



**Sam Houston State University – College of Education**

MEMBER OF THE TEXAS STATE UNIVERSITY SYSTEM™

# **Guidelines for Student Teaching**

**(Revised 05.25.2022)**



**Sam Houston Innovative Partnerships with Schools**

“Enhancing the Future through Education Preparation”

**BOARD OF REGENTS  
THE TEXAS STATE UNIVERSITY SYSTEM**

**Charlie Amato** *Chairman*

San Antonio

**Duke Austin**  
*First Vice Chairman*

Houston

**Garry Crain**  
*Second Vice Chairman*

The Hills

**Sheila Faske**

Rose City

**Don Flores**

El Paso

**Nicki Harle**

Baird

**Stephen Lee**

Beaumont

**William F. Scott**

Nederland

**Alan L. Tinsley**

Madisonville

**Camile Settegast**

Student Regent

Horseshoe Bay

**Brian McCall**  
*Chancellor*

Austin

# Sam Houston State University

A Member of the Texas State University System

## College of Education

SAM HOUSTON INNOVATIVE PARTNERSHIPS WITH SCHOOLS (SHIPS)

# Guidelines for Student Teaching



### Enhancing The Future Through Educator Preparation

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



The College of Education at Sam Houston State University



@SHSUCOLLEGEFED



@SHSUCOE

Office of Educator Preparation Services: [edu\\_edprep@shsu.edu](mailto:edu_edprep@shsu.edu) 936-294-3384



## **Overview of the Sam Houston State University Semester-long Student Teaching**

### **SHSU semester-long student teachers**

- begin student teaching during their final semester (14-15 weeks depending on calendar)
- complete student teaching in a single or dual placement (varies by certification area)
- enroll in 2 student teaching courses as designated by certification area
- enroll in an online student teaching companion course as designated by certification area
- attend two professional development seminars with faculty university supervisor
- student teach 5 full days per week
- receive support, professional development, and evaluation feedback from faculty university supervisor and classroom mentor teacher

## **Overview of the Sam Houston State University Yearlong Residency (YLR)**

### **SHSU yearlong residency student teachers**

- begin student teaching while taking YLR SEM 1 courses (semester prior to semester-long student teaching)
- complete two semesters of student teaching with the same classroom mentor teacher
- attend two SHSU professional development sessions each semester with yearlong residency classroom mentor teacher
- use co-teaching models (as appropriate)
- First Semester:
  - attend SHSU classes 2 days per week
  - enroll in 1 student teaching courses as designated by certification area
  - student teach 3 full days per week
- Second Semester
  - enroll in 1 student teaching course as designated by certification area
  - enroll in an online student teaching companion course area
  - complete Student Perception Survey (SPS) action research assignment
  - continue student teaching with the same classroom mentor teacher, 5 full days per week
- receive support, professional development, and evaluation feedback from faculty site coordinator and classroom mentor teacher

## **Overview of Classroom Mentor Teacher's Role**

### **Classroom mentor teachers**

- agree to mentor a semester-long student teacher or a yearlong residency student teacher for the full length of the placement (varies by program)
- complete and submit Tk20 evaluations
- semester-long mentors partner with the faculty university supervisor to develop the semester-long student teacher
- Semester-long mentors complete online training modules
- YLR mentors complete a monthly progress reports on the residency student teacher
- YLR mentors attend two SHSU professional development sessions each semester with yearlong residency student-teacher continuing education credit provided
- YLR mentors partner with the faculty site coordinator to develop the yearlong resident
- YLR mentors use co-teaching models as appropriate (training provided)



# Guidelines for Student Teaching

<b>I. STUDENT TEACHING PROCESSES, POLICIES, AND PROCEDURES</b>	<b>6</b>
The Student Teaching Process	8
Syllabus for Student Teaching Courses	9
Dispositions Standards Alignment Chart	13
State and Institutional Standards	14
Student Teaching Matrix	15
Student Teaching – An Intensive, Full-Time Educational Experience/Absence Policy	17
Addressing Challenges: Communication is Key	18
Additional Responsibilities (Substitute Teaching, Duties, Meetings, etc.)	19
Student Teaching Grades Assignment Policy	20
TK20 <i>Campus Tools</i> Introduction to Student Teaching Field Experience Binder	21
<b>II. SUPPORT ROLES IN STUDENT TEACHING</b>	<b>22</b>
Expectations of the Classroom Mentor/Cooperating Teacher	24
Six Co-Teaching Models	26
Yearlong Residency Progression of Student Teaching	27
Semester-Long Suggested Progression of Student Teaching	29
Mentor Orientation Workshop	33
Expectations of the Faculty Site Coordinators and University Supervisors	34
<b>III. STANDARDS FOR TEACHER CANDIDATES</b>	<b>36</b>
SHSU Institutional Standards	38
Dispositions Standards	40
TEXES Pedagogy and Professional Responsibilities (PPR)	42
Code of Ethics and Standard Practices for Texas Educators (S.B.E.C.)	43
Criminal History Check Provision (S.B.E.C.)	43
Texas State Child Abuse Reporting Laws Acknowledgement	43
<b>Appendix A – Evaluations</b>	<b>46</b>
Semester-Long Student Teaching Evaluations/Forms List	48
Yearlong Residency Evaluations/Forms List – Semester 1 Residency	49
Yearlong Residency Evaluations/Forms List – Semester 2 Residency	50
T-TESS Texas Teacher Evaluation and Support System Overview	51
Pre-conference Observation Post Conference (POP Cycle)/T-TESS Pre-Conference Questions	53
Form A – SHSU Student/Clinical Teacher Evaluation (Univ. Supervisor and Site Coord.)	54
T-TESS Domains, Dimensions, and Indicators - Rubric	57
Form B – Student Teacher Reflection/Mentor Teacher Formative Evaluation (Semester-Long ONLY)	73
Yearlong Residency Student Teachers/Mentor Teacher Progress Report (Yearlong Residency ONLY)	74
Form C – Final Student Teacher Evaluation (Mentor Teacher)	75

T-TESS Teacher Candidate Assessment of Readiness (T-CAR) Portfolio Summary Rubric	76
T-TESS Self-Reflection (Yearlong Residents)	77
Syllabus Addendum for Student Teachers for Focused Content Evaluations	78
Student Teacher Evaluation (Survey) of Classroom Mentor Teacher	79
Student Teacher Evaluation (Survey) of Site Coordinator/University Supervisor	81
University Supervisor/Site Coordinator Evaluation (Survey) of Classroom Mentor Teacher	82

<b>Appendix B – Addressing Professional Concerns</b>	<b>84</b>
--	-----------

Standards of Professional Conduct for Field Experiences and Student Teaching (S.H.S.U.)	86
Teacher Candidate Field Experience GROWTH PLAN	87
Role and Procedures for the Professional Concerns Committee	90
Students Rights in Deliberations of Professional Concerns Committee	91

<b>Appendix C – FERPA Consent and SHSU Student Teacher Badge Contract</b>	<b>92</b>
---	-----------

FERPA Consent to Release Educational Records and Information	94
SHSU Student Teachers Badge Contract and Policies and Procedures	95





# I. STUDENT TEACHING PROCESSES, POLICIES, AND PROCEDURES

---



# STUDENT / CLINICAL TEACHING PROCESSES, POLICIES, AND PROCEDURES

## THE STUDENT TEACHING PROCESS

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

This handbook is designed to provide the student teacher (teacher candidate), classroom mentor teacher, and site coordinator or university supervisor with an overview of the student teaching experience. Pre-service teachers in educator preparation programs offered through the Sam Houston Innovative Partnership with Schools (SHIPS) earn 6 hours of university credit for successful teaching. The evaluation of a candidate's dispositions, knowledge, and skills during student teaching is determined by both the classroom mentor teacher and the site coordinator or university supervisor. There are many requirements that you must meet during the student teaching experience. The following list is an overview of the most important responsibilities, but it is by no means conclusive:

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

As soon as you step onto your assigned campus, you should quickly become familiar with curriculum guides, campus discipline plan, dress codes, faculty handbook, physical facilities, school calendar, district and campus policies, student handbook, textbooks and resources, library, and workroom areas.

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

*Jessica Jemison-Williams*  
Director of Innovative Partnerships  
College of Education  
Sam Houston State University

# Student Teaching Course Syllabus

## College of Education School of Teaching and Learning

Required courses for PK-3; EC-6; 4-8; 6-12; 7-12; 8-12/EC-12 Certification. (Required substitutions have been made for Yearlong Residency students to CIEE 4391 and CIEE 4392.)

**EC: PK – 3 Student Teaching Courses - ECHE 4399, CIEE 4391**

**EC-6 (with Special Education, Bilingual, ESL) Student Teaching Courses - CIEE 4391, CIEE 4392-**  
Student Teaching in the Elementary Schools

**4-8 (Core, Math, Science, ELAR, or Social Studies) Student Teaching Courses - CIME 4391, CIME 4392** Student Teaching in the Middle Grades

**Secondary (6/7/8-12) Student Teaching Courses- CISE 4396, 4397:** Student Teaching in the Secondary Classroom

**All-Level Student Teaching Courses (EC-12)- CISE 4396 and CIEE 4392:** All Level Student Teaching in the Elementary/Secondary School

**Instructor:** Faculty Site Coordinators/University Supervisors - [edu\\_edprep@shsu.edu](mailto:edu_edprep@shsu.edu)  
Garrett Teacher Education Center, Steele Center for Professional Practice,  
936-294-3384, 936-294-3682 (fax); Office hours 8-5

**Office hours:** Contact faculty site coordinator or faculty university supervisor as through shared contact information.

**Class format/ day/ location:** Class is held on public school campuses and occasionally at required meetings in the area. Contact site coordinator or university supervisor for more information.

**Course Description:** These field-based courses provide Sam Houston State University student teachers (teacher candidates) with a variety of hands-on experiences in appropriate public school classroom settings, which will assist in the acquisition, application, and demonstration of the knowledge, skills, and dispositions necessary to become a successful teacher. Semester-long student teachers earn 6 hours credit for approximately 14 weeks of successful student teaching experiences (5 full days per week). Yearlong residents earn 3 hours of credit for approximately 14 weeks of first-semester residency and 3 hours of credit for approximately 14 weeks of second-semester residency experiences. First semester residents are on campuses 3 full days per week. Second semester residents are on campuses 5 full days per week.

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

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

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

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

**Evaluation:** Student Teaching is a Credit/No-Credit course. Assessments that address objectives/learning outcomes and activities for the student teaching semester include various SHSU evaluation forms which are aligned with state and institutional standards. Student teachers with content areas of EC-12 Special Education; 7-12 ELAR, Social Studies, Math, Science; EC-12 Foreign Language; or EC-12 Kinesiology (Physical Education) will also be assessed with Focused Content Observations (FCOs). All student teachers should refer to the evaluation forms in the *Guidelines for Student Teaching*.

Sam Houston Innovative Partnerships with Schools (SHIPS) Student Teacher evaluation forms will be utilized for evaluation. The student teacher will be evaluated by the procedures and practices described in the *Guidelines for Student Teaching*. Successful performance while student teaching is determined collaboratively by the public school mentor teacher and the faculty site coordinator or faculty university supervisor.

**Other expectations:** Student teachers are to abide by the attendance expectations stated in the *Guidelines for Student Teaching* and attend scheduled student teacher meetings and conferences, including those scheduled before the beginning of the semester. Student teachers will be required to complete all requirements in Tk20. Deadlines will be strictly enforced.

**Course evaluation:** Student teachers will have an opportunity at the appropriate time during the student teaching experience to complete evaluations (surveys) on the student teaching program, the site coordinator or university supervisor, and classroom mentor teacher(s).

**STUDENT TEACHERS ARE NOT TO REQUEST A PLACEMENT CHANGE DURING THE STUDENT TEACHING EXPERIENCE. ALL PLACEMENT CHANGES ARE TO BE COORDINATED BETWEEN THE SITE COORDINATOR OR UNIVERSITY SUPERVISOR AND THE SHSU EDUCATOR PREPARATION PROGRAM.**

## **College of Education Diversity and Inclusion Statement**

The SHSU College of Education supports an inclusive learning environment where diverse perspectives are recognized as sources of strength and enrichment. We value human diversity in all its visible and invisible dimensions including: political views and ideologies, learning and physical ability levels, age, socioeconomic status, language, gender, race, gender identities and expression, ethnicity, sexual orientation, geography, religious and spiritual beliefs, and other characteristics that have historically marginalized people. We commit to practicing the cultural responsiveness we expect of the educators, scholars, counselors, and leaders we prepare.

## **Title IX Statement**

Sam Houston State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual misconduct, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. SHSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with no contact orders, and more.

Please be aware all SHSU faculty members are “responsible employees,” which means that if you tell an SHSU employee about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they **must** share that information with the Title IX Coordinator. Although they have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately/ confidentially, you can contact any of the following on-campus resources:

Counseling Center (<https://www.shsu.edu/dept/counseling/>) 936-294-1720

Student Health Center (<https://www.shsu.edu/dept/student-health-center/>) 936-294-1805

You are also encouraged to visit the SHSU Title IX website ([www.shsu.edu/titleix](http://www.shsu.edu/titleix)) for more information and additional resources.

## **College of Education Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## Sam Houston State University Testing Requirements prior to Clinical Teaching or Yearlong Residency

*Students must pass TExES exam(s) for their content area, prior to their student teaching semester (beginning with Spring 2022 student teachers, including second semester yearlong residents).*

Field 1: Teacher candidates participating in Field I must take the second full content exam benchmark through Certify Teacher and upload it into Tk20 for successful course completion. Students with applicable certification areas must take the first full benchmark for the Science of Teaching Reading (STR) exam through Certify Teacher and upload it into Tk20 for successful course completion.

