



University of Texas at El Paso
College of Education

Student Teaching Handbook



OFFICE OF STUDENT TEACHING

COLLEGE OF EDUCATION

**THIS HANDBOOK SERVES AS THE SYLLABUS FOR ALL STUDENT TEACHING COURSES
IN THE DEPARTMENT OF TEACHER EDUCATION**

Table of Contents

I.	Welcome to Student Teaching at the University of Texas at El Paso!	3
II.	Critical Information for All Student Teachers	4
	A. Placements	4
	B. Rule on substitute teaching	4
	C. Hallway monitoring during STAAR test	4
III.	Preparing for Student Teaching	5
	A. Background checks	5
	B. District orientations	5
	C. Liability	5
	D. Recommendations	6
IV.	The Student Teaching Experience	6
	A. Attendance policy	6
	B. Dress code	7
	C. Description of student teaching	8
	D. Co-Teaching Model	8
	E. Progression of TC Responsibilities during the Student Teaching	8
V.	Responsibilities	10
	A. The student teacher	10
	B. The cooperating teacher	11
	C. The field supervisor	13
	D. The school principal/administrator	13
VI.	Assessment of Student Teachers	14
	A. Assessment by cooperating teacher	14
	B. Assessment by field supervisor: Lesson observations	14
	C. Final grade	15
	D. Teaching and Learning Professional Attributes (TLPA)	15
	E. Student success	17
VII.	Appendices	20
	Appendix A: Background Check Procedures	20
	Appendix B: Lesson Plan Guide	21
	Appendix C: Progress Report Form for Cooperating Teacher	24
	Appendix D: Assessment Form for Field Supervisor	30
	Appendix E: Code of Ethics and Standard Practices for Texas Educators	42
	Appendix F: Office of Student Teaching	44

I. Welcome to Student Teaching at the University of Texas at El Paso!

We are pleased and honored that you have chosen to be a part of our Educator Preparation Program (EPP)! UTEP's College of Education (COED) has a long-standing commitment to excellence, and we believe that our program will continue our tradition of excellence in preparation of tomorrow's teachers.

Student teaching is the capstone experience for a novice teacher, but it's also the critical first step on your journey to becoming a professional. It is both challenging and rewarding to everyone taking the journey with you. It is a time of great professional growth. The student teaching experience typically has a lasting effect upon a teacher's outlook toward the profession and, as a consequence, greatly affects future generations of teachers and students.

As a **Student Teacher**, you will be putting into practice all that you have learned through your coursework and field experiences, while at the same time learning from two other sets of expertise—those of your Cooperating Teacher and Field Supervisor.

The **Cooperating Teacher** will provide guidance, assistance, and support in the areas of planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The Cooperating Teacher will report the Student Teacher's progress to the College of Education.

The **University Field Supervisor** will provide the highest quality of evaluation, guidance, and dialogue. Their supervisory expertise provides the foundation necessary for guiding the efforts of both Student Teachers and Cooperating Teachers.

It is essential that Student Teachers, Cooperating Teachers, and University Field Supervisors function effectively as a team during the student teaching experience. **Good communication is vital** to ensuring a positive experience for all involved. Ask questions about your teaching, try new things, and study your environment . . . great teachers never stop learning!

Our best wishes for a powerful semester of learning as you become the next generation of professional educators who will make a difference in the lives of children!

Sincerely,

The College of Education

II. Critical Information for All Student Teachers

A. Placements

Our ability to place you with an effective cooperating teacher so that you can learn your profession depends on our strong relationships and official memorandums of understanding with our local school districts. Various grade levels or specializations may or may not be available on a particular campus during any given semester. Also, school partnerships occasionally change, even at the last minute. The Office of Student Teaching will do everything possible to find you the best and most appropriate placement.

To respect our relationship with our partner districts who have asked us to communicate with them through consistent district representatives, **it is our policy that you cannot contact school districts or individual schools directly to request a placement for yourself.** All student teaching placements must be approved by the Office of Student Teaching. Even if you happen to know a principal, and he/she has said he/she wants you to come teach for her, the Office of Student Teaching must work through the district protocols, established by our Teacher Preparation Advisory Committee. Their normal and effective operation, as well as their relationship with us, will be impaired if our candidates approach them with individual requests.

