinical student teachers and interns to useful and effective resources
- Create a supportive environment
- Understand clinical student teachers and interns as individuals
- Give candid and effective feedback
- Provide information, resources and time
- Explain how to adjust teaching styles and activities for diverse learners
- Discuss the internal and external factors affecting teaching and learning
- Encourage clinical student teachers and interns to incorporate reflection in their teaching experiences

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## 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 teaching experience. 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 Teaching, Internship and Supervisor" link (located at left of screen) and then the "Documents and Forms for Clinical Student Teachers" link found under the "Student Teaching" heading through the Professional Development Center's website, [www.twu.edu/professional-development-center](http://www.twu.edu/professional-development-center). All TWU Cooperating Teacher forms are available through this website.

In addition to the handbook, we created a "Guiding the Beginning Teacher" PowerPoint tutorial. The guide link can be accessed under the "General Resources" section of the Resources link on the Professional Development Center's website, [www.twu.edu/professional-development-center](http://www.twu.edu/professional-development-center). After opening the link, you should click on the slide show 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.

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 student teacher within the first two weeks 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 two times during the second seven weeks of placement.

Suggestions for expected progress through the clinical student teaching experience are outlined in the online Cooperating Teacher 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.

The clinical student teaching experience consists of one 14-week assignment (or two 7-week assignments). Students will receive an excused absence for attending the TWU/UNT Education Career Day and the TWU departmental seminars. All other absences are considered unexcused unless confirmed by the TWU Professional Development Center. 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*

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.

<b>Seven Week Placement</b>	<b>Fourteen Week Placement</b>	<b>Anticipated Level of Involvement</b>
WEEK 1	WEEK 1	Primarily an observation week. Time to get to know the students, to observe the Cooperating Teacher’s methods and expectations for students, investigate the curriculum and student attainment, and do limited kinds of teaching - supportive in nature.
WEEK 2	WEEK 2 – 3	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.
WEEK 3 – 4	WEEK 4 – 5	Proportionately more teaching and preparation is added.
WEEK 5	WEEK 6 – 7	Still more instructional responsibility. By the end of this period, the student should have taught all day for at least one day, but may have planned only part of that day.
WEEK 6 – 7	WEEK 8 – 13	During this period, the student should teach all classes/subjects, being responsible for all preparation, materials, grading, record-keeping, classroom management, duties, etc., for at least two weeks during the final weeks of the first assignment and for at least two weeks at the end of the second assignment. In 14-week assignments, three or more weeks are required of capable students.
WEEK 14	WEEK 14	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.

## University Supervisor Responsibilities\*

The university supervisor serves as a liaison between the College of Professional Education at Texas Woman's University and local school districts. University supervisors work in conjunction with cooperating teachers to enhance the learning experiences of clinical student teachers.

The university supervisor:

- Visits and regularly discusses the clinical student teaching experience with both clinical student teacher and cooperating teacher
- Reviews the clinical student teacher's lesson plans, units, worksheets, etc.
- Gathers information on the clinical student teacher's progress through conferences with the cooperating teacher
- Gives guidance as needed based on teaching observations and conversations
- Conducts three-way final evaluation conferences
- Recommends Final Grade
- Confirms and submits mid-term evaluation (*for first 7-week session for students in two 7-week sessions, or for students in one 14-week session who are having difficulty with clinical student teaching*), the Evaluation of Clinical Student Teaching Performance (*final evaluation*), Classroom Observation Reports and remind the cooperating teacher to complete the Teacher Preparation Program Survey that will be emailed at the conclusion of the session.
- Documents concerns of the clinical student teacher's progress on the Professional Standards form (*if necessary supervisors will place student on a Growth Plan*).
- Refers to "**Supervisor Due Date**" sheet for specific deadlines.
- Obtains clinical student teaching and cooperating teacher forms at:  
<http://www.twu.edu/professional-development-center/student-teaching.asp>

University supervisor will follow the general supervision guidelines listed below.

### **Clinical Student Teacher Orientation**

All supervisors are invited to attend the Clinical Student Teacher Orientation. A meeting with clinical student teachers is **mandatory** for all supervisors. Students visit or contact their cooperating teacher the following day. Fulltime Faculty supervisors submit their Request for Travel Authorization (RTA) to the Professional Development Center the afternoon of the Clinical Student Teacher Orientation.