Field 2: Teacher candidates participating in Field 2 must take the third full content exam benchmark through Certify Teacher and upload it into TK-20 for successful course completion. Students with applicable certification areas must take the second full benchmark for the Science of Teaching Reading (STR) exam through Certify Teacher and upload it into Tk20 for successful course completion. The constructed response portion of the STR benchmark will be administered during READ classes.

First Semester Residency: Teacher candidates participating in Field 3/First Semester Residency courses must take the fourth full content benchmark through Certify Teacher and upload it into Tk20 for successful course completion. Students with applicable certification areas must take the third full benchmark for the Science of Teaching Reading (STR) exam through Certify Teacher and upload it into Tk20 for successful course completion.

Once a teacher candidate makes an 80% or higher on the content or STR exam benchmark, approval will be given to take the actual TExES exam.

**Cell Phone/Electronic Communication:** Related expectations for student teachers can be found in the SHSU Standards of Professional Conduct for Students in Field Experiences and Student Teaching:

Teacher candidates are not to

- 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or
- 2) take pictures of P-12 students. Teacher candidates are to communicate with P-12 students only concerning academics or classroom learning.

All teacher candidates should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information.

### University Policies

- SHSU Academic Policy Manual-Student
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)



# Sam Houston State University

## Dispositions Standards Alignment Chart

	Criteria	Danielson Framework Correlation	Educator's Code of Ethics Correlation
1	The candidate exhibits judgement and tact.	4a, 4b, 4c, 4d, 4f	§247.2
2	The candidate demonstrates an appreciation of diverse perspectives and ideas.	4c, 4d, 4e, 4f	
3	The candidate demonstrates the ability to work cooperatively with others.	4f	
4	The candidate accepts constructive criticism.	4f	
5	The candidate exhibits an appropriate appearance in professional settings.	4d, 4f	(2) (A-G)
6	The candidate exhibits self-control.	4e	
7	The candidate exhibits a positive attitude.	4f	
8	The candidate demonstrates conscientiousness to assigned work.	4b, 4f	
9	The candidate demonstrates flexibility.	4f	
10	The candidate displays initiative.	4a	
11	The candidate accepts responsibility and works independently.	4f	
12	The candidate demonstrates punctuality and dependability.	4f	
13	The candidate follows instructions.	4f	
14	The candidate demonstrates attention to detail and possess organizational skills.	4b	
15	The candidate expresses ideas clearly in writing.	4c	(3) (I) Standard 3.9
16	The candidate expresses ideas clearly orally.	4c	(3) (I) Standard 3.9
17	The candidate demonstrates appropriate electronic communication skills. (e.g. social media, email, text messaging)	4c	(3) (I) Standard 3.9
18	The candidate demonstrates the ethical boundaries and decision-making required of student/teacher relationships.	4f	(3) (I) Standard 3.9
19	The candidate demonstrates the ethical decision-making required of a professional educator.	4f	(3) (I) Standard 3.9

## **State Standards**

### **Pedagogy and Professional Responsibilities Standards**

State Board for Educator Certification – [www.sbec.state.tx.us](http://www.sbec.state.tx.us) or *SHSU Guidelines for Student Teaching, page 42.*

### **Technology Application Standards**

State Board for Educator Certification – [www.sbec.state.tx.us](http://www.sbec.state.tx.us)

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

State Board for Educator Certification – [www.sbec.state.tx.us](http://www.sbec.state.tx.us) or *SHSU Guidelines for Student Teaching, page 43.*

## **Institutional Standards**

### **SHSU Dispositions Standards**

*SHSU Guidelines for Student Teaching, page 40*

### **Institutional Standards for SHSU Educator Preparation Programs**

*SHSU Guidelines for Student Teaching, page 38*

### **SHSU Standards of Professional Conduct for Students in Field Experience and Student Teaching**

*SHSU Guidelines for Student Teaching – page 86*

## SHSU Student Teaching Matrix

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

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

**THE STUDENT TEACHING EXPERIENCE CONSISTS OF TWO STUDENT TEACHER COURSES AND AN ONLINE COMPANION COURSE.**

**Semester-long Student Teachers** - 2 student teaching courses; 1 online companion course. *See your advisor if you do not know which companion course you need.*

**Yearlong Residents** – 1 student teaching course during semester 1 (currently CIEE 4391); 1 student teaching course during semester 2 (currently CIEE 4392); 1 online companion course during semester 2 (EDUC 4301)

## Student Teaching - An Intensive Educational Experience

SHSU student teachers are assigned to approved SHIPS public schools on a full-time basis. Semester-long student teachers and second semester residents are on campuses 5 full days per week. In order to concentrate fully on their duties and responsibilities, ALL student teachers are encouraged to limit any outside employment hours.

Semester-long student teachers and second semester residents are not permitted to enroll in more than 3 or 4 additional semester hours during student teaching, and the additional hours may NOT be taken during the school day or interfere with student teaching requirements.

### Student Teaching Absence Policy

- Student teachers should never be absent from school during student teaching.
- Absences will negatively affect your credit for each semester and could result in failure to meet graduation requirements. Students with excessive absences will be placed on a Growth Plan until absences are made up.
- Student teachers will complete a single timelog entry daily, and submit for approval to mentors weekly
- All absences must be made-up. Faculty site coordinators and faculty university supervisors will determine make-ups (not classroom mentor teachers). Students will upload doctor's notes, etc. in the Dropbox tab in the Tk 20 binder.
- In case of an absence or tardiness, all three parties must be contacted by the student teacher: the 1) school, 2) classroom mentor teacher, and 3) site coordinator/university supervisor.
- In the event that a student teacher develops symptoms during the COVID-19 pandemic or is exposed to a person with a positive test, student teachers should follow protocols of the district. Inform all three parties, as noted above.

#### Semester-long Student Teacher Requirements:

- Attendance is required by TEA for a minimum of 70 days (7+ hours per day). See Student Teaching Calendar.

#### Yearlong Resident Requirements:

- First Semester Residents: Attendance is required for a minimum of 40 days (7+ hours per day) See YLR Calendar for placement days and required events.
- Second Semester Residents: Attendance is required by TEA for a minimum of 70 days (7+ hours per day) See YLR Calendar for placement days and required events.

#### Semester-long Student Teachers and Yearlong Residents:

- All student teachers must meet state AND university requirements in order to be recommended for certification by SHSU.
- SHSU events are NOT logged in Tk20 but ARE required for course credit.
- Students must complete the ENTIRE semester (see calendar), regardless of any additional days completed in excess of minimum TEA requirements.

### **Absences for TExES exams and Job Interviews:**

It is possible for student teachers to take certification tests or to attend job interviews during a school day.

- All absences must be made-up. Site coordinators and university supervisors will determine make-ups (not classroom mentor teachers).
- **PRIOR** mutual consent between the student teacher, the mentor teacher and the site coordinator/university supervisor must be obtained.
- Verifiable evidence of testing appointment or interview must be provided to the site coordinator/university supervisor in an electronic format AND uploaded in the Dropbox tab in the Tk20 binder.

### **Addressing Challenges: Communication is the Key**

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

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

Refer to **Appendix B** for information regarding “Roles and Procedures for the Professional Concerns Committee” and “Students Rights in Deliberations of the Professional Concerns Committee.” Also, the procedure for students to address an academic grievance is outlined in Academic Policy Statement 900823: [https://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823%20Academic%20Grievance%20Procedures%20for%20Students\\_2018.pdf](https://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823%20Academic%20Grievance%20Procedures%20for%20Students_2018.pdf) . Additionally, refer to the communications guide, located at the following link:

## **Additional Responsibilities for SHSU Student Teachers**

### **SHSU Student Teachers Serving as Substitute Teachers During the COVID-19 Pandemic**

Unless prior district approval has been granted for payment, SHSU student teachers will be available to serve as a substitute teacher, without pay, up to 3 days in a semester for first semester residents and 5 days in a semester for second semester residents and semester-long student teachers, in accordance with district policies and procedures. Student teachers shall report each day spent substituting to their site coordinator/university supervisor as soon as possible.

After a teacher candidate has completed 5 substitution days, any additional subbing days must be approved by the Educator Preparation Program in order to ensure all TEA requirements are met. SHSU wants to be responsive to the needs of school partners and PK-12 students while ensuring teacher candidates continue to have support and access to high-quality mentoring.

Additional subbing days may or may not be approved based on the needs of the individual teacher candidate and the types of support they might be provided when substitute teaching. Teacher candidates can play a key role in supporting the school and students; however, it will be important to ensure that their development and workload are considered. For approval, the teacher candidate should contact the *Director of Innovative Partnerships, Ms. Jessica Jemison-Williams*.

### **Student Teachers Responsibilities Regarding Duty, Covering Classes, Conference Periods, Etc.**

Student teachers are not guaranteed a conference period or a duty-free lunch. Student teachers may be asked to assist with covering classes and duty stations during the course of the regular school day. There should be a certified teacher on duty within the vicinity of any student teacher covering a duty station, in the event of an emergency. If the extra duties become excessive, then the student teacher should report this to their supervisor for advisement. Site coordinators/university supervisors should contact the Director of Innovative Partnerships for assistance. Paid residency candidates should refer to district guidelines for additional guidance regarding duties resulting from paid clinical teaching positions.

#### **Semester-long Student Teaching - Additional Student Teacher Responsibilities:**

- Attend university supervisor meetings as required by supervisor (face-to-face or virtual)
- Attend 2 seminars facilitated by the university supervisor
- Attend SHSU required events, such as portfolio training, career fair, ethics training, and pinning ceremony
- Complete T-TESS with Pre-observation, Observation, Post-observation (POP) cycle (3 times, 4<sup>th</sup> observation may be added at the discretion of the university supervisor)
- Complete ALL requirements in Tk20 binder in a **timely** manner; assist classroom mentor teacher with Tk20 access and information
- Record (video capture) final T-TESS observation for self-reflection; Posting of the recording on any public platform is strictly prohibited

#### **Yearlong Residency - Additional Student Teacher Responsibilities:**

- Attend biweekly site coordinator meetings through student teaching courses
- Attend quarterly professional development facilitated by the site coordinator

- ❑ Attend SHSU required events, such as portfolio training, career fair, ethics training, pinning ceremony during second semester, etc.
- ❑ Complete the Student Perception Survey (SPS)
- ❑ Complete T-TESS with Pre-observation, Observation, Post-observation (POP) cycle (4 times)
- ❑ View all T-TESS observations and complete self-reflection in Tk20
- ❑ Record (video capture) final T-TESS observation for self-reflection; Posting of the recording on any public platform is strictly prohibited
- ❑ Use co-teaching models for planning and instruction



## **Student Teaching Grades Assignment Policy**

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

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

### **STUDENT TEACHERS/ STATE-MANDATED TESTING**

**SHSU STUDENTS ARE NOT ALLOWED TO ADMINISTER ANY STATE REQUIRED TEST. STUDENT TEACHERS MAY ASSIST WITH TESTING DUTIES OUTSIDE OF THE CLASSROOM ONLY.**

### **STUDENT TEACHERS/ COMMUNICATION**

**STUDENT TEACHERS MUST MAINTAIN THEIR SHSU EMAIL ACCOUNT ON A DAILY BASIS.**

**STUDENT TEACHERS ARE EXPECTED TO COMMUNICATE WITH THEIR COORDINATOR/ SUPERVISOR AND THE ED PREP PROGRAM VIA THEIR SHSU EMAIL ACCOUNT.**

### **STUDENT TEACHERS/ DEGREE REQUIREMENTS**

**A GRADE OF NO-CREDIT WILL RESULT IN A FAILURE TO MEET GRADUATION REQUIREMENTS.**



## Assessment Solutions at Work

### Student Teaching Online Field Experience Binder

Tk20<sup>®</sup> is an online support system for colleges of teacher education, created for the collection and evaluation of performance data for teacher candidates and for overall management of academic activities at the colleges.

The College of Education at Sam Houston State University will be implementing Tk20<sup>®</sup>'s *CampusTools HigherEd* Assessment and Management System to conduct systematic teaching and assessments for all students in the college. This means that the student teaching evaluation forms found in this guide will be completed online. Student teachers and University supervisors can log in to Tk20<sup>®</sup> at <https://tk20.shsu.edu> with their SamWeb username and password. Classroom mentor teachers will be given login information and granted access to complete their evaluation of their student teacher. Specific instructions for accessing and submitting the online assessments will be forthcoming.

**Please contact Mr. Andrew Oswald ([tk20@shsu.edu](mailto:tk20@shsu.edu)) at 936-294-4891 if you have any difficulty logging in or completing an assessment.**

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

Assistance can be obtained by accessing the “Help” link or by contacting the Tk20 system administrator, Andy Oswald at [andy@shsu.edu](mailto:andy@shsu.edu) or call 936-294-4891.

A screenshot of the Tk20 login page. It features a white background with a light gray border. At the top, there are two input fields: 'Username' and 'Password', each with a blue dropdown arrow on the left. Below these is a green button labeled 'LOG INTO YOUR ACCOUNT'. A vertical arrow points from the 'LOG INTO YOUR ACCOUNT' button down to the 'Resources' section. The 'Resources' section contains the text: 'For questions regarding this system, please contact your system administrator. Administrator: Andy Oswald ► Email: [tk20@shsu.edu](mailto:tk20@shsu.edu) Phone: 936-294-4891 or 936-294-4070'. At the bottom, there is a section labeled 'Admissions'.