B. Rule on Substitute Teaching

Student Teachers **may not** serve as substitute teachers. A Student Teacher is not considered to be serving as a substitute if the Student Teacher assumes responsibility for the class while the Cooperating Teacher is out of the classroom for part of the day but is in the building or is engaged in an approved activity relating to Student Teacher-teaching, including conferring with a Field Supervisor. Should you be asked to substitute for your cooperating teacher during student teaching, you **MUST** decline the request and contact your Field Supervisor immediately.

C. Hallway Monitoring during STAAR Test

TEA requires that all student teachers be actively engaged and involved in a classroom setting with a certified cooperating teacher. Therefore, during spring semester student teachers MAY NOT serve as hallway monitors during STAAR Testing. Since student teachers are NOT district employees, we must protect student teachers, cooperating teachers, and schools from any liability should an incident with a student occur during testing. Student teachers must speak with their cooperating teacher (CT) and/or campus administrator to see if he/she can be placed in another classroom with a certified teacher who is not involved in STAAR testing for the day. In the event that another assignment is not available for the day, the student teacher will be required to leave but the day must be made up.

III. Preparing for Student Teaching

A. Background Checks

In order to participate in student teaching, you **MUST** attain a background check clearance prior to the start of classes at your assigned school district. You will **not** be allowed in the classroom until your background check is cleared and you have submitted proof of such clearance. To avoid missing days from student teaching and losing your placement, apply for a background check as soon as possible. Once your background check has cleared, your assigned school district's Human Resources Department will issue a letter of background clearance to you, which you will need to deliver to your school principal. Upon receipt of the letter, the school will allow you to start your student teaching assignment. Each Student Teacher is responsible for paying all costs to obtain criminal history records information under Texas Education Code Section 22.0835. **No Student Teacher with a disqualifying criminal history shall be assigned to a district partner school or professional development school.** To begin the background check process, please follow

instructions for your assigned district as shown in Appendix A of this Handbook. The information below will be updated annually as needed.

B. District Orientations

District Orientations provide specific information regarding the district's rules and regulations. **ALL** districts require that all Student Teachers attend their orientations before reporting to any campuses. Student Teachers **will not be allowed on any campus without a clearance letter** provided at the district orientation. **Attendance at district orientation is mandatory.** Please check the calendar on our website for dates and times of District Orientations. Final dates and times will be provided at the UTEP COED Student Teaching Orientation.

C. Liability

During student teaching, Student Teachers will be responsible for their own transportation, meals, and health care while participating in the field-based program. Student Teachers bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes and student teaching. The University will not reimburse the student for any expenses related to injuries or illness.

Student Teaching is not covered by professional liability insurance through UTEP or the public school district where Student Teaching is taking place. Liability insurance is available through membership in the student chapters of the **Texas State Teachers Association (TSTA)** (www.tsta.org) at 512-476-5355 and/or **the Association of Texas Professional Educators (ATPE)** (www.atpe.org) at 800-777-2873. Student Teachers at The University of Texas at El Paso are strongly encouraged to join one, or both, of these organizations during at the beginning of or prior to student teaching.

To protect the Student Teacher and their students throughout the student teaching experience, all Student Teachers must adhere to the following rules:

- **Corporal punishment** of any form or kind is strictly prohibited.
- **Touching or grabbing students** is not permitted at any time.
- **Administering medicine** to students is not permitted at any time under any circumstances.
- **Transporting students** to any school event or delivering them anywhere away from campus is not permitted at any time under any circumstances.
- **Interacting with students through social media** is strictly prohibited.
- **Sending texts or personal e-mails to students** is strictly prohibited.
- **Removing supplies and other items** that are property of the school without the consent of the Cooperating Teacher is prohibited.

D. Recommendations

- Review school and district websites.
- Map your travel to your campus before the first day you are required to be there.
- Once you are in your placement school, introduce yourself to the front office staff and make efforts to communicate with them regularly and pleasantly.
- Identify where important resources are located in your school. During the first several days, plan to visit these places and familiarize yourself with the various materials and technology available.

IV. The Student Teaching Experience

Everyone involved in student teaching --you, your Cooperating Teacher, your University Field Supervisor, and the Office of Student Teaching--have well-defined responsibilities. We want to do everything we can to make certain that these expectations are met so that everyone enjoys a positive experience. If you have concerns about your student teaching experience, you should make them known to your Cooperating Teacher and your Field Supervisor. You should also contact the Office of Student Teaching at 915-747-7663 if you have concerns that may require additional assistance from the College of Education. **Please do not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.**

A. Attendance Policy

Student Teachers are expected to maintain an excellent attendance record throughout the duration of their student teaching placement. If at any time, in the judgment of the Field Supervisor and/or Cooperating Teacher, your absences are excessive, your placement may be terminated. You and your Cooperating Teacher will ensure that any absences will be recorded through the Student Teaching Online Portal (STOP).