### **Beginning of Each Session**

Schedule an initial meeting with the cooperating teacher and clinical student teacher the first week of placement. During this meeting review the following:

- Clinical Student Teacher Handbook (*including syllabus*)
- Cooperating Teacher Data Sheet (*During your first visit ask the cooperating teacher if he/she has submitted an electronic copy to TWU.*)
- Cooperating Teacher Observation Form (*weekly*)

- Clinical Student Teacher Lesson Observation Form (*one lesson per week for first two weeks of session*)
- Classroom Observation Report (*requires 5 visits per student*)
- Clinical Student Teacher Self-Assessment/Reflection Form
- Evaluation of Clinical Student Teacher Performance (*Mid-Term evaluations required only if two placements, otherwise optional.*)
- Discuss the Teacher Preparation Program Survey that will be emailed at the conclusion of their session with a clinical student teacher.
- Discuss and schedule your visitations with the clinical student teacher and cooperating teacher for the semester.

### **Mid-Term**

- Cooperating Teacher Data Sheet (*confirm that the cooperating teacher submitted*)
- Cooperating Teacher Observation Form (*one for each week the clinical student teacher is in the classroom*)
- Clinical Student Teacher Lesson Observation Form (*one lesson per week for first two weeks of session*)
- Classroom Observation Reports
- Clinical Student Teacher Performance Evaluations for students in 7-week assignments, and Mid-Term Evaluations for students experiencing difficulty with their placement.
- Conduct conference with any students needing extra assistance; include the cooperating teachers as necessary.
- Unsatisfactory Progress Report required for each student who may not exhibit optimum performance. The Unsatisfactory Progress Report must be submitted online through the Pioneer Portal grading system (*refer to “Supervisor Due Date” sheet for specific deadline*).
- Document concerns of the clinical student teacher’s progress on the Professional Standards form (*if necessary supervisors will place student on a Growth Plan.*)
- Remind Cooperating Teachers with a clinical student teacher completing one 7-week session to complete the Teacher Preparation Program Survey that was emailed to them at the end of the semester.
- Turn in documentation to the Professional Development Center (*refer to “Supervisor Due Date” sheet for specific mid-term deadlines*). All forms must be submitted online and will be emailed to the appropriate person as indicated on the form.
  - Cooperating Teacher Data Sheet (*for second placement*)
  - Cooperating Teacher Observation Form
  - Clinical Student Teacher Lesson Observation Form
  - Classroom Observation Reports (*first three visits*)
  - Evaluation of Clinical Student Teacher Performance (*if two placements, otherwise optional*)

**End of Session**

- Schedule and conduct conferences with cooperating teacher and clinical student teacher to complete the Clinical Student Teacher Performance Evaluation.
- Two weeks before the semester ends, remind clinical student teachers to complete the Teacher Preparation Program Survey they received via email.
- Check completion of all other requirements.
- Remind cooperating teachers to complete the Teacher Preparation Program Survey that was emailed to them.
- Turn in documentation to the Professional Development Center after each visit, or, refer to “Supervisor Due Date” sheet for specific deadline for final documentation. All forms must be submitted online and will be emailed to the appropriate person as indicated on the form.
  - Cooperating Teacher Observation Form
  - Clinical Student Teacher Lesson Observation Form
  - Classroom Observation Reports
  - TEA Observation Report
  - Clinical Student Teacher Self-Assessment/Reflections
  - Evaluation of Clinical Student Teacher Performance
  - Copy of each online Grade Sheet
- Fulltime Faculty submit all travel documentation by deadline. Note both the Mileage Logs and Travel Voucher forms must be signed by the university supervisor in order to request reimbursement for travel (*refer to “Supervisor Due Date” sheet for specific deadline*).
- iPads: Those supervisors who checked out a TWU iPad and are not returning the following semester must return the iPad and all accessories to the Professional Development Center by the last day of the current semester.

**\* INTERNS**

In lieu of a separate University Supervisor Handbook for interns, please note that there are some requirements, including forms, in this handbook that are required of clinical teachers and interns. Thus, please pay close attention to the names on the forms. The forms unique to clinical teachers will be marked Clinical Student Teacher or Cooperating Teacher. Likewise, forms for interns will be marked Intern or Mentor Teacher. If there are no special requirements, clinical teachers are to follow all guidelines included in the handbook. Intern and Mentor Teacher forms are available at: <http://www.twu.edu/professional-development-center/resources/>

## Clinical Student Teaching Requirements and Forms

*(Please note that these requirements also apply to Interns.)*

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\***: 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. (Clinical student teachers can use this to assess their performance throughout the practicum.)
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 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**: 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 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.*

\* Submitted online as indicated on the forms.

**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 teaching, practicum or internship for certification requirements. *(Practicum relates to graduate professional certification programs for principals and librarians).*

## **Travel by Personal Vehicle For Fulltime Faculty Supervisor**

Partial mileage reimbursement is available to clinical teacher and/or intern supervisors for the operation of a personally owned vehicle during student observations or visitations to the school.