## II. SUPPORT ROLES IN STUDENT TEACHING

---

Expectations of Classroom Mentor Teachers

Expectations of SHSU Faculty Site

Coordinators and University Supervisors



# SUPPORT ROLES IN STUDENT TEACHING

## Expectations of the Classroom Mentor Teacher

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

### Become Acquainted with the Student Teacher

The Educator Preparation Program sends each participating school district pertinent application information of prospective student teachers. This information includes specialization/teaching fields and certification areas. From this information, the classroom mentor teacher can glean information that will help encourage the student teacher to their share aspirations, doubts, and attitudes related to education.

### Welcome the Student Teacher

The classroom mentor teacher must be willing to accept the student teacher as a fellow professional who is welcome and wanted in the classroom. Some proven means of helping ease student teachers into the classroom are:

- ❑ Introduce the student teacher as a fellow teacher and colleague
- ❑ Always address the student teacher as Mr., Miss, Ms., or Mrs. in the presence of students
- ❑ Provide an appropriate work area or desk
- ❑ Use co-teaching models as appropriate for the classroom

### Quickly Orient the Student Teacher to the Campus Atmosphere and Procedures

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

- ❑ Provide a tour of the building
- ❑ Introduce the student teacher to principal and colleagues
- ❑ Furnish daily schedules, policy manuals, handbooks, subject area manuals and resources, curriculum guides, and professional websites
- ❑ Encourage the student teacher to ask questions
- ❑ Explain procedures for the use of technology equipment
- ❑ Furnish information about the students in the classroom
- ❑ Discuss procedures for scheduling formal observations
- ❑ Discuss when feedback will be provided
- ❑ Discuss procedures for planning during a conference period

## **Introductory Questions Student Teachers May Ask**

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

- What lesson plan format is used?
- Is there a system or plan for classroom discipline?
- What are the behavior expectations for the students?
- What time should the student teacher arrive and what time should they leave school each day? (Student teachers are required to follow the mentor teacher's scheduled hours)
- What content is expected of the student teacher to teach to the students?
- What materials may the student teacher utilize before and during the student teaching experience?

## **Introductory Questions Classroom Mentor Teachers May Ask**

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

- What experiences do you have with groups of children/youth?
- What experiences have you had in Texas public schools?
- What experiences did you have during your previous coursework and field experiences?
- Why do you want to be a teacher?
- What do you expect to be your greatest challenge?
- What do you expect to be your greatest success?
- What do you want to learn from your classroom mentor teacher?

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

The student teacher can be guided to a positive beginning by observing their mentor teacher teach, assisting them with individual and group lessons, co-teaching with their mentor, and teaching independently for short periods. During the first few days, much of the student teacher's time will be spent in observation. During the end of the first and succeeding weeks, the teaching time should be increased until the majority of the teaching load is assumed by the student teacher before the end of the student teaching experience. The classroom mentor teacher should remain in the classroom, observing, during the first weeks of student teaching, and gradually leave for longer periods of time, but still be available as needed.

Provide opportunities for the student teacher to:

- Teach the same lesson to a different class after observing their mentor teacher teach and model
- Move about the room and assist individuals with classroom assignments and other work to be done at their desks
- Co-plan and co-teach lessons
- Video capture (record) a lesson to identify strengths and weaknesses. The final T-TESS Observation must be recorded and submitted for review/reflection. *Note: All scheduled T-TESS observations for yearlong residency students must be recorded for candidate self reflection.*
- Plan several mini-lessons before assuming the responsibility for an entire class period
- Self-reflect after each presentation
- Present concepts, plan lessons, manage the classroom, review curriculum materials, and help perform routine duties
- Tutor individual students or small groups of students

Semester-long student teachers will assume teaching responsibilities at a faster rate than yearlong residency student teachers, due to the nature of the program and prior field experience (they are the equivalent of second-semester yearlong residents). Both groups are encouraged to use co-teaching approaches in the classroom.

**Six Co-Teaching Models**

<b>Co-Teaching Model</b>	<b>Application</b>
One Teach - One Observe	Teachers decide in advance what types of specific observation information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together.
One Teach - One Assist	One teacher keeps primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed.
Parallel Teaching	Teachers are both teaching the same information, but they divide the class and do so simultaneously.
Station Teaching	Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could require students work independently.
Alternative Teaching	One teacher takes responsibility for the large group while the other teacher works with a smaller group.
Team Teaching	Both teachers deliver the same instruction at the same time. One may model while the other person speaks. One may demonstrate while the other explains. The teachers may roleplay or they may take turns delivering instruction.

## Yearlong Residency Progression of Student Teaching

Student teachers (teacher candidates – TC) are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning of their placement. Residents should assume greater responsibilities progressively throughout their student teaching.

Site coordinators will meet with mentor teachers to review the expectations for the mentor teachers, procedures for contacting the site coordinator, role of the site coordinator, and expectations for residents regarding assignments and co-teaching.

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate (TC) Responsibilities	Minimum Mentor Teacher Responsibilities
Weeks 1-4	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> <li>• Alternative teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Include TC in team planning</li> <li>• Establish planning responsibilities with the TC</li> <li>• Provide small group lesson materials and provide access to curriculum</li> <li>• Review TC small group lesson plan in advance</li> <li>• Modeling and co-teaching</li> </ul>
Weeks 5-9	<ul style="list-style-type: none"> <li>• Above as well as</li> <li>• Station teaching</li> <li>• Parallel teaching</li> <li>• Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in one subject area or class</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide lesson materials in advance and review TC planned lessons</li> <li>• support/scaffold TC in their understanding of that content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> </ul>
Weeks 10-15	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial and occasional full responsibility of the classroom</li> <li>• Co-plan and lead in two subject areas or class periods</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and support co-planning and independent planning responsibilities of the TC</li> <li>• support/scaffold TC in their understanding of that content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> </ul>
Weeks 16-20	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial and occasional full responsibility of the classroom</li> <li>• Co-plan and lead in three subject areas or class periods</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue monitoring co-planning and independent planning responsibilities of the TC</li> <li>• support/scaffold TC in their understanding of that content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> </ul>



<b>Weeks</b>	<b>Suggested Co-Teaching Strategies</b>	<b>Minimum Teacher Candidate (TC) Responsibilities</b>	<b>Minimum Mentor Teacher Responsibilities</b>
Weeks 21 and beyond	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead subject areas or class periods</li> </ul> <p>Final week –</p> <ul style="list-style-type: none"> <li>• Gradually return teaching lead to mentor teacher</li> <li>• Visit other classrooms for additional experience</li> <li>• Meet with campus principal or assistant principal to discuss placement and TC plans for post-graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Continue monitoring co-planning and independent planning responsibilities of the TC</li> <li>• Support/scaffold TC in their understanding of that content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> <li>• Facilitate TC targeted visits/observations of other teachers who may provide additional experience in classroom management, grouping structures, etc.</li> <li>• Facilitate TC campus visit with campus administration</li> <li>• Facilitate a joint meeting with the student teacher and site coordinator to discuss the overall experience.</li> <li>• Share copies of innovative materials to use in upcoming semester or upon graduation.</li> </ul>

### **Semester-Long Suggested Progression of Student Teaching**

Student teachers (ST) are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning of their placement. Semester-long student teachers should assume greater responsibilities progressively throughout their student teaching experience. The majority of student teachers will have a dual placement, moving to a new mentor teacher in Week 9 of their semester. Some students will have a single placement and remain with the mentor teacher for the entire placement.

University supervisors will meet with mentor teachers to review the expectations for the mentor teachers, procedures for contacting the supervisor, role of the supervisor, and expectations for student teachers regarding assignments and the suggested progression of the student teacher’s teaching responsibilities. Progressions may vary by content area and grade level.

<b>Weeks</b>	<b>Suggested Co-Teaching Strategies</b>	<b>Minimum Student Teacher (ST) Responsibilities</b>	<b>Minimum Mentor Teacher Responsibilities</b>
Week 1 Dual or Single Placement	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> <li>• Alternative teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Include ST in team planning</li> <li>• Establish planning responsibilities with the ST</li> <li>• Provide small group lesson materials and provide access to curriculum</li> <li>• Review ST small group lesson plan in advance</li> <li>• Modeling and co-teaching</li> </ul>
Week 2 Dual or Single Placement	<ul style="list-style-type: none"> <li>• Above as well as</li> <li>• Station teaching</li> <li>• Parallel teaching</li> <li>• Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in one subject area or class</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide lesson materials in advance and review ST planned lessons</li> <li>• support/scaffold ST in their understanding of the content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> </ul>
Weeks 3-4 Dual or Single Placement	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial and occasional full responsibility of the classroom</li> <li>• Co-plan and lead in two subject areas or class periods</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and support co-planning and independent planning responsibilities of the ST</li> <li>• support/scaffold ST in their understanding of the content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> </ul>

<b>Weeks</b>	<b>Suggested Co-Teaching Strategies</b>	<b>Minimum Student Teacher (ST) Responsibilities</b>	<b>Minimum Mentor Teacher Responsibilities</b>
Weeks 5-7 Dual or Single Placement	<ul style="list-style-type: none"> <li>Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>Co-plan and lead subject areas or class periods</li> </ul>	<ul style="list-style-type: none"> <li>Continue monitoring co-planning and independent planning responsibilities of the ST</li> <li>support/scaffold ST in their understanding of the content/subject area, with team when possible</li> <li>Modeling and co-teaching</li> </ul>
Weeks 8 Dual Placement <b>ONLY</b>	<ul style="list-style-type: none"> <li>Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>Gradually return teaching lead to mentor teacher</li> <li>Visit other classrooms for additional experience</li> <li>Meet with campus principal or assistant principal to discuss placement and ST plans for post-graduation</li> </ul>	<ul style="list-style-type: none"> <li>Gradually retake lead role in classroom instruction</li> <li>Continue planning with ST</li> <li>Facilitate ST campus visits with other classrooms who may provide additional experience in classroom management, grouping structures, etc.</li> <li>Facilitate ST campus visit with campus administration</li> </ul>
Single Placement <b>ONLY</b> continues Weeks 5-7	<ul style="list-style-type: none"> <li>Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>Co-plan and lead subject areas or class periods</li> </ul>	<ul style="list-style-type: none"> <li>Continue monitoring co-planning and independent planning responsibilities of the ST</li> <li>support/scaffold ST in their understanding of the content/subject area, with team when possible</li> <li>Modeling and co-teaching</li> </ul>

<b>Weeks</b>	<b>Suggested Co-Teaching Strategies</b>	<b>Minimum Student Teacher (ST) Responsibilities</b>	<b>Minimum Mentor Teacher Responsibilities</b>
Week 9 Dual Placement <b>ONLY</b>	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> <li>• Alternative teaching</li> </ul>	<ul style="list-style-type: none"> <li>• ST moves to Second Placement classroom</li> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Include ST in team planning</li> <li>• Establish planning responsibilities with the ST</li> <li>• Provide small group lesson materials and provide access to curriculum</li> <li>• Review ST small group lesson plan in advance</li> <li>• Modeling and co-teaching</li> </ul>
Single Placement <b>ONLY</b>	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead subject areas or class periods</li> </ul>	<ul style="list-style-type: none"> <li>• Continue monitoring co-planning and independent planning responsibilities of the ST</li> <li>• support/scaffold ST in their understanding of the content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> </ul>
Weeks 10-15 Dual or Single Placement	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead subject areas or class periods (this may be appropriately increased for dual placement student teachers in their second placement)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue monitoring co-planning and independent planning responsibilities of the ST</li> <li>• support/scaffold ST in their understanding of the content/subject area, with team when possible</li> <li>• Modeling and co-teaching</li> </ul>
Week 16 Dual or Single Placement	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Gradually return teaching lead to mentor teacher</li> <li>• Visit other classrooms for additional experience</li> <li>• Meet with campus principal or assistant principal to discuss placement and ST plans for post-graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Gradually retake lead role in classroom instruction</li> <li>• Continue planning with ST</li> <li>• Facilitate ST targeted visits/observations of other teachers who may provide additional experience in classroom management, grouping structures, etc.</li> <li>• Facilitate ST campus visit with campus administration</li> <li>• Facilitate a joint meeting with the student teacher and university supervisor to discuss the overall experience.</li> </ul>

<b>Weeks</b>	<b>Suggested Co-Teaching Strategies</b>	<b>Minimum Student Teacher (ST) Responsibilities</b>	<b>Minimum Mentor Teacher Responsibilities</b>
			<ul style="list-style-type: none"> <li>• Share copies of innovative materials to use upon graduation.</li> </ul>

### **Mentor as a Colleague, Coach, and Co-Learner**

Some of the most successful student teaching experiences are those in which student teachers are given the opportunity to “test their wings” and try something different (perhaps something learned in their university coursework). The student teacher, with thoughtful coaching and questioning from the mentor, usually learns more through the process.

### **Student Teacher/Classroom Mentor Teacher Relationship**

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

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

## **Evaluations and Activities**

The classroom mentor teacher and site coordinator/university supervisor should continuously evaluate their student teacher's progress and performance. Through regular periods of discussion, successful performance is jointly determined by the classroom mentor teacher and the university supervisor. Please complete all required forms in Tk20 by date indicated on student teacher calendar.

To evaluate effectively, the classroom mentor teacher should:

- ❑ Evaluate the individual as a beginning, novice teacher, not as an experienced teacher.
- ❑ Use the T-TESS rubric and language. Encourage the student teacher to use self-evaluation techniques. (Video and audio taping are excellent tools for self-evaluation; Include such items as personal appearance, work habits, mannerisms, and voice in your evaluation and feedback
- ❑ Observe the student teacher in actual teaching situations and make notes that can be used as the basis for critiques.
- ❑ Be frank and professional in the evaluation.
- ❑ Share strengths and criticize weaknesses constructively, providing suggestions for improvement.
- ❑ Complete all documentation forms required in Tk20 in a timely manner.
- ❑ Monitor and approve time log submissions in a timely manner.