Student Teachers are allowed no more than two excused absences. If you are not present for more than two hours during the school day, you will be marked as absent for the full day. **If you will be absent, you must contact your Field Supervisor and your Cooperating Teacher as soon as possible.**

Excused absences:

- Illness -- A doctor's note will be required if absence extends beyond two days
- Caring for an immediate family member who is ill
- Death in the family
- Jury Duty
- Student teaching seminars - On designated days during the semester, you will be excused from student teaching to attend mandatory seminars with the COED Professors of Practice. At these seminars, you will discuss your experiences in student teaching and participate in professional development activities. Please check the ST calendar for dates and times of each seminar.
- UTEP COED Teacher Job Fair -- During your Student Teaching semester, the College of Education, in collaboration with both local and state-wide school districts, will sponsor a Teacher Job Fair. This is a great opportunity to interview with human resources representatives and principals from many districts to explore job opportunities. We require that you attend the event, and it will be considered an excused absence from student teaching. Please make sure you sign in at the COED registration table so that you will not be marked as absent. If you do not attend the Teacher Job Fair, you must report to your campus.

Absences needing prior approval:

- Religious holiday
- Planned medical procedure

Unexcused absences:

All unexcused absences must be made up at the end of the semester without exception.

Spring Break:

Spring break at UTEP may or may not coincide with spring break for your district. If it does not, **you are still required to student teach during that week, without exceptions.**

Cooperating Teacher Absence:

Please note that, per Texas Administrative Code and district policies, **you have to be under the supervision of a certified teacher at all times**. If your Cooperating Teacher is absent, you **cannot be the substitute teacher** for the day (see Rule on Substitute Teaching, page 4). If a substitute teacher is assigned to the Cooperating Teacher's class and is a **certified** teacher, then you can remain in the classroom and your hours for the day will count for your student teaching. If the substitute teacher **is not a certified teacher**, please talk to a campus administrator to see if he/she can place you in another classroom with a certified teacher for the day. In the event that another assignment is not available for the day, you may leave but the day must be made up. If your Cooperating Teacher is out for an extended period and the substitute teacher is not a certified teacher, please contact your Field Supervisor and the Office of Student Teaching. A reassignment will be requested at the school or district.

B. Dress Code

Please note that you represent UTEP and are a guest at your partner school. Student Teachers are expected to take pride in their personal appearance and present themselves in manner of dress and hygiene that is professionally appropriate. Ask about the dress code policy for your district and observe what the faculty members are wearing. Dress, grooming, and cleanliness are part of the professional image you create and are part of the Teaching and Learning Professional Attributes outlined in this handbook. The following types of attire are prohibited during student teaching and at any time, including participation in school-sponsored parent and community events:

- Shorts/Sweat pants (except for Physical Education) (*Note: Divided skirts above the knee are considered shorts*)
- Tennis shoes (except for Physical Education)
- Jeans
- Baggy or over-sized pants
- Nylon jogging suits
- Overalls
- Bare or exposed midriffs
- T-shirts (except for campus-sponsored spirit days or college days, as approved by the district)
- Any clothing with inappropriate content, violent slogans, or advertising
- Tank, halter, mesh, sheer, spaghetti strap tops or dresses
- Flip flops or house slippers
- Sleeveless shirts
- Any form of head gear (hats, caps, hoodies, bandanas, etc.)
- Visible tattoos
- Body piercings
- Sunglasses inside the building
- Unusual hairstyles or hair coloring that attract attention and detract from the learning atmosphere
- Skintight attire (includes bike shorts and spandex)

Any other attire or grooming that is perceived by the campus administrator and/or Field Supervisor as detrimental to the education process will not be permitted. Student Teachers in violation of this dress code will be asked to leave campus.