An employee traveling by personal vehicle must carry insurance as required by the State of Texas. An employee traveling in any non-university vehicle (i.e. personal vehicle, rental) does so at his/her own risk. TWU accepts no responsibility for vehicle or other damage, personal injury, claims filing, vehicle repair, maintenance, insurance costs, towing or citations.

**Point-to-Point Mileage** – Only mileage for the shortest route to the schools will be accepted for reimbursement. Mileage may be calculated from the supervisor’s residence if the residence is closer to the school campus than to TWU’s Denton campus/headquarters. When departure is during regular business hours (8 a.m.-5 p.m.) the supervisor must always use the shortest distance whether it is from TWU to the school site or from home to the school. The same applies for the return trip home.

***Exception:*** When departure is not during regular business hours (8 a.m.-5 p.m.) the supervisor may use the mileage from home to the school site even if the mileage from TWU to the school site is shorter. However, you must use the shorter mileage from the school site to TWU for the return trip if that departure is during regular business hours (8 a.m.-5 p.m.).

*The following is a list of documents that must be submitted to the Professional Development Center (Stoddard Hall, Room 202) by the deadline in order for a fulltime faculty supervisor to request travel reimbursement:*

**Request for Travel Authorization (RTA)** – This form must be submitted to the Professional Development Center (SH 202) prior to any travel. Supervisors are asked to calculate mileage based on 8 trips per student in the event a student requires additional visits. The supervisor must sign this form as “Applicant” as indicated at the bottom of the page. *(Please refer to the “Supervisor Due Date” sheet for the deadline.)*

**Mileage Log** – A mileage log with point-to-point mileage must be kept for purposes of documenting all travel. Round trip mileage is not accepted for reimbursement. Point-to-point odometer readings for each trip to-and-from a school is recommended. However, if a supervisor does not document actual mileage through use of odometer readings, he/she must complete a mileage log using Google Maps to obtain estimated point-to-point mileage. A copy of each travel estimate printed from Google Maps must be submitted with the mileage log, if applicable. The address for Google Maps is [www.googlemaps.com](http://www.googlemaps.com). TWU street address, 1219 Oakland Street, Denton, TX 76201, should be used when determining mileage to/from TWU via Google Map. The mileage log must be signed by the supervisor and turned in to the Professional Development Center along with the Travel Voucher and, if applicable, copies of Google Map at the end of the semester. *(Please refer to the “Supervisor Due Date” sheet for the deadline.)*

**Travel Voucher/Form** – In order to request partial reimbursement for travel by personal vehicle, the fulltime faculty supervisor must submit a Travel Voucher at the end of each semester. The fulltime faculty supervisor must sign this form as “Claimant”. *(Step-by-step instructions will be emailed to faculty each semester. Please refer to the “Supervisor Due Date” sheet for the deadline.)*

## Clinical Student Teacher Contract

In the event of my enrollment in Texas Woman's University's Clinical 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 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 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 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 teaching assignment without the guarantee of an additional placement.
6. I understand that willful violation of policies stated in the TWU Code of Conduct (Section 4) may result in 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 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 teaching.
9. I understand that I assume the risk of participating in clinical 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 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 Teacher Name (Please Print)

---

TWU Student Identification Number

---

Clinical Teacher Signature

---

Date

## **Process for Reporting Concerns**

You must accept responsibility of completing this important experience successfully. Give it your best effort. What you do during your clinical practice will become the beginning of your professional record of accomplishments. 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. After notifying the director of the Professional Development Center, 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 Student Plan for Improvement to address the situation.

If the issue is not resolved, the university supervisor follows up with the director of the Professional Development Center about the Student Plan for Improvement who discusses the issue with the chair of the Department of Teacher Education. If the issue is determined to be with the clinical student teacher, the Student Plan for Improvement will be implemented with options to the clinical student teacher, which may involve removal from clinical student teaching or reassignment.

As a teacher trainee, we will treat you as a professional educator and colleague. Your university supervisor is a valuable resource to support you throughout this experience. However, if you have concerns about your university supervisor, you should contact the director of the Professional Development Center.

## **Student Plan for Improvement**

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 Student Plan for Improvement. 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.

## **Professional Dispositions Policy**

<https://www.twu.edu/teacher-education/professional-dispositions-policy/>

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.

If a Student Plan for Improvement is implemented, it will serve as step 1 of the Disposition Policy.