**Yearlong Residency Mentors - Additional Mentor Teacher Responsibilities:**

- ❑ Complete monthly mentor teacher progress reports in Tk20.
- ❑ Attend quarterly professional development and mentor teacher trainings provided by SHSU.

**THE MENTOR ORIENTATION WORKSHOP (MOW) PROVIDES MENTOR TEACHERS WITH INITIAL GUIDELINES AND SUGGESTIONS ON WORKING WITH A STUDENT TEACHER.**

**YOU CAN FIND THE ELECTRONIC MENTOR ORIENTATION WORKSHOP MODULES [HERE](#) OR AT THE FOLLOWING WEBSITE:**

**<https://www.shsu.edu/academics/education/educator-preparation-services/program-services/mentor-orientation-workshop.html>**

**Upon completion of the modules and a short survey, a certificate will be emailed to the mentor teacher.**

## **Expectations of the Site Coordinator/University Supervisor**

The SHSU faculty site coordinator/university supervisor plays many roles. The site coordinator/university supervisor is the university instructor of record, and also a colleague of both the classroom mentor teacher and the student teacher. The site coordinator/university supervisor is an advocate, a confidant, a mentor, a mediator, a coach, liaison, a problem-solver, and an active listener. Site coordinators/university supervisors apply their understanding of human development, learning theories, and educational philosophy to enhance progress throughout the student teaching experience. As an effective communicator, the site coordinator/university supervisor demonstrates the power of language in self-identity, expression, and influence. Communicating with empathy, the site coordinator/university supervisor resolves conflicts by capitalizing on knowledge of group processes. Through effective oral and written communication, the site coordinator/university supervisor clearly defines what is expected and hoped for in order to enhance the success of the student teacher.

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

The site coordinator/university supervisor adheres to all University and College of Education policies and procedures, including those pertaining to sharing/forwarding confidential information regarding student teachers, mentor teachers, or P-12 students. The site coordinator/university supervisor ensures that all members of the learning community have an equitable opportunity to achieve. Recognizing that a diverse population enhances the learning environment, the site coordinator/university supervisor respects all learners, is sensitive to their needs, and encourages them to use all their skills and talents. Because the site coordinator/university supervisor views differences as opportunities for learning, cross-cultural experiences are an integral part of the community, and the cultures of school families are affirmed.

### **The Site Coordinator/University Supervisor should:**

- ❑ Require detailed lesson plans to assist in assessing preparedness of the student teacher
- ❑ Facilitate communication between the student teacher, campus, and mentor teacher when needed, and serve as a mediator when appropriate
- ❑ Serve as an advocate or an enforcer, depending on circumstances
- ❑ Have a minimum of 8 contacts during the semester with the student teacher, including orientations, meetings/seminars, and observations (some student teachers may require more)
- ❑ Have a minimum of 3 contacts during the semester with the mentor teacher, including the initial visit within 2 weeks of beginning date of placement
- ❑ Monitor student teacher attendance as required by SHSU and TEA
- ❑ Communicate with student teachers by phone, text, or video conference, etc. (share that all phone numbers, and phone calls at home should be welcomed at reasonable hours)
- ❑ Communicate with student teachers by email (verify receipt on important issues)
- ❑ Schedule observations to maximize the efficiency of travel, when possible
- ❑ Complete and submit all Tk20 requirements and documentation on schedule

- ❑ Encourage use of technology in and out of the classroom
- ❑ Inform and facilitate university expectations and deadlines with both mentor teachers and student teachers (including substitute teaching and attendance policies)
- ❑ Follow the pre-observation, observation, post-observation (POP) Cycle, including conferencing with the student teacher following each observation in a timely manner and providing high quality feedback (Face-to-face, video conference, or telephone formats are acceptable.)
- ❑ Facilitate completion of Program Evaluations (surveys) by mentor and student teachers
- ❑ Facilitate completion of the Focused Content Observations (FCOs), as applicable
- ❑ Facilitate completion of the T-CAR Portfolios (final semester)
- ❑ Be an advocate for the teaching profession and Sam Houston State University

**University Supervisors - Additional Responsibilities:**

- ❑ Hold meetings (virtual or face-to-face) as needed for candidate support
- ❑ Plan and facilitate a student teacher seminar during the second or third week of each placement (twice during semester)
- ❑ Conduct T-TESS with POP cycle 3 times during the semester. A 4<sup>th</sup> may be added upon request of the Educator Preparation Program
- ❑ Attend SHSU trainings as appropriate

**Site Coordinators - Additional Responsibilities:**

- ❑ Hold biweekly meetings with candidates through student teaching courses
- ❑ Plan and facilitate quarterly professional development for mentor teachers and candidates
- ❑ Plan and facilitate quarterly governance meetings for the purpose of sharing data
- ❑ Facilitate the Student Perception Survey
- ❑ Conduct T-TESS with POP cycle quarterly
- ❑ Record, upload, and share all T-TESS observations with the candidate
- ❑ Conduct walkthroughs quarterly
- ❑ Attend site coordinator meetings
- ❑ Refer to Site Coordinator Task and Timeline for detailed tasks and completion dates



### III. STANDARDS FOR TEACHER CANDIDATES

#### State Standards

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

*SHSU Guidelines for Student Teaching, page 42*

##### Technology Application Standards

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

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

*SHSU Guidelines for Student Teaching, page 43*

<https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>

#### Institutional Standards

##### SHSU Dispositions Standards

*SHSU Guidelines for Student Teaching, page 40*

##### Institutional Standards for SHSU Educator Preparation Programs

*SHSU Guidelines for Student Teaching, page 38*

##### SHSU Standards of Professional Conduct for Students in Student Teaching

See **Appendix B**



# Sam Houston State University - College of Education

## STANDARDS FOR TEACHER CANDIDATES

### INSTITUTIONAL STANDARDS FOR SHSU EDUCATOR PREPARATION PROGRAMS

#### Knowledge & Skills Standards

**Teacher candidates completing Educator Preparation Programs culminating in initial certification shall:**

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

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

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

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

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

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

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

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

(Skill) Uses diverse technologies, group activities and effective teaching strategies

\*\*\*\*\*

9. (Knowledge) Know a variety of methods for effectively managing student behavior, which can be demonstrated - the candidate is able to:

(Skill) Use a variety of classroom management techniques to optimize the learning environment

\*\*\*\*\*

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

(Skill) Use informal and formal methods of assessment

\*\*\*\*\*

11. (Knowledge) Understand the importance of continuous growth through professional involvement and membership, which can be demonstrated - the candidate is able to:

(Skill) Models life-long learning and literacy and promotes life-long learning and literacy among students

\*\*\*\*\*

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

(Skill) Understand how to align the standards at national, state, and local levels

Sam Houston State University - College of Education  
Educator Candidate Dispositions Assessment

Please rate the candidate on each of the following items. For instances where you rate the candidate RARELY or NEVER, please provide a specific example to support your rating. (Form located in Tk20 online binder.)

For example, if you rate the candidate ALWAYS for #3, *The candidate demonstrates the ability to work cooperatively with others*, you might add a comment such as: *I have never witnessed the candidate in a conflict during cooperative activities at school.* Conversely, if you were to rate the candidate RARELY for #10, *The candidate displays initiative*, you might provide a comment such as: *The candidate rarely takes the lead on projects.*

**Interpersonal Skills**

		Always	Most of the time	Rarely	Never	N/A
1	The candidate exhibits professional judgement and tact.					

**Justification for rating:**

2	The candidate demonstrates an appreciation of diverse perspectives and ideas.					
---	---	--	--	--	--	--

**Justification for rating:**

3	The candidate demonstrates the ability to work cooperatively with others.					
---	---	--	--	--	--	--

**Justification for rating:**

4	The candidate accepts constructive criticism.					
---	---	--	--	--	--	--

**Justification for rating:**

**Personal Characteristics**

5	The candidate exhibits an appropriate appearance in professional settings.					
---	--	--	--	--	--	--

**Justification for rating:**

6	The candidate exhibits self-control.					
---	--------------------------------------	--	--	--	--	--

**Justification for rating:**

7	The candidate exhibits a positive attitude.					
---	---	--	--	--	--	--

**Justification for rating:**

8	The candidate demonstrates conscientiousness to assigned work.					
---	--	--	--	--	--	--

**Justification for rating:**

9	The candidate demonstrates flexibility.					
<b>Justification for rating:</b>						
10	The candidate displays initiative.					
<b>Justification for rating:</b>						
11	The candidate accepts responsibility and works independently.					
<b>Justification for rating:</b>						
12	The candidate demonstrates punctuality and dependability.					
<b>Justification for rating:</b>						
13	The candidate follows instructions.					
<b>Justification for rating:</b>						
14	The candidate demonstrates attention to detail and possesses organizational skills.					
<b>Justification for rating:</b>						
<b>Communication</b>						
15	The candidate expresses ideas clearly in writing.					
<b>Justification for rating:</b>						
16	The candidate expresses ideas clearly orally.					
<b>Justification for rating:</b>						
17	The candidate demonstrates professional electronic communication skills. (e.g. social media, email, text messaging)					
<b>Justification for rating:</b>						
<b>Ethics</b>						
18	The candidate demonstrates the ethical boundaries and decision-making required of student/teacher					
<b>Justification for rating:</b>						
19	The candidate demonstrates the ethical decision-making required of a professional educator.					
<b>Justification for rating:</b>						

# Texas Examinations of Educator Standards (TExES)

## Framework for Pedagogy and Professional Responsibilities (PPR)

---

- Domain I**      **Designing Instruction and Assessment to Promote Student Learning (approximately 31% of the test)**  
**Standards Assessed:**  
    **Pedagogy and Professional Responsibilities Standard I:**  
    The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Domain II**      **Creating a Positive, Productive Classroom Environment (approximately 15% of the test)**  
**Standards Assessed:**  
    **Pedagogy and Professional Responsibilities Standard II:**  
    The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Domain III**      **Implementing Effective, Responsive Instruction and Assessment (approximately 31% of the test)**  
**Standards Assessed:**  
    **Pedagogy and Professional Responsibilities Standard I:**  
    The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Pedagogy and Professional Responsibilities Standard III:**  
    The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Technology Applications Standards I-V:**  
    All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.
- All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
- All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
- All teachers communicate information in different formats and for diverse audience.
- All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential knowledge and Skills (TEKS) into the curriculum.
- Domain IV**      **Fulfilling Professional Roles and Responsibilities (approximately 23% of the test)**  
**Standards Assessed:**  
    **Pedagogy and Professional Responsibilities Standard IV:**  
    The teachers fulfill professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

# Code of Ethics and Standard Practices for Texas Educators (amended code effective December 26, 2010)

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

### TEXAS ADMINISTRATIVE CODE - TITLE 19 EDUCATION PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION CHAPTER 247 EDUCATORS' CODE OF ETHICS

#### RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

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

#### STATEMENT OF PURPOSE

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

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

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

#### I. Professional Ethical Conduct, Practices and Performance.

##### Enforceable Standards

- Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, [or] educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- 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.
- Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.



- D. **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
- E. **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- F. **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
- G. **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other [applicable] state and federal laws.
- H. **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- I. **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- J. **Standard 1.10.** As defined in §249.3 of this title (relating to Definitions), the educator shall be of good moral character and demonstrate that he or she is fit and worthy to instruct or supervise the youth of this state.
- K. **Standard 1.11.** The educator shall not purposefully misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.
- L. **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- M. **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

## II. Ethical Conduct Toward Professional Colleagues.

### Enforceable Standards

- A. **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- B. **Standard 2.2.** The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.
- C. **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- D. **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- E. **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender [sex] , disability, [or] family status , or sexual orientation.
- F. **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- G. **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

## III. Ethical Conduct Toward Students.

### Enforceable Standards

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

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

**SHSU TEACHER CANDIDATES WILL ACKNOWLEDGE AND AGREE TO ABIDE BY THE ABOVE CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS.**

**SHSU TEACHER CANDIDATES WILL ACKNOWLEDGE AND AGREE TO ABIDE BY ALL TEXAS STATE CHILD ABUSE REPORTING LAWS.**

#### **Criminal History Check Provision**

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

# APPENDIX A EVALUATIONS

---



## **Semester-Long Student Teaching Evaluations/Forms** (located in Tk20 Field Experience Binder and in T-CAR Tk20 Account)

### **Completed by the Student:**

- Required Forms Tab – Acknowledgement of:
  - Guidelines Agreement
  - Badge Contract
  - FERPA Release
  - Standards of Professional Conduct
- Dispositions Self Assessment Tab
  - Dispositions Self Assessment (Long Form)
- Lesson Plans and Pre-Conference Questions Tab
  - Lesson Plan and Pre-Conference Questions 1, 2, 3
- Form B – Reflection Tab
  - Form B – Reflection 1 and 2
- T-TESS (T-CAR) Portfolio –Students will complete the T-TESS (T-CAR) Portfolio in a separate Tk 20 portfolio account
- Surveys Tab
  - University Supervisor (US) Evaluation (Survey)
  - Mentor Teacher (MT1, MT2) Evaluations (Surveys)
  - Program Evaluation (Survey)
- Verification Tab
  - Forms and Assessments Verification

### **Completed by Faculty University Supervisor**

- Dispositions Long Form
- Form A - T-TESS Observation 1, 2, 3
- T-TESS T-CAR Portfolio - Supervisors will evaluate T-TESS (T-CAR) Portfolio in separate Tk20 portfolio account
- Teacher Preparation Growth Plan (Optional)
- Contact Log and Final Recommendation Form
- Evaluation of Classroom Mentor Teacher 1, 2 (Survey)