C. Description of Student Teaching

The College of Education is preparing you for one of the most meaningful yet demanding professions you can pursue, and you are asked to make a firm commitment beginning now. You will be in the field full-time -- every school day, for 15 consecutive weeks. You are expected to be present and on time every day in your assigned classroom, during the teacher contract hours for that district. Note that most teachers work extensively before and after school. For this reason, Student Teachers are highly encouraged to complete all other coursework prior to their Student Teaching semester. The College of Education will only consider allowing concurrent enrollment in extraordinary cases and only if the additional course does not conflict with their Student Teaching schedule. **Student teaching is a full-time endeavor, and the College of Education urges you to consider student teaching as a semester-long job interview.** Our partner schools look at our teacher candidates very closely to determine whether or not they are potential hires.

D. Co-Teaching Model

The student teaching experience will be a collaboration between the TC and the CT in which the TC will be actively involved in the planning and implementation of instruction. The TC will gain confidence to teach independently through the support of the CT and the FS. Compared to other models in which TCs are given gradual release of the classroom, this model is characterized by co-teaching methods in which the TC is expected to be actively engaged in the planning and delivery of lessons early in the school year through co-teaching strategies. These strategies offer suggestions for ways the TC and the CT might work together as they share the planning, organization, delivery, and assessment. Please click to know more about [Co-Teaching Approaches](#).

E. Progression of TC Responsibilities during the Student Teaching

This teacher preparation program has adopted a co-teaching model for field experiences. TCs are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. TCs should assume greater responsibilities throughout their student teaching. A common goal for student teaching is that each student teacher has full responsibility for the instruction of students for a significant portion of their experience.

Before the beginning of classes in the school year, FSs will meet with CTs to review the expectations for the CTs, procedures for contacting the FS, role of the FS, and expectations for TCs regarding assignments and co-teaching.

EC-6, 4-8, and Secondary Certifications:

Weeks	Co-Teaching Strategies	Minimum Student Teacher Responsibilities
1-4	<ul style="list-style-type: none">• One teach one observe• One teach one assist• Alternative teaching	<ul style="list-style-type: none">• Assume partial responsibility for leading classroom routines (e.g. attendance, bell work, dismissal)• Co-plan and lead small group activities
5-9	<ul style="list-style-type: none">• Above as well as<ul style="list-style-type: none">➢ Station teaching➢ Parallel teaching➢ Team teaching	<ul style="list-style-type: none">• Co-plan and lead subject areas
10-15	<ul style="list-style-type: none">• Any co-teaching strategy	<ul style="list-style-type: none">• Co-plan and lead subject areas

SPED and All-Levels (EC-12) Certifications:

Weeks	Co-Teaching Strategies	Minimum Student Teacher Responsibilities
1-4	<ul style="list-style-type: none">• One teach one observe• One teach one assist• Alternative teaching	<ul style="list-style-type: none">• Assume partial responsibility for leading classroom routines (e.g. attendance, bell work, dismissal)• Co-plan and lead small group activities
5-8/ 5-7	<ul style="list-style-type: none">• Above as well as<ul style="list-style-type: none">➤ Station teaching➤ Parallel teaching➤ Team teaching	<ul style="list-style-type: none">• Co-plan and lead subject areas

V. Responsibilities

A. The Student Teacher (ST)

- **Read and understand the Student Teaching Handbook**
- **Collaborate with your Cooperating Teacher (CT):**
 - Send an introductory email to your cooperating teacher prior to meeting him/her.
 - Communicate the days that you will be in your cooperating teacher's classroom; give your CT a calendar showing these days.
 - Take responsibility for reminding your CT frequently when you will be there and when you will not (e.g. for the mandatory student teaching seminars and Teacher Job Fair). It is vital that your CT knows where you are.
 - Make sure your CT has all of your contact information, including multiple emergency contacts.
 - Ask about the best method in which to contact your CT in an emergency—text, email, or call.
 - Establish the days that you will be observed implementing a lesson (see Figure 1 and Figure 2).
 - Create well-developed lesson plans in **advance** of teaching assignments and share copies with the CT and Field Supervisor (see Appendix C for the Lesson Plan Guide).
 - Make revisions as recommended by your CT, and obtain final approval prior to lesson implementation.
 - Arrange with your CT for working and storage space in the classroom.
 - Ask for a class roster and memorize each student's name.
 - Pay attention to clues about each student's academic progress, interests, ways to engage, and frustration points.
 - Become familiar with all textbooks used in your classroom. Ask if you could take them home some weekend and sit down and read them. Do the same with curriculum guides.
 - Find out about any extracurricular activities (including parent nights) you will be expected to attend.
 - Set aside time to confer daily with your CT (and make sure your attendance has been entered at that time).
 - Ask for feedback! Remember that you are a guest in the classroom, and your CT's policies, habits, and wishes always apply.
 - Have a thorough discussion with your CT regarding school and classroom policies. Consider that this will be an ongoing discussion throughout the semester as you learn enough to ask better questions. It is better not to assume anything—if you don't know—please ask!
 - **It is the ST's responsibility** to ensure that assessments be completed **and submitted online** through the Student Teaching Online Portal.
- **Collaborate with your Field Supervisor (FS)**
 - Within a week of receiving your FS assignment, provide him/her with your contact information, including multiple emergency contacts.
 - Ask about the best method in which to contact your FS in an emergency—text, email, or call.
 - You must also provide your FS with a schedule of your public school class days as well as a typical daily schedule for your placement class.
 - The schedule should also show the grade level for each period, the conference period, and lunch time.
 - Your FS will **conduct four required observations/assessments** of your teaching during the semester. You must contact him/her to confirm the dates and times for your