## **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 and the chair of Teacher Education or the associate Dean of the College of Professional Education, 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 an alternate assignment or 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, Disposition Meeting, with the Professional Disposition Review Committee (PDRC), which includes the chair of the Department of Teacher Education, coordinator of Curriculum & Instruction for your classification (undergraduate or graduate), your faculty advisor, university supervisor and director of the Professional Development Center, 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 withdrawal from Clinical Student Teaching Form and the university's drop form for the clinical student teaching course. If a drop form is not completed, the student will be issued a grade of "F."

### **Withdrawal Policy**

Texas Woman's University strongly believes the clinical student teaching experience is vital to the student's authentic preparation for professional practice; therefore, it is essential for students to make plans in advance to complete the entire clinical student teaching requirement of at least 14 weeks or internship of at least 28 weeks. However, if students encounter unforeseen circumstances, which they believe will prevent them from fulfilling their clinical student teaching or internship in the district assigned; they have the option to choose to withdraw from student teaching/internship. Students may only withdraw from clinical student teaching/internship one time. If it is necessary to withdraw a second time, it is the student's responsibility to submit an appeal to the TWU Educator Preparation Program (EPP). The second appeal will only be considered on a case-by-case basis.

**Withdrawing prior to the start of the student teaching semester:** Students withdrawing from clinical student teaching/internship prior to the start of the semester are required to complete a Clinical Student Teaching/Internship Withdrawal Form" (direct link to form. It is the student's responsibility to withdraw from all clinical student teaching courses and/or portfolio coursework.

It is also the student's responsibility to officially withdraw from classes with the University by completing a Term Withdrawal Form, which is available on the Office of Student Life's website.

**Withdrawing after the start of the semester due to illness, financial or personal reasons:** Students withdrawing from clinical student teaching/internship after the start of the semester due to illness, financial, or personal reasons may re-enter student teaching the following semester with the appropriate approvals from their Faculty Advisor and the director of the Professional Development Center, one time. Students will be asked to demonstrate resolution of the situation so that it will not interfere with clinical student teaching again. If it is necessary to withdraw a second time, it is the student's responsibility to submit an appeal to the TWU Educator Preparation Program (EPP). The second appeal will only be considered on a case-by-case basis.

The decision to assign W or WF lies with the University Field Supervisor.

A student who fails to officially withdraw from coursework will receive an "F" rather than a "W" on their transcripts.

Withdrawing after the start of the semester due to poor performance: Students who withdraw or are removed from clinical student teaching/internship due to poor performance may petition to re-enter clinical student teaching/internship the following semester after completing a remediation plan and with the Credential Advisor's approval. Student teaching may only be repeated one time. Students will be required to meet with their University Supervisor and Faculty Advisor to discuss their remediation plan. Once the remediation is completed to the satisfaction of an Exit Review Committee, the student may re-enter student teaching one additional time.

Students withdrawing after the start of the semester are required to complete a Clinical Student Teaching/Internship Withdrawal Form, which is available on the TWU Professional Development Center website. It is the student's responsibility to withdraw from all clinical student teaching courses and/or portfolio coursework. It is the student's responsibility to submit an appeal to the TWU Educator Preparation Program (EPP). The second appeal will be considered on a case-by-case basis.

The decision to assign W or WF lies with the University Supervisor.

A student who fails to officially withdraw from coursework will receive an "F" rather than a "W" on their transcripts.

Re-Entering Clinical Student Teaching/Internship after Withdrawing: If, for any reason, student teachers/interns withdraw from clinical student teaching for personal, financial, or medical reasons, or they are asked to withdraw for any reason, the following steps are required to reapply to student teaching.

1. Speak with your Faculty Advisor and Office of Student Support Advisor about plans to re-apply for clinical student teaching/internship.
2. Complete a remediation plan with your Faculty Advisor and University Supervisor.
3. Submit a Clinical Student Teaching Application to the Professional Development Center in by the appropriate deadline. Please contact the Professional Development Center for the deadline to reapply for Spring/Fall student teaching.
4. If a student delays student teaching for two semesters, he/she must apply for readmission to Teacher Education through the Office of Student Support Services.
5. Sign up for the Clinical Student Teaching/Internship courses permitted by the Professional Development Center.