### **Completed by the Classroom Mentor Teacher(s)**

- Dispositions Long Form
- Form B - Mentor Teacher Observation - All students will have 2 Form B observations during the semester
  - Single Placement – complete two Form B observations – one mid-semester and one end of semester
  - Dual Placement – each dual placement mentor will complete one Form B observation during the second half of the placement
- Form C - Final Teacher Candidate Evaluation
- Verification of Faculty Contact and Observations
- Student Teacher Guidelines Agreement and Electronic Signature
- Focused Content Observation (if applicable):
  - EC-6 with SPED
  - EC-12 Art
  - 7-12 History
  - 7-12 Mathematics
  - 7-12 Science and 7-12 Life Science
  - 7-12 English (ELAR)
  - EC-12 Spanish
  - EC-12 Physical Education (Note: Physical Education student teachers will have an additional assessment form completed by an SHSU Kinesiology faculty member (beginning with Fall, 2021))

**Yearlong Residency Evaluations/Forms**  
(located in Tk20 Field Experience Binder and in T-CAR Tk20 Account)

**Semester 1 Residency**

**Completed by the Student:**

- Beginning of Placement Required Forms
- Dispositions
- Lesson Plans and Pre-Conference Questions 1, 2
- T-TESS Reflections 1, 2
- Classroom Information

**Completed by the Site Coordinator:**

- Form A: T-TESS | YLR: Observation 1
- Form A: T-TESS | YLR: Observation 2
- Teacher Preparation Growth Plan: YLR Semester 1 (as necessary)
- Walkthrough | YLR: 1
- Walkthrough | YLR: 2
- YLR US Contact Log Semester 1- Student Teacher: 1

**Completed by the Classroom Mentor Teacher(s) 1, 2:**

- Cooperating Teacher Progress Report | YLR: 1
- Cooperating Teacher Progress Report | YLR: 2
- Cooperating Teacher Progress Report | YLR: 3
- Student Teacher Guidelines Agreement and Electronic Signature: Mentor Teacher,
- YLR Student Teacher Field Experience Binder - Verification of Faculty Contact and Observations - Semester 1: 1

## **Semester 2 Residency**

### **Completed by the Student:**

- Lesson Plans and Pre-Conference Questions 3 & 4
- T-TESS Reflections 3 & 4
- T-TESS (T-CAR) Portfolio --Students will complete the T-TESS (T-CAR) Portfolio in a separate Tk 20 portfolio account
- Classroom Information
- Surveys
- Verification

### **Completed by the Site Coordinator:**

- Educator Candidate Dispositions Assessment - Faculty Assessment Long Form / Mentor Assessment – Long Form: Intern University Supervisor
- Form A: T-TESS | YLR: Observation 3
- Form A: T-TESS | YLR: Observation 4, SPS Assessment Rubric | YLR: Untitled Instance 1,
- T-TESS T-CAR Portfolio – Site Coordinators will evaluate T-TESS (T-CAR) Portfolio in separate Tk20 portfolio account
- Teacher Prep Growth Plan: YLR Semester 2
- US Contact Log and Final Recommendation Form - Student Teacher and Intern Field Experience Binder: Active
- US Evaluation of Classroom Mentor Teacher: First MT, US Evaluation of Classroom Mentor Teacher: Second MT
- Walkthrough | YLR: 3
- Walkthrough | YLR: 4

### **Completed by the Classroom Mentor Teacher(s)**

- Cooperating Teacher Progress Report | YLR: 4
- Cooperating Teacher Progress Report | YLR: 5
- Form C - Final Teacher Candidate Evaluation by the Mentor Teacher: First ST Mentor Teacher
- Special Education Supplemental Rubric: 1, (SPED ONLY).
- Student Teacher Guidelines Agreement and Electronic Signature: Mentor Teacher
- Verification of Faculty Contact and Observations - Semester 2:1

# **T-TESS**

## **Texas Teacher Evaluation & Support System**

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

### **The T-TESS Evaluation Form A**

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

### **The T-TESS Rubric**

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

### **Performance Gates for SHSU Yearlong Residents and Semester-long Student Teachers**

Student teachers are to progressively work toward improving proficiency levels in all T-TESS indicators, as noted above.

As novice preservice teachers, student teachers are developing their skills during student teaching and are not expected to perform at the proficient level in all areas.

By the end of the student teaching experience, student teachers should meet each indicator with Developing or higher to successfully complete student teaching.

Student teachers scoring at Needs Improvement in multiple areas will be placed on a growth plan in an effort to provide structured support for improvement.

### **Domain I – Planning**

#### **Dimension 1.1: Standards and Alignment**

Goals and objectives aligned to standards, sequenced, relevant and appropriate to the needs of the learners including best practices, use of technology, diverse learners.

#### **Dimension 1.2: Data and Assessment**

Formal/informal assessments, analysis/use of data to adjust instruction, plan for feedback, confidentiality.

#### **Dimension 1.3: Knowledge of Standards**

Connection to students' prior knowledge and background, focus on strengths, close gaps.

#### **Dimension 1.4: Activities**

Questioning that encourages higher-order thinking, instructional grouping, technology and materials aligned with the lesson objective.



## **Domain II – Instruction**

### **Dimension 2.1: Achieving Expectations**

Challenging, address student mistakes and follow through for mastery, and allows student opportunities for higher-order thinking.

### **Dimension 2.2: Content Knowledge and Expertise**

Content knowledge, integrated learning, anticipate and address student misunderstandings, and allows student opportunities for higher-order thinking.

### **Dimension 2.3: Communication**

Questioning that clarifies and encourages learning, clear explanations, appropriate communication, classroom process to communicate effectively.

### **Dimension 2.4: Differentiation**

Meets individual's needs, monitors students, recognizes confusion, provides differentiated content, and varies instructional methods.

### **Dimension 2.5: Monitor and Adjust**

Monitors and adjusts for student engagement and understanding.

## **Domain III – Learning Environment**

### **Dimension 3.1: Classroom Environment, Routines and Procedures**

Efficient procedures, routines, transitions and student groups in a safe, positive and organized classroom environment.

### **Dimension 3.2: Managing Student Behavior**

Consistently implements behavior system proficiently. Most students meet expectations.

### **Dimension 3.3: Classroom Culture**

Engages all students in meaningful learning. Students work respectfully.

## **Domain IV - Professional Practices and Responsibility**

### **Dimension 4.1: Professional Demeanor and Ethics**

Follows the code of ethics, meets district/campus/university standards, and advocates for students.

### **Dimension 4.2: Goal Setting**

Sets professional goals, meets goals, and increases student achievement.

### **Dimension 4.3: Professional Development – Not Scored**

### **Dimension 4.4 School Community Involvement – Not Scored**

## **Pre-conference Observation Post Conference (POP Cycle)**

Yearlong residency student teachers will schedule 4 T-TESS observations, 2 each semester. For each formal T-TESS observation residency student teachers will complete the POP cycle.

Semester-long student teachers will schedule 3 T-TESS observations during the semester. For each observation, student teachers will complete the POP cycle.

**Pre-conference-** Submit detailed lesson plan and pre-conference questions and notes to Tk20 24-48 hours before the scheduled preconference. Meet with the site coordinator/university supervisor for pre-conference. Revise lesson plan and apply discussion points to the lesson. Upload revised lesson plan to Tk20. Yearlong residents (only) will upload the Student Achievement Chart (SAC) to Tk20.

**Observation-** Observations should be scheduled for 45 minutes or more of instruction including the beginning, middle, and end of the lesson.

- Residents: The observed T-TESS lesson will be recorded. After the observation, the student teacher is to watch the lesson, complete the T-TESS Self-Reflection, and upload the revised Student Achievement Chart (SAC) in Tk20.
- Semester-long Student Teachers: The FINAL observed T-TESS lesson will be recorded. After the observation, the student teacher is to watch the lesson, complete the self-assessment reflection, and upload the self-reflection (Form A:T-TESS) in Tk20.

### **Post Conference-**

- Residents: The site coordinator will meet with the candidate to discuss the lesson, Student Achievement Chart (SAC), Form A: T-TESS evaluation, and T-TESS Self Reflection.
- Semester-long Student Teachers: The university supervisor will meet with the candidate to discuss the lesson and T-TESS evaluation/Form A or Self-Reflection/T-TESS Summative.

## **T-TESS Pre-conference Questions**

1. What is the objective of your lesson? List the TEKS and explain your rationale for teaching the lesson.
2. What are the prerequisite skills that the students have to know in order to be successful in this lesson?
3. How will you differentiate your instruction in order to address a variety of learning styles?
4. What behavior expectations are in place? How will you hold students accountable?
5. How will you assess whether or not students met the objectives for the lesson?
6. What are your plans for lesson closure and reflection?
7. Are there any other special circumstances that I should be aware of before the planned observation?
8. What concerns do you have about your lesson presentation?

Resources for Site Coordinators/University Supervisors: [Pre-Conference](#) And [Post-Conference](#) Protocols

**FORM A / T-TESS**  
**SHSU Student/Clinical Teacher Evaluation Report**  
**Completed by University Supervisor or Site Coordinator**

OBSERVATION DATE: \_\_\_\_\_

START TIME- END TIME: \_\_\_\_\_

TOTAL MINUTES: \_\_\_\_\_

GRADE / SUBJECT: \_\_\_\_\_

PRE-CONFERENCE DATE AND TIME: \_\_\_\_\_

Notes:
--------

**T-TESS OBSERVATION / RUBRIC**

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

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

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Dist	Acmp	Prof	Dev	NI	N/A
<b>Comments:</b>						
<b>Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.</b>						
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	Dist	Acmp	Prof	Dev	NI	N/A
<b>Comments:</b>						
2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	Dist	Acmp	Prof	Dev	NI	N/A
<b>Comments:</b>						
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	Dist	Acmp	Prof	Dev	NI	N/A
<b>Comments:</b>						
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Dist	Acmp	Prof	Dev	NI	N/A
<b>Comments:</b>						
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Dist	Acmp	Prof	Dev	NI	N/A
<b>Comments:</b>						

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

**POST CONFERENCE**

**Date & Time:** \_\_\_\_\_

Reinforcement/Lesson Strengths and evidence:

\_\_\_\_\_

\_\_\_\_\_

Refinement/Lesson Challenges and evidence:

\_\_\_\_\_

\_\_\_\_\_

Recommendations/Goals:

\_\_\_\_\_

\_\_\_\_\_

## DOMAIN I: PLANNING

		<b>DISTINGUISHED</b> Instructional Planning Includes	<b>ACCOMPLISHED</b> Instructional Planning Includes	<b>PROFICIENT</b> Instructional Planning Includes	<b>DEVELOPING</b> Instructional Planning Includes	<b>IMPROVEMENT NEEDED</b> Instructional Planning Includes
<b>PLANNING DIMENSION I.1</b>	<p><b>Dimension 1.1 Standards and Alignment</b></p> <p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p><b>Standards Basis:</b> 1.1, 1.2, 3.1, 3.2, 3.3</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation, Classroom</p>	<ul style="list-style-type: none"> <li>•All rigorous and measurable goals aligned to state content standards.</li> <li>•Integration of technology to enhance mastery of goal(s).</li> <li>•All activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>•are logically sequenced</li> <li>•are relevant to students' prior understanding and real-world applications</li> <li>•integrate and reinforce concepts from other disciplines</li> <li>•provide appropriate time for student work, student reflection, lesson and lesson closure</li> <li>•deepen understanding of broader unit and course objectives</li> <li>•are vertically aligned to state standards</li> <li>•are appropriate for diverse learners</li> </ul> </li> <li>•Objectives that are aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>•All measurable goals aligned to state content standards.</li> <li>•Integration of technology to enhance mastery of goal(s).</li> <li>•All activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>•are sequenced</li> <li>•are relevant to students' prior understanding</li> <li>•integrate other disciplines</li> <li>•provide appropriate time for student work, lesson and lesson closure</li> <li>•reinforce broader unit and course objectives</li> <li>•are vertically aligned to state standards</li> <li>•are appropriate for diverse learners</li> </ul> </li> <li>•All objectives that are aligned and logically sequenced to the lesson's goal.</li> </ul>	<ul style="list-style-type: none"> <li>•All goals aligned to state content standards.</li> <li>•Integration of technology when applicable.</li> <li>•All activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>•are sequenced</li> <li>•are relevant to students</li> <li>•provide appropriate time for lesson and lesson closure</li> <li>•fit into the broader unit and course objectives</li> <li>•are appropriate for diverse learners</li> </ul> </li> <li>•All objectives that are aligned to the lesson's goal.</li> </ul>	<ul style="list-style-type: none"> <li>•Most goals aligned to state content standards.</li> <li>•Most activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>•are sequenced</li> <li>•sometimes provide appropriate time for lesson and lesson closure</li> </ul> </li> <li>•Lessons where most objectives are aligned and sequenced to the lesson's goal.</li> </ul>	<ul style="list-style-type: none"> <li>•Few goals aligned to state content standards.</li> <li>•Few activities, materials and assessments that:                             <ul style="list-style-type: none"> <li>•are sequenced</li> <li>•rarely provide time for lesson and lesson closure</li> </ul> </li> <li>•Lessons where few objectives are aligned and sequenced to the lesson's goal.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUS ON MOSTLY TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS

## DOMAIN I: PLANNING

		<b>DISTINGUISHED</b> Instructional Planning Includes	<b>ACCOMPLISHED</b> Instructional Planning Includes	<b>PROFICIENT</b> Instructional Planning Includes	<b>DEVELOPING</b> Instructional Planning Includes	<b>IMPROVEMENT NEEDED</b> Instructional Planning Includes
<b>PLANNING DIMENSION 1.2</b>	<p><b>Dimension 1.2 Data and Assessment</b></p> <p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p><b>Standards Basis:</b> 1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4</p> <p><b>Sources of Evidence:</b> Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post-Conference Instructional Planning</p>	<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.</li> <li>Consistent feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.</li> <li>Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans.</li> <li>Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.</li> <li>Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of all students.</li> <li>Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality.</li> <li>Analysis of student data connected to specific instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of most students.</li> <li>Timely feedback to students and families.</li> <li>Utilization of multiple sources of student data.</li> </ul>	<ul style="list-style-type: none"> <li>Few formal and informal assessments to monitor student progress.</li> <li>Few opportunities for timely feedback to students or families.</li> <li>Utilization of few sources of student data.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

## DOMAIN I: PLANNING

		<b>DISTINGUISHED</b> Instructional Planning Includes	<b>ACCOMPLISHED</b> Instructional Planning Includes	<b>PROFICIENT</b> Instructional Planning Includes	<b>DEVELOPING</b> Instructional Planning Includes	<b>IMPROVEMENT NEEDED</b> Instructional Planning Includes
<b>PLANNING DIMENSION 1.3</b>	<p><b>Dimension 1.3 Knowledge of Students</b></p> <p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <p><b>Standards Basis:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3</p> <p><b>Sources of Evidence:</b> Analysis of Student Data, Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> <li>•All lessons that connect to students’ prior knowledge, life experiences, interests and future learning expectations across content areas.</li> <li>•Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.</li> <li>•Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other’s’ learning.</li> </ul>	<ul style="list-style-type: none"> <li>•All lessons that connect to students’ prior knowledge, life experiences and future learning expectations.</li> <li>•Opportunities for students to utilize their individual learning patterns, habits and needs.</li> </ul>	<ul style="list-style-type: none"> <li>•All lessons that connect to students’ prior knowledge and experiences.</li> <li>•Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</li> </ul>	<ul style="list-style-type: none"> <li>•Most lessons that connect to students’ prior knowledge and experiences.</li> <li>•Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.</li> </ul>	<ul style="list-style-type: none"> <li>•Few lessons that connect to students’ prior knowledge and experiences.</li> <li>•Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS



## DOMAIN I: PLANNING

		<b>DISTINGUISHED</b>	<b>ACCOMPLISHED</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>IMPROVEMENT NEEDED</b>
		Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes
<b>PLANNING DIMENSION 1.4</b>	<p><b>Dimension 1.4 Activities</b> The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p><b>Standards Basis:</b> 1.2, 1.3, 1.4, 1.5</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> <li>•Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application</li> <li>•Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.</li> <li>•The ability for students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.</li> <li>•Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Questions that encourage all students to engage in complex, higher-order thinking and problem solving.</li> <li>•Instructional groups based on the needs of all students and maintains both group and individual accountability.</li> <li>•All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.</li> <li>•Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.</li> </ul>	<ul style="list-style-type: none"> <li>•Questions that encourage all students to engage in complex, higher-order thinking.</li> <li>•Instructional groups based on the needs of all students.</li> <li>•All students understanding their individual roles within instructional groups.</li> <li>•Activities, resources, technology and instructional materials that are all aligned to instructional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>•Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.</li> <li>•Instructional groups based on the needs of most students.</li> <li>•Most students understanding their individual roles within instructional groups.</li> <li>•Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>•Encourages little to no complex, higher-order thinking.</li> <li>•Instructional groups based on the needs of a few students.</li> <li>•Lack of student understanding of their individual roles within instructional groups.</li> <li>•Activities, resources, technology and/or instructional materials misaligned to instructional purposes.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS

## DOMAIN II: INSTRUCTION

		<b>DISTINGUISHED</b> The Teacher:	<b>ACCOMPLISHED</b> The Teacher:	<b>PROFICIENT</b> The Teacher:	<b>DEVELOPING</b> The Teacher:	<b>IMPROVEMENT NEEDED</b> The Teacher:
<b>INSTRUCTION DIMENSION 2.1</b>	<p><b>Dimension 2.1 Achieving Expectations</b></p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p><b>Standards Basis:</b> 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> <li>•Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</li> <li>•There is evidence that all students demonstrate mastery of the objective.</li> <li>•Provides opportunities for students to self-monitor and self-correct mistakes.</li> <li>•Systematically enables students to set goals for themselves and monitor their progress overtime.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides opportunities for students to establish high academic expectations for themselves.</li> <li>•There is evidence that most students demonstrate mastery of the objective.</li> <li>•Anticipates student mistakes and encourages students to avoid common learning pitfalls.</li> <li>•Establishes systems where students take initiative of their own learning and self-monitor.</li> </ul>	<ul style="list-style-type: none"> <li>•Sets academic expectations that challenge all students.</li> <li>•There is evidence that most students demonstrate mastery of the objective.</li> <li>•Addresses student mistakes and follows through to ensure student mastery.</li> <li>•Provides students opportunities to take initiative of their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Sets academic expectations that challenge most students.</li> <li>•There is evidence that some students demonstrate mastery of the objective.</li> <li>•Sometimes addresses student mistakes.</li> <li>•Sometimes provides opportunities for students to take initiative of their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Sets expectations that challenge few students.</li> <li>•There is evidence that few students demonstrate mastery of the objective.</li> <li>•Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.</li> <li>•Rarely provides opportunities for students to take initiative of their own learning.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUS ON MOSTLY TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS

## DOMAIN II: INSTRUCTION

		<b>DISTINGUISHED</b> The Teacher:	<b>ACCOMPLISHED</b> The Teacher:	<b>PROFICIENT</b> The Teacher:	<b>DEVELOPING</b> The Teacher:	<b>IMPROVEMENT NEEDED</b> The Teacher:
<b>INSTRUCTION DIMENSION 2.2</b>	<p><b>Dimension 2.2 Content Knowledge and Expertise</b></p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p><b>Standards Basis:</b> 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> <li>•Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.</li> <li>•Integrates learning objectives with other disciplines, content areas and real-world experience.</li> <li>•Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>•Conveys a depth of content knowledge that allows for differentiated explanations.</li> <li>•Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.</li> <li>•Constantly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<ul style="list-style-type: none"> <li>•Displays content knowledge of all the subjects she or he teaches and closely related subjects.</li> <li>•Integrates learning objectives with other disciplines and real-world experiences.</li> <li>•Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>•Conveys accurate content knowledge in multiple ways.</li> <li>•Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</li> <li>•Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<ul style="list-style-type: none"> <li>•Conveys accurate content knowledge.</li> <li>•Integrates learning objectives with other disciplines.</li> <li>•Anticipates possible student misunderstandings.</li> <li>•Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</li> <li>•Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<ul style="list-style-type: none"> <li>•Conveys accurate content knowledge.</li> <li>•Sometimes integrates learning objectives with other disciplines.</li> <li>•Sometimes anticipates possible student misunderstandings.</li> <li>•Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<ul style="list-style-type: none"> <li>•Conveys inaccurate content knowledge that leads to student confusion.</li> <li>•Rarely integrates learning objectives with other disciplines.</li> <li>•Does not anticipate possible student misunderstandings.</li> <li>•Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUS ON MOSTLY TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS

## DOMAIN II: INSTRUCTION

		<b>DISTINGUISHED</b> The Teacher:	<b>ACCOMPLISHED</b> The Teacher:	<b>PROFICIENT</b> The Teacher:	<b>DEVELOPING</b> The Teacher:	<b>IMPROVEMENT NEEDED</b> The Teacher:
<b>INSTRUCTION DIMENSION 2.3</b>	<p><b>Dimension 2.3 Communication</b></p> <p>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p><b>Standards Basis:</b> 1.4, 1.5, 2.1, 3.1, 4.4</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> <li>• Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.</li> <li>• Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.</li> <li>• Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.</li> <li>• Skillfully balances wait time, questioning techniques and integration of student and other resources to support student-directed learning.</li> <li>• Establishes classroom practice that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher, their peers.</li> </ul> <p style="text-align: center;">MOVES TO STUDENT CENTERED ACTIONS</p>	<ul style="list-style-type: none"> <li>• Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate.</li> <li>• Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.</li> <li>• Asks questions at the creative, evaluative and / or analysis levels that focus on the objective of the lesson and provoke thought and discussion.</li> <li>• Provides wait time when questioning students.</li> <li>• Provides explanations that are clear and coherent.</li> <li>• Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.</li> </ul> <p style="text-align: center;">MOVES TO STUDENT CENTERED ACTIONS</p>	<ul style="list-style-type: none"> <li>• Uses probing questions to clarify, elaborate learning.</li> <li>• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.</li> <li>• Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.</li> <li>• Provides explanations that are clear.</li> <li>• Uses verbal and written communication that is clear and correct.</li> <li>• Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.</li> </ul> <p style="text-align: center;">FOCUS ON MOSTLY TEACHER CENTERED ACTIONS</p>	<ul style="list-style-type: none"> <li>• Leads lessons with some opportunity for dialogue, clarification or elaboration.</li> <li>• Recognizes student misunderstandings but has a limited ability to respond.</li> <li>• Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.</li> <li>• Uses verbal and written communication that is generally clear with minor errors of grammar.</li> </ul> <p style="text-align: center;">FOCUS ON TEACHER CENTERED ACTIONS</p>	<ul style="list-style-type: none"> <li>• Directs lessons with little opportunity for dialogue, clarification or elaboration.</li> <li>• Is sometimes unaware of or unresponsive to student misunderstandings.</li> <li>• Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.</li> </ul> <p style="text-align: center;">FOCUS ON TEACHER CENTERED ACTIONS</p>

## DOMAIN II: INSTRUCTION

### INSTRUCTION DIMENSION 2.4

#### Dimension 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

**Standards Basis:**  
1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

**Sources of Evidence:**  
Pre-Conference, Formal Observation

#### **DISTINGUISHED** The Teacher:

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

MOVES TO STUDENT  
CENTERED ACTIONS

#### **ACCOMPLISHED** The Teacher:

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

MOVES TO STUDENT  
CENTERED ACTIONS

#### **PROFICIENT** The Teacher:

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

FOCUSES ON MOSTLY TEACHER  
CENTERED ACTIONS

#### **DEVELOPING** The Teacher:

- Adapt lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs.
- Sometimes provides differentiated instructional methods and content.

FOCUSES ON TEACHER  
CENTERED ACTIONS

#### **IMPROVEMENT NEEDED** The Teacher:

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs.
- Rarely provides differentiated instructional methods and content.

FOCUSES ON TEACHER  
CENTERED ACTIONS

## DOMAIN II: INSTRUCTION

		<b>DISTINGUISHED</b> The Teacher:	<b>ACCOMPLISHED</b> The Teacher:	<b>PROFICIENT</b> The Teacher:	<b>DEVELOPING</b> The Teacher:	<b>IMPROVEMENT NEEDED</b> The Teacher:
<b>INSTRUCTION DIMENSION 2.5</b>	<p><b>Dimension 2.5</b> <b>Monitor and Adjust</b></p> <p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p><b>Standards Basis:</b> 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4</p> <p><b>Sources of Evidence:</b> Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> <li>•Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</li> <li>•Consistently adjusts instruction and activities within a broad range to maintain student engagement.</li> <li>•Uses discreet and explicit checks for understanding through questioning and academic feedback.</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</li> <li>•Adjusts instruction and activities frequently and within a broad range to maintain student engagement.</li> <li>•Continually checks for understanding through purposeful questioning and academic feedback.</li> </ul>	<ul style="list-style-type: none"> <li>•Utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>•Monitors student behavior and responses for engagement and understanding.</li> <li>•Adjusts instruction and activities to maintain student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>•Sees student behavior but misses some signs of disengagement.</li> <li>•Is aware of most student responses but misses some clues of misunderstanding.</li> <li>•Adjusts some instruction within a limited range.</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>•Generally does not link student behavior and responses with student engagement and understanding.</li> <li>•Persists with instruction or activities that do not engage students.</li> <li>•Makes no attempts to engage students who appear disengaged or disinterested.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUS ON MOSTLY TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS

## DOMAIN III: LEARNING ENVIRONMENT

		<b>DISTINGUISHED</b> The Teacher:	<b>ACCOMPLISHED</b> The Teacher:	<b>PROFICIENT</b> The Teacher:	<b>DEVELOPING</b> The Teacher:	<b>IMPROVEMENT NEEDED</b> The Teacher:
<b>LEARNING ENVIRONMENT DIMENSION 3.1</b>	<p><b>Dimension 3.1 Classroom Environment, Routines and Procedures</b></p> <p>The teacher organizes a safe, accessible and efficient classroom.</p> <p><b>Standards Basis:</b> 1.4, 4.1, 4.2, 4.3, 4.4</p> <p><b>Sources of Evidence:</b> Formal Observation, Pre-Classroom</p>	<ul style="list-style-type: none"> <li>Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.</li> <li>Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.</li> <li>The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.</li> <li>Students take some responsibility for managing student groups, supplies and/or equipment.</li> <li>The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</li> </ul>	<ul style="list-style-type: none"> <li>All procedures, routines and transitions are clear and efficient.</li> <li>Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</li> <li>The classroom is safe and organized to support learning objectives and is accessible to most students.</li> </ul>	<ul style="list-style-type: none"> <li>Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</li> <li>Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.</li> <li>The classroom is safe and accessible to most students, but is disorganized and cluttered.</li> </ul>	<ul style="list-style-type: none"> <li>Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</li> <li>Students often do not understand what is expected of them.</li> <li>The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

## DOMAIN III: LEARNING ENVIRONMENT

		<b>DISTINGUISHED</b> The Teacher:	<b>ACCOMPLISHED</b> The Teacher:	<b>PROFICIENT</b> The Teacher:	<b>DEVELOPING</b> The Teacher:	<b>IMPROVEMENT NEEDED</b> The Teacher:
		<b>LEARNING ENVIRONMENT DIMENSION 3.2</b>	<p><b>Dimension 3.2 Managing Student Behavior</b></p> <p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p><b>Standards Basis:</b> 4.1, 4.2, 4.3, 4.4</p> <p><b>Sources of Evidence:</b> Formal Observation, Classroom, Pre-Conference</p>	<ul style="list-style-type: none"> <li>•Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.</li> <li>•Students and the teacher create, adopt and maintain classroom behavior standards.</li> </ul> <p style="text-align: center;">MOVES TO STUDENT CENTERED ACTIONS</p>	<ul style="list-style-type: none"> <li>•Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.</li> <li>•Most students know, understand and respect classroom behavior standards.</li> </ul> <p style="text-align: center;">MOVES TO STUDENT CENTERED ACTIONS</p>	<ul style="list-style-type: none"> <li>•Consistently implements the campus and/or classroom behavior system proficiently.</li> <li>•Most students meet expected classroom behavior standards.</li> </ul> <p style="text-align: center;">FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS</p>



## DOMAIN III: LEARNING ENVIRONMENT

### LEARNING ENVIRONMENT DIMENSION 3.3

#### **Dimension 3.3 Classroom Culture**

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

**Standards Basis:**  
1.5, 1.6, 3.2, 4.3, 4.4,  
5.1, 5.2, 5.4

**Sources  
of Evidence:**  
Formal  
Observation,  
Classroom

#### **DISTINGUISHED** The Teacher:

- Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students.
- Students collaborate positively and encourage each other's efforts and achievements.