lesson implementations as established by you and your CT. Note that your FS has other STs at other schools, and you will likely need to be flexible when you schedule your observed lessons. Know that your FS is quite experienced in the operations of schools and understands that scheduling a lesson is not always easy and must be worked out with your CT.

- Submit your lesson plans (for any observed lesson you teach) to your FS, who will inform you of the best method of submission. Keep a hard copy for your FS to review on the day you are scheduled to teach. Lesson plans for required observations must be submitted to your FS within 3-5 working days before your observed lesson. Your FS will meet with you within two to five working days before his/her observation to discuss the lesson or activity that will take place. Per Texas Administrative Code, each observation will last from **45 to 60 minutes**. Once the observation is complete, your FS will meet with you within two to five working days to provide feedback. All observations will be signed and submitted through the Student Teaching Online Portal (see Appendix D for the Lesson Observation Assessment).

B. The Cooperating Teacher (CT)

The Student Teaching is a clinical teaching experience that takes place in a K-12 school setting, at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA, and is completed during the final semester of the student's undergraduate academic career. Student teachers are encouraged to become part of the full campus experience by participating in the daily activities of the CT. This includes, but is not limited to professional development, parent/teacher conferences, and preparation and planning time and meetings. During the student teaching experience, students are expected to follow the same schedule as their CT.

A CT who agrees to host one or more STs during their clinical teaching experience play the most important role in creating a positive classroom experience for the ST. The CT works side-by-side with the ST, guiding them through the process of moving from novice to experienced pre-service teachers. The main responsibilities of the CT are *mentoring/coaching* and *evaluating* the ST.

- **Mentoring/Coaching**

- The CT should conduct a brief campus orientation that includes, but is not limited to: introduction to key personnel, identification of important campus locations, and explaining emergency evacuation and disaster procedures.

- **Welcoming the Student Teacher**

The CT helps the Student Teacher to feel welcome by:

- Introducing the ST to students, faculty, and staff
- Showing the ST around the building and grounds
- Creating a unique space for the ST in the classroom
- Informing the ST of staff meeting dates and times
- Keeping the ST actively involved in all classroom/school activities

- **Classroom Procedures**

The CT should provide opportunities for the ST to participate in structured observations in the classroom during weeks 1-2. The CT should also help the ST understand the established rituals, routines, policies, and procedures such as:

- Familiarizing the ST with students and family situations that impact learning
- Sharing the grading policy
- Familiarizing the ST with your classroom management system
- Familiarizing the ST with emergency/disaster/evacuation procedures
- Showing the ST where to find resources, materials, and supplies

- **Lesson Planning**
 - The CT ensures that the ST is involved in all planning, grading, teaching, and extracurricular activities/duties assigned to the CT.
 - The CT assists the ST, beginning week 3, in planning and teaching lessons each week throughout the semester.
 - The CT schedules regular meetings with the ST to touch base daily, collaborate on lesson and assessment planning.

- **Cooperating Teacher's Assistance with Evaluation and Feedback**
 - Assessment of the performance of a Teacher Candidate is a collaborative process engaged in by the Cooperating Teacher, the University Field Supervisor, and the Teacher Candidate as a team, based on a series of formative and summative assessments.
 - Performance assessment and feedback from both the University Field Supervisor and the Cooperating Teacher are used to support the Student Teacher's overall growth in teaching performance.
 - Cooperating Teachers will complete the online Cooperating Teacher Progress Report four times throughout the semester to assist with evaluation and feedback for the Teacher Candidate's performance.