## **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**

<http://www.twu.edu/academic-affairs/academic-complaints-appeals/>

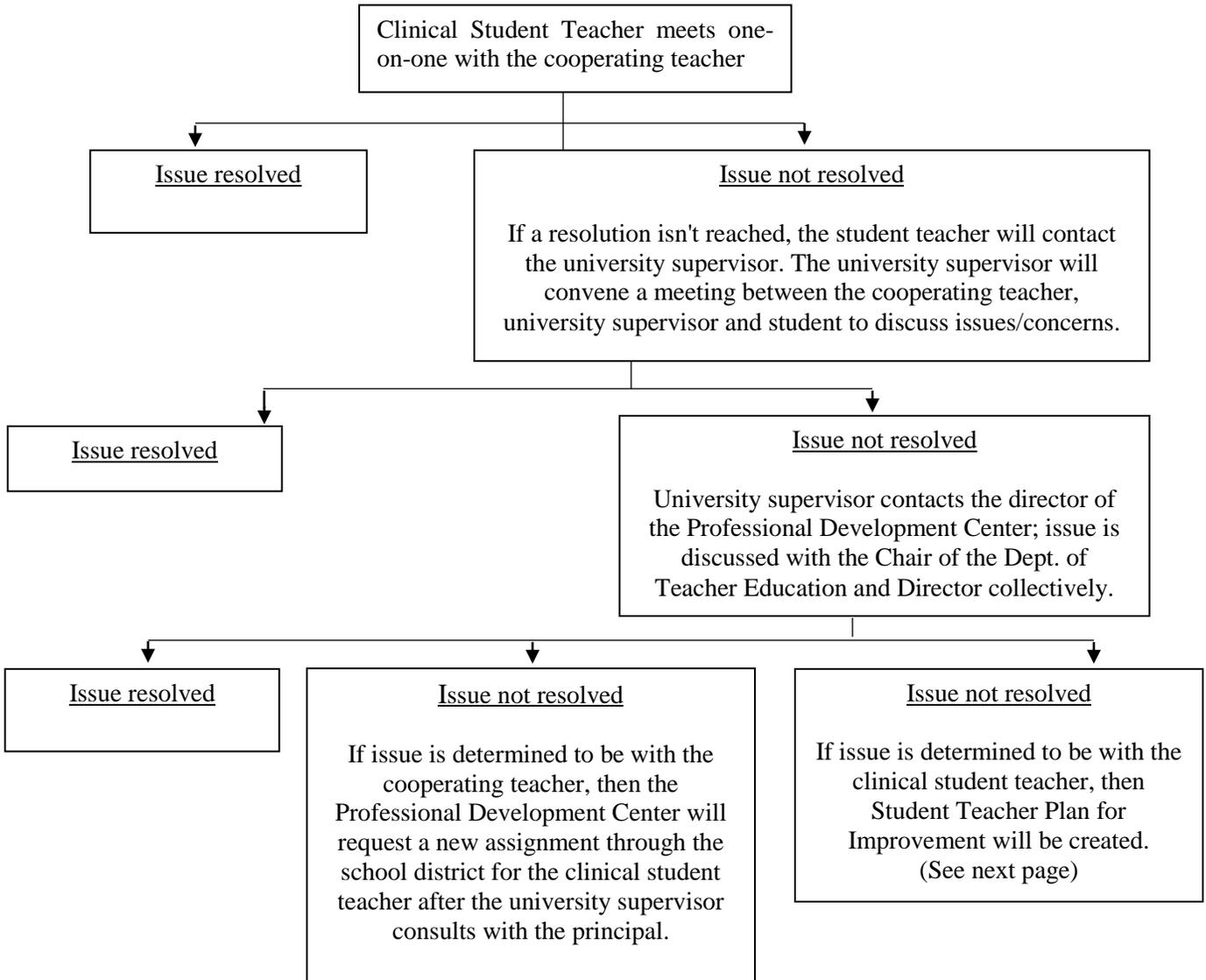
Texas Woman's University provides the following grade appeal process for students who are dissatisfied with a grade:

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 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 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.