MOVES TO STUDENT  
CENTERED ACTIONS

#### **ACCOMPLISHED** The Teacher:

- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and teacher.

MOVES TO STUDENT  
CENTERED ACTIONS

#### **PROFICIENT** The Teacher:

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

FOCUSES ON MOSTLY TEACHER  
CENTERED ACTIONS

#### **DEVELOPING** The Teacher:

- Establishes a class where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

FOCUSES ON TEACHER  
CENTERED ACTIONS

#### **IMPROVEMENT NEEDED** The Teacher:

- Establishes a class where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

FOCUSES ON TEACHER  
CENTERED ACTIONS

## DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

		<b>DISTINGUISHED</b>	<b>ACCOMPLISHED</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>IMPROVEMENT NEEDED</b>
		The Teacher:	The Teacher:	The Teacher:	The Teacher:	The Teacher:
<b>PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1</b>	<p><b>Dimension 4.1 Professional Demeanor and Ethics</b></p> <p>The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p><b>Standards Basis:</b> 6.2, 6.3, 6.4</p> <p><b>Sources of Evidence:</b> Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Models all professional standards (e.g., attendance, professional appearance and behaviors).</li> <li>Advocates successfully for the needs of all students in the classroom and campus.</li> </ul>	<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors).</li> <li>Advocates successfully for the needs of all students on the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets all professional standards (e.g., attendance, professional appearance and behaviors).</li> <li>Advocates successfully for the needs of students in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets most professional standards (e.g., attendance, professional appearance and behaviors).</li> </ul>	<ul style="list-style-type: none"> <li>Fails to meet the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</li> </ul>
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUS ON MOSTLY TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS	FOCUS ON TEACHER CENTERED ACTIONS

## DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

### PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

#### Dimension 4.2 Goal Setting

The teacher reflects on his/her practice.

**Standards Basis:**  
5.4, 6.1, 6.2

**Sources of Evidence:**  
Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

#### **DISTINGUISHED** The Teacher:

- Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Implements substantial changes in practice resulting in significant improvement in student performance.

MOVES TO STUDENT CENTERED ACTIONS

#### **ACCOMPLISHED** The Teacher:

- Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Meets all professional goals resulting in improvement in practice and student performance.

MOVES TO STUDENT CENTERED ACTIONS

#### **PROFICIENT** The Teacher:

- Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.
- Meets all professional goals resulting in improvement in practice and student performance.

FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS

#### **DEVELOPING** The Teacher:

- Sets short-term goals based on self-assessment.
- Meets most professional goals resulting in some visible changes in practice.

FOCUSES ON TEACHER CENTERED ACTIONS

#### **IMPROVEMENT NEEDED** The Teacher:

- Sets low or ambiguous goals unrelated to student needs or self-assessment.
- Meets few professional goals and persists in instructional practices that remain substantially unimproved overtime.

FOCUSES ON TEACHER CENTERED ACTIONS

## DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

### PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

#### Dimension 4.3 Professional Development

The teacher enhances the professional community.

**Standards Basis:**  
3.1, 6.1, 6.2, 6.3

**Sources of Evidence:**  
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

#### **DISTINGUISHED** The Teacher:

- Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.
- Seeks resources and collaboratively fosters faculty knowledge and skills.
- Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus.

MOVES TO STUDENT CENTERED ACTIONS

#### **ACCOMPLISHED** The Teacher:

- Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.
- Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade-or subject-level team leadership, committee membership or other opportunities beyond the campus.

MOVES TO STUDENT CENTERED ACTIONS

#### **PROFICIENT** The Teacher:

- Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.

FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS

#### **DEVELOPING** The Teacher:

- Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

FOCUSES ON TEACHER CENTERED ACTIONS

#### **IMPROVEMENT NEEDED** The Teacher:

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.

FOCUSES ON TEACHER CENTERED ACTIONS

**DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES**

**PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4**

**Dimension 4.4**

**School Community Involvement**

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

**Standards Basis:**  
2.1,2.2, 4.1,4.4,5.2, 6.2, 6.3, 6.4

**Sources of Evidence:**  
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

**DISTINGUISHED**  
The Teacher:

- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.
- Systematically contacts parents/ guardians regarding students' academic and social/ emotional growth through various media.
- Initiates collaborative efforts that enhance student learning and growth, and inspire trust, understanding and commitment in the school.

MOVES TO STUDENT CENTERED ACTIONS

**ACCOMPLISHED**  
The Teacher:

- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.
- Systematically contacts parents/guardians regarding students' academic and social/ emotional growth through various media.
- Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community.

MOVES TO STUDENT CENTERED ACTIONS

**PROFICIENT**  
The Teacher:

- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.
- Contacts parents/ guardians regularly regarding students' academic and social/ emotional growth.
- Actively participates in all school outreach activities.

FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS

**DEVELOPING**  
The Teacher:

- Communicates school goals to students, parents and families.
- Contacts parents/ guardians in accordance with campus policy.
- Attends most required school outreach activities.

FOCUSES ON TEACHER CENTERED ACTIONS

**IMPROVEMENT NEEDED**  
The Teacher:

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.

FOCUSES ON TEACHER CENTERED ACTIONS

**Semester-long Student Teachers ONLY Sam Houston State University FORM B:  
Student Teacher Reflection/ Mentor Teacher Observation**

Student Teacher \_\_\_\_\_ Classroom Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

School District \_\_\_\_\_ Campus \_\_\_\_\_ Placement (circle one) 1<sup>st</sup> 2<sup>nd</sup>

Placement-Grade(s), Subject, etc. \_\_\_\_\_ University Supervisor \_\_\_\_\_

**COMPLETED BY:**

\_\_\_\_\_  
Student Teacher - Signature/date

or

\_\_\_\_\_  
Classroom Mentor Teacher - Signature/date

**OBSERVED AREAS OF STRENGTH-CONTENT** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**OBSERVED AREAS TO IMPROVE-CONTENT** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**OBSERVED AREAS OF STRENGTH-DELIVERY** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**OBSERVED AREAS TO IMPROVE-DELIVERY** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**OTHER OBSERVATIONS/RECOMMENDATIONS** (State PPR Application Standard II – Management and Standard IV – Professionalism see Guidelines, p. 42):

# Yearlong Residency Student Teachers ONLY Mentor Teacher Progress Report:

Student:

Cooperating Teacher Progress Report | YLR:

Assessed By :

## **FEEDBACK**

### **Strength/Reinforcement\***

#### **Strength/Reinforcement Evidence\***

#### **Challenge/Refinement\***

#### **Challenge/Refinement Evidence\***

#### **Goals/Next Steps\***

## **DISPOSITIONS/PROFESSIONALISM**

### **Dispositions\***

Rate the candidate using: Always   Most of the Time   Rarely   Never

#### **Does the candidate exhibit strong interpersonal skills? Examples:**

- professional judgement and tact
- appreciation of diverse perspectives and ideas
- the ability to work cooperatively with others

#### **Does the candidate exhibit appropriate personal characteristics? Examples:**

- appropriate appearance in professional settings
- self-control
- positive attitude
- flexibility
- initiative
- responsibility and independent work
- punctuality and dependability
- following instructions

#### **Does the candidate exhibit appropriate communication skills? Examples:**

- expression of ideas clearly in writing
- express of ideas clearly orally
- professional electronic communications

#### **Does the candidate exhibit appropriate ethics? Examples:**

- ethical boundaries and appropriate professional relationships
- ethical decision-making

**Is there any additional information regarding the candidate's dispositions you would like to share?**

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

Student Teacher \_\_\_\_\_ Placement (circle one) 1<sup>st</sup> 2<sup>nd</sup> Single  
School District \_\_\_\_\_ Campus \_\_\_\_\_  
Placement-Grade(s), Subject, etc. \_\_\_\_\_ University Supervisor \_\_\_\_\_

**OBSERVED AREAS OF STRENGTH-CONTENT** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**OBSERVED AREAS TO IMPROVE-CONTENT** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**OBSERVED AREAS OF STRENGTH-DELIVERY** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**OBSERVED AREAS TO IMPROVE-DELIVERY** (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines, p. 42):

**COMPLIES WITH POLICIES, OPERATING PROCEDURES, AND REQUIREMENTS:**

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

Classroom Mentor Teacher (Signature) \_\_\_\_\_ Date \_\_\_\_\_

Do you believe the student teacher successfully transferred from the role of student to the role of teacher? Comments?

\_\_\_\_\_

Has this candidate demonstrated proficiency in each of the educator standards for the assignment?\*

Do you recommend this candidate for standard teacher certification?\*

If you responded "No" to either of the previous two questions, please explain your reason(s).



**T-TESS Teacher Candidate Assessment of Readiness (T-CAR) Portfolio Summary Rubric  
Assignment in Separate Tk20 Account**

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

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

1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.

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

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

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

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

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

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

3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom.

3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.

3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.

4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.

4.2 The student teacher reflects on his/her practice.

**Sam Houston State University**  
**T-TESS Self-Reflection**  
**Self-Reflection by Student Teacher –**  
**Yearlong Residents – (After all observations)**

**After viewing the self-recording of the observation, the student teacher will immediately complete the self-reflection activity in Tk20. Completion will be PRIOR to the post-conference with the site coordinator or university supervisor.**

**For each standard below, the student teacher will complete the following:**

**a) answer the question and**

**b) enter evidence from the lesson recording**

**1.1 STANDARDS AND ALIGNMENT**

How did you design clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners?

**1.2 DATA AND ASSESSMENT**

How did you use formal and informal methods to measure student progress, then manage and analyze student data to inform instruction?

**1.3 KNOWLEDGE OF STUDENTS**

How did you use your knowledge of your students to ensure high levels of learning, social-emotional development, and achievement for all students?

**1.4 ACTIVITIES**

How was this lesson engaging and flexible? How did the lesson encourage higher-order thinking, persistence, and achievement?

**2.1 ACHIEVING EXPECTATIONS**

How did you support all learners in their pursuit of high levels of academic and social-emotional success?

**2.2 CONTENT KNOWLEDGE AND EXPERTISE**

How did you use content and pedagogical expertise to design and execute the lesson? How was the lesson aligned with state standards, related content, and student needs?

**2.3 COMMUNICATION**

How did you communicate to support persistence, deeper learning, and effective effort?

**2.4 DIFFERENTIATION**

How did you differentiate instruction, aligning methods and techniques to diverse student needs?

**2.5 MONITOR AND ADJUST**

How did you collect, analyze, and use student progress data and make needed lesson adjustments?

**3.1 CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES**

How did you organize a safe, accessible, and efficient classroom?

**3.2 MANAGING STUDENT BEHAVIOR**

How did you establish, communicate, and maintain clear expectations for student behavior?

**3.3 CLASSROOM CULTURE**

How did you lead a mutually respectful and collaborative class of actively engaged learners?

## **Syllabus Addendum for Student Teachers**

Focused Content Observations (FCOs) will be required for the following certification areas:

- EC-12 Special Education
- EC-12 Physical Education
- EC-12 Art
- 7-12 ELAR
- 7-12 Math
- 7-12 History / Social Studies
- 7-12 Foreign Language

To improve programs and to address national accreditation standards for the Council for the Accreditation of Educator Preparation (CAEP), and national Specialized Professional Associations (SPAs), Focused Content Observations are conducted for clinical teachers seeking certification in Special Education, Foreign Language, Physical Education Art, and Secondary English/Language Arts, Math, History / Social Studies. These SPAs have established criteria related to content evaluator qualifications, and to the content evaluation of SHSU student teachers. Evaluators should be experts in the applicable content, and the observation criteria are based on each SPA's standards. As assigned, qualified classroom mentor teachers hold a certification in the given content area, they will serve as the evaluators and will assess clinical teachers once per each half of the semester (for a total of 2 observations) using the Focused Content Evaluation Instrument located in the Tk20 Binder.