- **Attendance Records**
 - The CT is responsible for recording ST absences through STOP.
 - For instructions on how to record absences, please see the video/pdf tutorials on the "Resources" tab in the STOP.
 - STs are expected to maintain an excellent attendance record throughout the duration of their Student Teaching placement.
 - The CT must notify the field supervisor (FS) as soon as possible if any issues regarding attendance arise. STs are allowed no more than two excused absences.
 - If a ST is not present for more than two hours during the school day, the CT will mark it as a full-day absence.
 - If a ST plans to be absent, the ST must notify the CT as soon as possible. The ST is also responsible for contacting their FS about the absence.
 - STs are required to attend several events with the College of Education (COED). CTs must record the ST's attendance as absent for these events.
 - STs will check in at the COED registration table in order to receive credit for the day. See **page 6** for the **Attendance Policy**.

- **Conferencing with the ST**

When an assessment is scheduled to take place, the CT must do pre-conference and post-conference with the ST. Some possible guiding questions may be used to initiate and facilitate discussion with the ST.

Pre-Conference Guiding Questions:

 - Do you have any questions about what is expected from you?
 - What Student Expectation (SE) will you focus on for your lesson?
 - How do you plan to engage students?
 - How will you ensure that students learn the curriculum?
 - How will you assess for student understanding?
 - What materials/resources do you need to successfully teach this lesson?
 - Do you have any questions or challenges that you think might hinder you from successfully teaching this lesson? How can I, as CT, help you?

Post-Conference Guiding Questions:

- How do you feel about the lesson?
- What did you observe?
- What went well? What didn't work? What can you do to improve?

Student teachers should not be evaluated as teachers. It is important for the CT to remember that student teachers are still learning and adapting to the profession. If a cooperating teacher has not submitted assessment on the Friday it is due, the Field Supervisor will notify the CT the following Monday to remind the CT to submit an assessment for the ST. If a ST has been placed at a different campus, the first CT must still enter any missed assessment for that ST for the days that they did attend student teaching. If the past CT is unable or unwilling to submit an assessment for the ST, then the new CT may enter the assessment. The Field Supervisor and Field Experiences Office must be notified if this situation occurs.

C. The Field Supervisor (FS)

A university field supervisor is assigned to each student teacher. A field supervisor:

- Provide the highest quality of evaluation, guidance and dialogue for ST.
- Assist ST and CT in all phases of student teaching.
- Meet with ST and CT during week 1 or week 2 of student teaching.
- Conduct four required observations for ST during the semester.
- Review and give feedback to ST's lesson plan
- Meet with ST within two to five working days before observation (pre-conference) to discuss the lesson or activity that will take place. Per Texas Administrative Code, each observation will last from 45 to 60 minutes.
- Meet ST within two to five working days to provide feedback (post-conference).
- Sign observations and submit through the Student Teaching Online Portal
- Hold meetings (if required) with the ST and CT so that issues of mutual concern may be discussed.
- Be available to consult with CT and ST when necessary.
- Assist CT in completing university requirements.
- Maintain effective communication with ST and CT.
- Communicate immediately with Student Teaching Coordinator of Field Placement Office if there are serious concerns about the performance or conduct of ST
- Serve as "the point of contact" between the ST, CT and Field Placement Office.
- Submit observation report through the STOP as required by the university.

D. The School Principal/Administrator

The principal/administrator can play a number of roles in the ST experience. Some take a very active role in shaping ST through observations and conferences. Other choose to let the CT and FS take the lead and instead take the role of problem solver. STs are strongly encourage to initiate conversation with the principal/administration.

- Notify teachers of their role as assigned CT for UTEP's ST.
- Review STs assessments by FS.
- Change assigned CT with another teacher (if required).

VI. Assessment of Student Teachers

A. Cooperating Teacher's Assistance with Evaluation and Feedback

Assessment of the performance of a Teacher Candidate is a collaborative process engaged in by the Cooperating Teacher, the University Field Supervisor, and the Teacher Candidate as a team, based on a series of formative and summative assessments. Performance assessment and feedback from both the University Field Supervisor and the Cooperating Teacher are used to support the Student Teacher's overall growth in teaching performance. Cooperating Teachers will complete the online Cooperating Teacher Progress Report four times throughout the semester to assist with evaluation and feedback for the Student Teacher's performance.