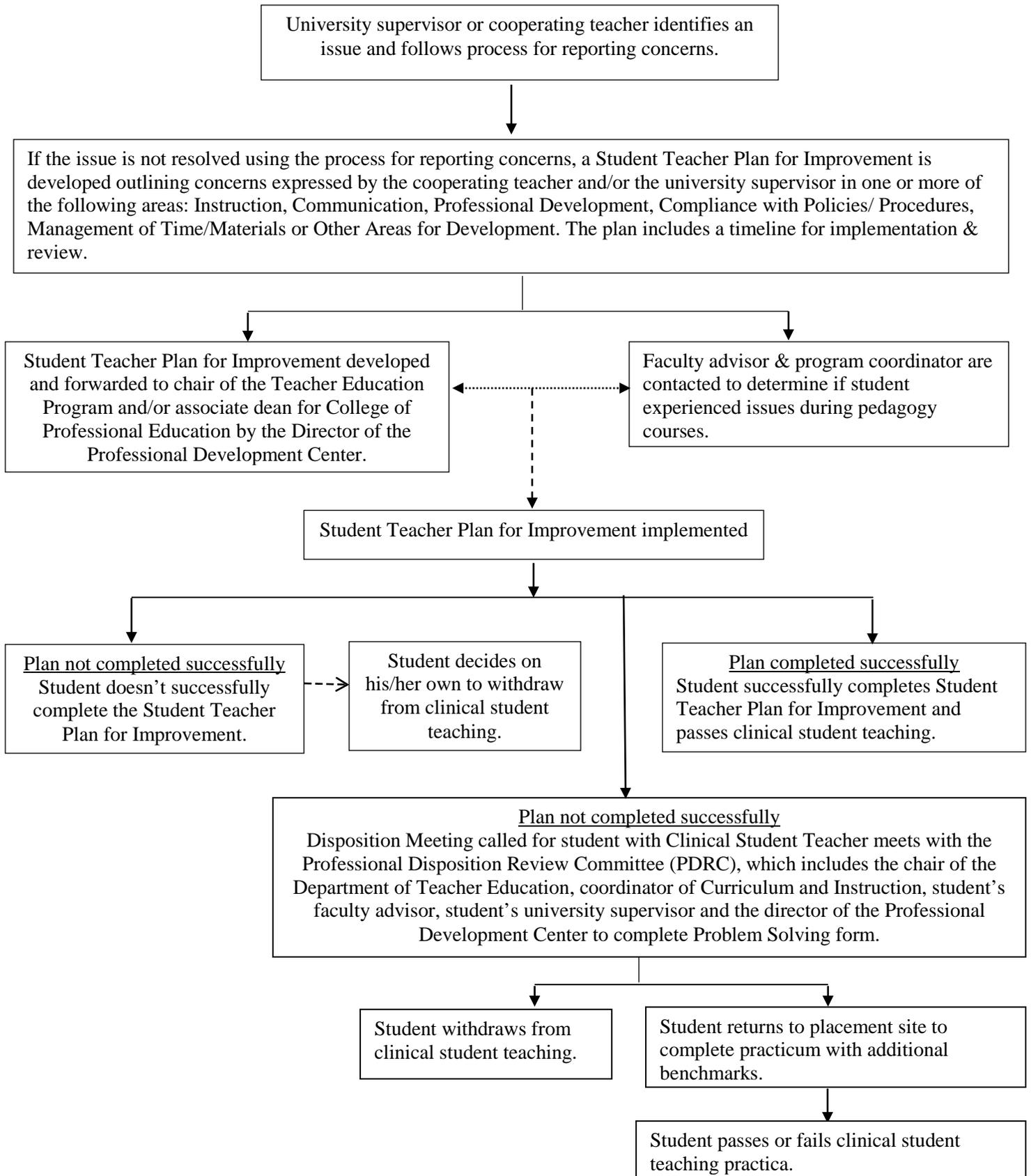
The form may be completed electronically and submitted by email to the appropriate office within 10 days of the occurrence of the complaint. Addendums are permissible to concisely document the complaint and may be attached to the email or delivered to the corresponding office. Please print a copy of 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.

### Process for Reporting Concerns



### Clinical Student Teacher Plan for Improvement



## **Mid-Term Grading Early Warning/Unsatisfactory Progress Submission**

### Online Instructions:

1. Log in to Pioneer Portal from the [www.twu.edu/home](http://www.twu.edu/home) screen or,
2. Log in directly to WebAdvisor at [webadvisor.twu.edu](http://webadvisor.twu.edu)
3. After logging in to Pioneer Portal using your TWU credentials, click on WebAdvisor to access the portal.
4. Click Log In to enter the WebAdvisor portal as a Faculty member.
5. Select Faculty to enter the faculty portal in WebAdvisor.
6. Select the Early Alert menu option to enter the term notifications (please note, Early Alert is only available during the fall and spring academic terms).
7. The Early Alert entry page will include a link to the TWU Early Alert website to access submission directions.
8. The entry page will also provide updates on submission periods for each term Early Alert is available.
9. All courses for the academic term where the instructor is faculty of record will appear after clicking Continue on the previous screen. This page will look similar to Roster Verification and Final Grading.
10. Choose a class and click submit.
  - a. On the pull down menu select how much of the course graded assignments have been completed by the Early Alert period by quartile percentage.
11. Click “I certify and confirm all students listed below are performing at a satisfactory level of C or above in my course if now Early Alert notifications are required” in the section for courses where all students are in enrolled.
12. If you have students in a course that is in need of an Early Alert to improve their performance, click on the student in the course and select a grade of D or F in Early Alert Grade. You can also provide comments or suggestions for intervention before you click submit.
  - a. On the pull down menu select how much of the course graded assignments have been completed by the Early Alert period by quartile percentage.
13. After clicking Submit, you will be directed to a confirmation page that will identify the changes made on the Early Alert submission form.
14. Only modified changes will be shown on the confirmation page, not all Early Alert submissions.
15. After clicking OK on the Early Alert Confirmation Form, you will be directed back to the course selection menu.
  - a. This section will notify of the most recent date changes were made to EA for each course and the status.
16. Instructors can log in as many times as needed to update the form until the Early Alert period close date. Notifications will not be sent until after the close date.
17. Once the Early Alert grading period closes for the term, instructors will be able to log back into the Early Alert portal to see submissions made for the remainder of the term.