Student teachers in these certification areas will be expected to present lesson plans to the mentor teacher in advance of the observation. FCOs should consist of an observation of a class (a minimum of 45 minutes) in which the student teacher is actively engaged in teaching a lesson that demonstrates knowledge in their content area/teaching field. This observation may be conducted in conjunction with a lesson being evaluated for the Form B or Form C observations/evaluations as well.

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

University supervisors may serve as a student teacher's Focused Content Observer when needed, by permission of the Director of Innovative Programs, and contingent upon meeting the content qualifications. The Focused Content Observation will be derived from one or more of the scheduled "Form A" observations, and will include discussion of the Focused Content Observation with the student teacher in at least one of the post-observation conferences.

FCOs will be submitted online on Tk20 within one week of the observation(s).

Note: Student Teachers seeking EC-12 Physical Education certification will be required to complete an additional assessment (unit plan) that will be assessed by SHSU Kinesiology faculty. Students will upload the assessment in a Dropbox location in Tk20.

## Student Teacher Evaluation (Survey) of Classroom Mentor Teacher

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

### I. CLASSROOM MENTOR TEACHER BACKGROUND INFORMATION

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

**Name:**

**Campus:**

**District:**

**Gender:**

Male

Female

**Degree Status:**

Bachelor's

Master's

Doctorate

**Race/Ethnicity:**

American Indian/Alaskan Native

Asian or Pacific Islander

Black (not of Hispanic origin)

Hispanic

White (not of Hispanic origin)

Other

### II. SHSU EXPECTATIONS FOR CLASSROOM MENTOR TEACHERS

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

#### My classroom mentor teacher:

1. Took time to plan lessons with me.
2. Observed my teaching.
3. Provided feedback.
4. Worked with me to establish effective classroom management procedures for my classroom.
5. Was prepared for the role of mentor for a student teacher.
6. Had mentor training or previous experience mentoring student teachers.
7. Provided appropriate curriculum guides, policy manuals, and materials.
8. Provided a tour of the building.
9. Arranged for me to observe in other classrooms.
10. Arranged for me to attend relevant professional development activities.
11. Encouraged me to ask questions.
12. Introduced me to the principal and other staff members.
13. Explained policy procedures for technology (copyright, fair use policy, etc.) to be used in the classroom.
14. Facilitated opportunities for me to interact with student families through school activities, parent teacher conferences, ARD (Admission, Review Dismissal) meetings, etc.
15. Provided opportunities for me to use information technology to support teaching and learning.
16. Worked with me to evaluate student outcomes and plan for improved student learning.

### **III. TEACHING PROFICIENCIES OF THE CLASSROOM MENTOR TEACHER**

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

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

#### **Pedagogy And Professional Responsibilities Standards For Texas Educators**

##### **DOMAIN I**

**1. Competency 001**

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

**2. Competency 002**

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

**3. Competency 003**

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

**4. Competency 004**

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

##### **DOMAIN II**

**5. Competency 005**

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

**6. Competency 006**

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

**7. Competency 007**

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

##### **DOMAIN III**

**8. Competency 008**

Provided appropriate instruction that actively engaged students in the learning process.

**9. Competency 009**

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

**10. Competency 010**

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

##### **DOMAIN IV**

**11. Competency 011**

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

**12. Competency 012**

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

**13. Competency 013**

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

## **Student Teacher Evaluation (Survey) of Site Coordinator or University Supervisor**

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

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

**1 = below expectations**

**2 = meets expectations**

**3 = exceeds expectations**

**4 = outstanding**

**X = not observed/not applicable**

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

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

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

5. Followed scheduled observations with a face-to-face conference (on the same day) and written comments on “Form A.”
6. Spent an appropriate amount of time (minimum 45 minutes per evaluation) observing you instructing in the classroom.
7. Provided actionable feedback that supported your growth as a student teacher.

### **PPR Standard III – Utilizes Effective Communication Techniques:**

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

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

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

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

17. Facilitated the electronic submission of your student teaching assignments in your Tk20 Field Experience Binder.
18. Established and facilitated two group meetings (seminars).

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

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

**Comments:**

**Site Coordinator or University Supervisor  
Evaluation  
(Survey) of Classroom Mentor Teacher**

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

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

1. To what degree do you believe the Classroom Mentor Teacher provided the student teacher with an independent work space to review guidebooks, textbooks, grades, lesson plans, etc?
2. To what degree do you believe the Classroom Mentor Teacher offered frequent and regular constructive feedback for improvement regarding performance?
3. To what degree do you believe the Classroom Mentor Teacher demonstrated a variety of instructional methods?
4. To what degree do you believe the Classroom Mentor Teacher assumed a collaborative role to assist the student teacher in developing professional skills?
5. To what degree do you believe the Classroom Mentor Teacher demonstrated realistic and fair expectations of him/her?
6. To what degree do you believe the Classroom Mentor Teacher guided your student teacher through the entire placement?
7. To what degree do you believe the Classroom Mentor Teacher demonstrated familiarity with the Student Teacher Guidelines and the Mentor Teacher responsibilities?
8. To what degree do you believe the Classroom Mentor Teacher completed required evaluations?
9. To what degree do you believe the Classroom Mentor Teacher communicated with the university supervisor during the placement?

Please enter any additional comments.





## APPENDIX B

---

### Sam Houston Standards of Professional Conduct- Code of Conduct for Student Teaching

*SHSU Guidelines for Student Teaching, page 86*

### SHSU Teacher Candidate Field Experience Growth Plan

*SHSU Guidelines for Student Teaching, page 87*

### Roles and Procedures for the Professional Concerns Committee

*SHSU Guidelines for Student Teaching, page 90*

### Student Rights in Deliberations of Professional Concerns Committee

*SHSU Guidelines for Student Teaching, page 91*



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

## Sam Houston State University

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

### I. Attendance and Punctuality

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

### II. Professional Attitude

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

### III. Professional Communication Skills

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

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

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

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

### IV. Honesty and Ethical Behavior Reflecting Good Character

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

---

---

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

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature \*

\_\_\_\_\_  
District (Full name - Ex: Huntsville ISD)    Date

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

## SHSU Teacher Candidate Field Experience GROWTH PLAN

Growth plans are implemented when a teacher candidate experiences specific areas of concern that are identified by faculty, site coordinator/university supervisor, mentor teachers/campus administration. The site coordinator/university supervisor will meet with the teacher candidate to develop goals that will be monitored.

### Student Performance Concerns

In the event of a student performance concern, the student teacher may be placed on a growth plan. The growth plan identifies areas of concern and steps for improvement. The student teacher may be referred to the professional concerns committee if steps for improvement are not met.

This growth plan summarizes concerns regarding the performance expectations and/or the professional attributes you have exhibited in coursework or field placements thus far in the SHSU Teacher Education program and sets expectations for your successful completion of the program. Failure to adhere or comply with the expected actions outlined in this Growth Plan may result in your removal from the Teacher Education Program.

Teacher Candidate Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Field Placement (Field 1, 2, etc.): \_\_\_\_\_  
Site Coordinator, Supervisor, or Faculty Name: \_\_\_\_\_  
Effective Date: \_\_\_\_\_

Complete this section if there were any COE Dispositions concerns. Please check all Dispositions indicators that apply to this growth plan. Check "Not Applicable" if there are no COE Disposition concerns.

- Dispositions concerns
- NOT APPLICABLE (N/A)

### Interpersonal Skills

- The candidate exhibits professional judgment and tact.
- The candidate demonstrates an appreciation of diverse perspectives and ideas.
- The candidate demonstrates the ability to work cooperatively with others.
- The candidate accepts constructive criticism.
- Other Interpersonal Skills Concern:

### Personal Characteristics

- The candidate exhibits an appropriate appearance in professional settings.
- The candidate exhibits self-control.
- The candidate exhibits a positive attitude.
- The candidate demonstrates conscientiousness to assigned work.
- The candidate demonstrates flexibility.
- The candidate displays initiative.
- The candidate accepts responsibility and works independently.
- The candidate demonstrates punctuality and dependability.
- The candidate follows instructions.
- The candidate demonstrates attention to detail and possesses organizational skills.
- Other Personal Characteristics Concern:

### Communication

- The candidate expresses ideas clearly in writing.
- The candidate expresses ideas clearly orally.

- The candidate demonstrates professional electronic communication skills (e.g. social media, email, text).
- NOT APPLICABLE (N/A)
- Other Communication Concern:

**Ethics**

- The candidate demonstrates the ethical boundaries and decision-making required of student teacher.
- The candidate demonstrates the ethical decision-making required of a professional educator.
- Other Ethics Concern:

Evidence of Ethics Concerns (write N/A if not applicable) \*

Expected Actions (write N/A if not applicable) \*

Date to Complete Expected Actions: \_\_\_\_\_

Complete this section if there were any Academic concerns. Please describe in detail the academic concerns that apply to this growth plan. Check "Not Applicable" if there are no academic concerns.

- Academic Concern:
- NOT APPLICABLE (N/A)

Complete this section if there were any T-TESS Refinement concerns. Please select all refinement indicators that apply to this growth plan. Check "Not Applicable" if there are no T-TESS refinement concerns.

- 1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners
- 1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction
- 1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.
- 1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success
- 2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort
- 2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom.
- 3.2 Managing Student Behavior: The student teacher establishes, communicates, and maintains clear expectations for student behavior.
- 3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.

- 4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- 4.2 The student teacher reflects on his/her practice.

Evidence of Refinement area (s) improvement needed (write N/A if not applicable) \*

Expected Outcome (write N/A if not applicable) \*

Steps for improvement:

Timeline of improvement:

Evidence of Expected outcome completion:

Additional Notes:

\_\_\_\_\_  
SHSU Teacher Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Coordinator/University Supervisor, Mentor Teacher, Supervisor, or Faculty

\_\_\_\_\_  
Date

Signing this Growth Plan is not an admission of any of the behaviors reported above, nor is it an indication that you agree with any the contents of the Growth Plan or its recommendations. It is only an indication that these concerns and accompanying recommendations were discussed with you. If you wish to supply a written statement or other supporting materials to be placed in your file, you are welcome to do so. A copy of this growth plan must be given to the Teacher Candidate and one copy retained by SHSU.

Complete this section after the post-conference.

Date:

Outcomes:

Recommendations/Next steps:

## **SHSU College of Education**

### **Role and Procedures for the Professional Concerns Committee**

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

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

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

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

## **Student Rights in Deliberations of Professional Concerns Committee**

1. The following rights apply to a student who is referred for action to the Professional Concerns Committee by the College of Education administration, faculty or staff, a University Student Teaching Supervisor or a school district employee at a field experience site.
  - a. Right to be informed in writing of all concerns before any hearing may proceed.
  - b. Right to waive the notice of referral,
  - c. Right to reasonable access to the hearing files, which shall be maintained by the Professional Concerns Committee chairperson,
  - d. Right to be accompanied by a counselor or advisor who may advise the student privately outside the meeting area. Such a counselor or advisor may not attend the hearing or appear in lieu of the student.
  - e. Right to review evidence used in disciplinary action against him.
  - f. Right to appeal the decision through the appropriate University channels. However, neither party may appeal if the committee determines that the concerns about the candidate's professionalism are true, but the only punishment assessed is verbal or written warning or disciplinary probation.
2. A student may not be expelled or suspended prior to an administrative interview by Dean of Students. However, when the presence of a student on campus poses continuing danger to persons or property or presents an ongoing threat of disrupting the academic process on the University campus or a public or private school field experience site, an interim suspension may be imposed. A hearing or administrative interview by the Professional Concerns Committee or the Dean of Students will be scheduled as soon thereafter as practicable.
3. The above stated list of rights is not necessarily exhaustive; and, the student is advised to consult the Code of Student Conduct and the Rules and Regulations of the Board of Regents, Texas State University System for an unabridged enumeration of his or her rights.



## APPENDIX C

---

### FERPA Consent to Release Educational Records and Information

*SHSU Guidelines for Student Teaching, page 94*

### Sam Houston State University Badge Contract for Student Teachers

*SHSU Guidelines for Student Teaching, page 95*



## FERPA Consent to Release Educational Records and Information

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

I, \_\_\_\_\_ am a candidate at the Sam Houston State University Educator Preparation Program and hereby give my voluntary consent and authorize the program to release records as follows:

- A. To disclose the following records:
  - Records relating to any of my field-based experiences
  - Records relating to my performance in the field
  - TExES test score results
  
- B. To the following person(s):
  - School districts or other agencies associated with field-based experiences
  - School-based/Agency-based administrators
  - School-based/Agency-based cooperating teachers/mentors
  - Program faculty
  
- C. These records are being released for the purpose of:
  - Conversing and reviewing performance
  - Acquiring feedback
  - Procuring required signatures

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

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

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

## SHSU Student Teachers Badge Contract

### Badge Policy and Procedures for Student Teachers

The following are the steps and procedures to acquire and utilize a badge for student teaching.

- Badges will be given out to student teachers by their site coordinator/university supervisor during the regularly scheduled meeting between student teachers and supervisors prior to their first day in public schools.
- **The SHSU badge MUST be worn at all times when a SHSU student teacher is on a public school campus.**
- Our SHIPS partners have been notified that the badge is an equivalent to a clear criminal history background check and as the identifier for all SHSU teacher candidates.
- The SHSU badge is to be worn in addition to the district issued badge in the SHIPS partner schools that also require a district badge.

I have read, understand, and agree to abide by the SHSU Badge policy and procedures. I agree I am responsible for wearing the badge at all times during the student teaching semester. I further understand that I will jeopardize my status with the university as a penalty for not following this policy.

---

Student Signature/ Date

---

District



Join us on

**INSTAGRAM**

@SHSUCOLLEGEFED

Join us on

**FACEBOOK**

The College of Education at Sam Houston  
State University

Join us on

**TWITTER**

@SHSUCOE