The progress report is designed to determine the Student Teacher's progress and to recommend adjustments in student teacher's teaching if required. The CT may select a few areas on which to focus each week. All forms are available through the Student Teaching Online Portal. If you disagree with the progress report completed by your CT, contact your Field Supervisor. Remember, it is your responsibility to communicate with your CT about your progress report. A final student teaching grade will be posted at completion of all requirements. **It is the Student Teacher's responsibility to ensure that all assessments are completed, submitted, reviewed and signed through the Student Teaching Online Portal.**

B. Assessment by Field Supervisor (FS): Lesson Observations

Your FS will **conduct four (4) required observations/assessments** of your teaching during the semester. See Appendix D for the Miner Assessment Tool (MAT). The tool consists of four domains, each of which has clearly identified dimensions. The rubric consists of four performance ratings (from "Improvement Needed" to "Accomplished"). For each observation, the Student Teacher will be given a total number of points and an average performance rating for each domain based on a rating for each dimension listed. The Student Teacher will then be given a total number of points (maximum of 112) as well as an overall average performance rating (maximum of '4') based on the points and average scores earned for each domain.

Student Teachers are expected to exhibit growth in instructional competencies and meet a performance gate such that:

- By Assessment #2, Student Teacher must have scores of 2 or above on each of the MAT indicators.

If a teacher candidate does not meet a performance gate, or is at risk of not meeting a performance gate, the University Field Supervisor will fill out a Professional Growth Plan (PGP) with the Student Teacher to determine next steps. PGPs should be submitted to the Office of Student Teaching within 48 hours of meeting with the ST.

- By Assessment #4, Student Teacher must score 3 or above on each of the MAT indicators. If this does not happen, the Student Teacher will neither pass the course nor be recommended for certification.

Student Teachers who fail to achieve or maintain ratings in this manner **may** have the option to complete one additional POP cycle to reach standard, at the discretion of the University Field Supervisor and in collaboration with program leadership.

C. Final Grade

You are preparing to be a teacher, so you must work at the level and with the integrity you would intend your future students to demonstrate!

At the end of the student teaching semester, Student Teachers are assigned Satisfactory 'S' or Unsatisfactory 'U'. No letter grade is assigned, and the student teaching grade does not impact your overall GPA. In order to pass student teaching (i.e. earn a grade of 'S'), the student must meet the following criteria:

- All excused and unexcused absences have been made-up by the end of the semester
- By Assessment #4, Teacher Candidates must have score 3 on each of the MAT indicators.
- Student Teacher met all requirements as outlined by the Teaching and Learning Professional Attributes (TLPA) and the Code of Ethics and Standard Practices for Texas Educators (see Appendix E).

Student Teachers who receive a "U" as a final grade by not meeting the above criteria may have the option to

- to complete one additional POP (1. **P**re-conference, 2. **O**bserved lesson delivery, & 3. **P**ost conference) cycle to reach standard, at the discretion of the University Field Supervisor and in collaboration with program leadership, and/or
- repeat and pass a student teaching semester

in order to graduate and be recommended for certification by the College of Education. Students may also receive a "U" as a final grade based on circumstances that are more serious. See the Student Success section on page 18.

D. Teaching and Learning Professional Attributes (TLPA)

A key benchmark of the Educator Preparation Program is the ongoing tracking of your Professional Attributes. This list describes affective characteristics and behaviors expected of a professional educator. In student teaching, the Professional Attributes will be used for evaluation purposes. The expectation is that all candidates will exhibit these Professional Attributes in all field experiences (including student teaching) throughout the program. The following list of teacher Professional Attributes provides additional detail to guide implementation and evaluation.

Criteria 1: Physical Characteristics

1. **Health and Able-ness:** The candidate has the physical and mental characteristics, sufficient motor coordination and energy, adequate visual and auditory acuity, and otherwise good health needed to effectively and independently implement the instructional and managerial duties associated with teaching the levels and fields for which the candidate is being prepared.
2. **Appearance:** The candidate takes pride in his or her personal appearance and presents him/herself in manner of dress and hygiene professionally appropriate to the students being taught.