18. Instructors are encouraged to provide timely feedback to students on their academic progress in the course and address any issues affecting student success.
19. Instructors are also encouraged to reach out to Academic and Student Life resources that are designed to assist students facing a variety of circumstances.
20. As a reminder, Early Alert is not an official grade or grading period that can affect student records. It is a student success and retention tool designed to keep students informed of their academic progress.

### **Grade Submission**

<http://www.twu.edu/downloads/registrar/faculty-grading-instructions-final.pdf>

#### Online Instructions:

1. Log into Pioneer Portal. On the left hand tool bar, click on “**My Tools.**”
2. Listed under Faculty/Staff Tools will be a link to “Grading.” Click on **Grading.**
3. A menu will appear when the processing has been completed. Click on the down arrow to see a list of the terms available. Click on the correct term.
4. It will take a moment to process. The next screen will show a list of your courses for the chosen semester. First, from the pull down menu choose **Final Grades ONLY.** Next, click on the small button next to the course for which grades will be entered. It will automatically start processing this request without clicking on any other keys.
5. The next screen will show a message at the top about online grading and information about the course. Under this information will be the list of students with a dropdown box to assign the grade. Assign a grade of “P” for Passing or “F” for Failing for each student.
6. After all grades have been entered, click **Submit.** All grades do not have to be entered at once. If grades are being entered at different times, **Submit** must be clicked in order to save changes you have made in the most recent session.
7. *For your records and for submitting to the Professional Development Center, please retain a copy of your grades by going back into the grading roster and printing the screen images before the deadline.*

## Areas of Evaluation

### ■ **Single Subject Teaching**

- Clinical 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 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 Teacher Evaluation Support System T-TESS

### Four Domains of the T-TESS Rubric

#### Planning

- Standards and Alignment
- Data and Assessment
- Knowledge of Students
- Activities

#### Instruction

- Achieving Expectations
- Content Knowledge and Expertise
- Communication
- Differentiation
- Monitor and Adjust

#### Learning Environment

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

#### Professional Practices and Responsibilities

- Professional Demeanor and Ethics
- Goal Setting
- Professional Development
- School Community Involvement

teachfortexas.org

#### Purpose of T-TESS

- To formalize what highly effective teachers do;
- Develop habits of self-assessment, reflection, and adjustment;
- Build a collaborative, supportive culture

#### New Language

- Preponderance of Evidence
- I do, we do, you do
- Critical thinking and HOTS means different types of thinking.
- Student THINKING and reflection
- Domains, Dimensions, Descriptors
- Technology to enhance mastery of goals

#### Keep in Mind

- Goal Setting
- Growth and improvement are what's important; ratings will be residue (eventually).
- T-TESS and T-PESS "live" in the world of PD. They only enter the HR world when there is an issue.
- It's okay to be where you are; it's not okay to stay there.
- Conversation is about teaching; not the teacher.

#### Post Conference

- Introduction
- Reinforcement
- Refinement
- Review Ratings

Learner Outcomes

Beginning  
Middle  
End

Teacher Behaviors ↔ Student Behaviors

Cause and Effect



**Teacher Rubric Domains and Dimensions Overview**

**4 Domains 16 Dimensions**

**PLANNING (Domain 1)**

**Standards and Alignment (Dimension 1.1)**

- The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.

**Data and Assessment (Dimension 1.2)**

- The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

**Knowledge of Students (Dimension 1.3)**

- Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students.

**Activities (Dimension 1.4)**

- The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.



**Planning**

- **Standards and Alignment**
- **Data and Assessment**
- **Knowledge of Students**
- **Activities**

**INSTRUCTION (Domain 2)**

**Achieving Expectations (Dimension 2.1)**

- The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

**Content Knowledge and Expertise (Dimension 2.2)**

- The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

**Communication (Dimension 2.3)**

- The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

**Differentiation (Dimension 2.4)**

- The teacher differentiates instruction, aligning method student needs.

**Monitor and Adjust (Dimension 2.5)**

- The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments.



**Instruction**

- **Achieving Expectations**
- **Content Knowledge and Expertise**
- **Communication**
- **Differentiation**
- **Monitor and Adjust**

**LEARNING ENVIRONMENT (Domain 3)**

**Classroom Environment, Routines and Procedures**

(Dimension 3.1)

- The teacher organizes a safe, accessible and efficient classroom.

**Managing Student Behavior** (Dimension 3.2)

- The teacher establishes, communicates and maintains clear expectations for student behavior.

**Classroom Culture** (Dimension 3.3)

- The teacher leads a mutually respectful and collaborative class of actively engaged learners.



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

**PROFESSIONAL PRACTICES AND RESPONSIBILITIES (Domain 4)**

**Professional Demeanor and Ethics** (Dimension 4.1)

- The teacher meets district expectations for attendance, professional appearance, decorum, and procedural, ethical, legal and statutory responsibilities.

**Goal Setting** (Dimension 4.2)

- The teacher reflects on his/her practice.

**Professional Development** (Dimension 4.3)

- The teacher enhances the professional community.

**School Community Involvement** (Dimension 4.4)

- The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach



- **Professional Demeanor and Ethics**
- **Goal Setting**
- **Professional Development**
- **School Community Involvement**



TEA 6/2/2016

## **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.

**Texas Administrative Code**  
**Chapter 149. Commissioner's Rules Concerning Educator Standards**  
**Subchapter AA. Teacher Standards**

§149.1001. Teacher Standards.

- (a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
- (b) Standards.
  - (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
    - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
      - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
      - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
      - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
    - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
      - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
      - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
      - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
    - (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
      - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
      - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
      - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
    - (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
      - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
      - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

- (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
  - (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
    - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
    - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
    - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
  - (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
    - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
    - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
    - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
  - (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
    - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
    - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
    - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
  - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
    - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
    - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
    - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

- (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
  - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
  - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
  - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
  
- (4) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
  - (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
    - (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
    - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
    - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
  - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
    - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
    - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
    - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
  - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
    - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
    - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
  
- (5) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
  - (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
    - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

- (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
  - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
- (C) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
  - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
  - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- (D) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
  - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
  - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
  - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (E) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
  - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
  - (ii) Teachers maximize instructional time, including managing transitions.
  - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
  - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
  - (A) Teachers implement both formal and informal methods of measuring student progress.
    - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
    - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
  - (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
    - (i) Teachers develop learning plans and set academic as well as social-

- emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
- (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
  - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.
- (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
  - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
  - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
- (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
- (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
  - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
  - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
- (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
- (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
  - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
- (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
- (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community

- members.
- (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
- (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
  - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
  - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

*Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.*

*Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg4955.*

*June 2014 Update*

## Texas Administrative Code

### Chapter 247. Educators' Code of Ethics

#### §247.1. Purpose and Scope; Definitions.

- (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; Policy Governing Disciplinary Proceedings), 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 certificate 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 or 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 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 History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), 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 History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); 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 a 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.

*Statutory Authority: The provisions of this §247.1 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA).*

*Source: 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; amended to be effective December 27, 2016, 41 TexReg 10329.*

§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 instructor 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 be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
  - (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.
- (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.

*Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA).*

*Source: 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; amended to be effective December 27, 2016, 41 TexReg 10329.*

*December 2016 Update*



### UNIVERSITY SUPERVISOR TRAINING CONFIRMATION

University supervisors are selected according to criteria specified by the Texas Education Agency and in conjunction with Texas Woman's University. Requirements include:

- Hold current regular Texas Teaching or Administrative Licensure
- Have at least three years of teaching experience
- Hold at least a master's degree

In addition to TEA requirements, the College of Professional Education's Professional Development Center employees field supervisors are excellent classroom teachers or administrators, have had professional development related to being a mentor and have demonstrated a positive impact on student achievement.

The Texas Education Agency and Texas Woman's University's policy requires that university supervisors supporting clinical student teachers and interns receive mentor training.

My signature below acknowledges that I have accessed Texas Woman's requirements.

- I have read and fully understand the Supervisor Handbook
- I have completed T-TESS Training
- I have completed TWU Supervisor Training
- I hold current teacher or administrative certification

Signed: \_\_\_\_\_ Printed Name: \_\_\_\_\_

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