Criteria 2: Personality Characteristics

1. **Cooperation:** The candidate works cooperatively with peers, site teachers, and UTEP faculty; contributes constructively to group objectives; disagrees courteously, avoids sarcasm, and makes constructive suggestions; accepts suggestions and constructive criticism; and modifies behavior appropriately.
2. **Tactfulness:** The candidate recognizes the implications of words and actions upon others and avoids situations that offend institutional and community mores.
3. **Flexibility and Patience:** The candidate displays a willingness and ability to adapt to

changes in events, conditions, activities, and tasks, and an overall patience for circumstances and human interactions.

4. **Organization:** The candidate monitors and controls time, materials, and product expectations.
5. **Enthusiasm:** The candidate displays energy and enthusiasm and responds appropriately to humor.
6. **Creativity:** The candidate synthesizes theory and practice into new personalized adaptations and applications.
7. **Initiative and Risk-Taking:** The candidate displays independence and motivation in undertaking activities and assignments.

Criteria 3: Responsibility Characteristics

1. **Responsibility:** The candidate undertakes and completes assigned tasks, meets University and program requirements and deadlines, anticipates problems and plans ahead, and adapts to professional standards and policies.
2. **Attendance and Punctuality:** The candidate is present and punctual for class and appointments; arranges ahead of time with all necessary individuals for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.
3. **Maturity:** The candidate displays poise in task completion and personal interactions, acknowledges his or her own responsibility and culpability, and does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

Criteria 4: Communication Skills

1. **Oral Communication:** The candidate's oral communication reflects appropriate voice and speech delivery; clarity, fluency, and grammatical correctness; use of standard English and understandable accent; appropriate formality to any situation; and verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to students.
2. **Written Communication:** The candidate's written products reflect appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage; display neat and legible handwriting and word-processed text; and demonstrate organization and composition that effectively communicate ideas, directions, explanations, lesson plans, messages, and other teaching-related written products.

Criteria 5: Professional Relationship Skills

1. **Demeanor:** The candidate demonstrates positive attitudes in interactions with other professionals; collaborates with peers; relates easily and appropriately to those in authority; and complies with rules and reports problems with school and university operations with reference to specific evidence and reasonable courtesy.
2. **Rapport:** The candidate relates easily and appropriately to children, youth, and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.
3. **Awareness of Individual Differences:** The candidate recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability, and demonstrates sensitivity to social expectations in varied environments.

Criteria 6: Commitment to the Teaching Profession

1. **Professionalism:** The candidate recognizes, seeks, and applies the best theory, research, and practice in professional activities; is proud to assert his or her intention of becoming a teacher, and demonstrates a commitment to education as a career.
2. **Awareness:** The candidate exhibits simultaneous awareness of all aspects of the learning environment.
3. **Reflectivity:** The candidate reflects and evaluates professional experiences with constructive criticism.

E. Student Success

Teacher preparation comes to its culmination with a series of experiences called student teaching. This clinical teaching experience is one that has disparate tasks, skills, relationships and professional attributes that must be brought together for successful completion. During this process, Student Teachers are supported through a team comprised of the Cooperating Teacher, the Field Supervisor, University Faculty members, and the Office of Student Teaching. Student Teachers exhibiting specific difficulties with the professionalism, academic, and teaching requirements as outlined by the TLPA and the Code of Ethics and Standard Practices for Texas Educators (see Appendix E) will follow a tiered set of stages of intervention with the goal of supporting all Student Teachers toward program success, to the extent possible.

Teacher Candidate Professional Growth Plan (PGP)

A Professional Growth Plan (PGP) is a tool designed to support students who may be in danger of not progressing in student teaching. The PGP outlines specific action steps a student teacher must complete in order to be successful in their student teaching. There are two reasons for making a PGP referral:

- Does not meet a performance gate, or is at risk of not meeting a performance gate
- Issues regarding professionalism

The following outlines the steps to be taken in completing the PGP process.

Step A

1. The University Field Supervisor will have a discussion of concerns with the student. This discussion will include:
 - a) Reasons and examples of the problem
 - b) Asking the student if there are outside factors that are hindering his/her progress and success
2. The University Field Supervisor works with the student to solve problems by offering examples of support that can be given by the University Field Supervisor or by other departments within the college.
3. The University Field Supervisor should maintain written documentation resulting from meetings with the Student Teachers.

If the issue(s) are resolved no further action is necessary.

If the student continues to struggle with the issue(s) then the following steps are taken:

Step B

1. The University Field Supervisor submits a Professional Growth Plan referral to the Office of Student Teaching
2. The University Field Supervisor notifies the student that a PGP Referral has been submitted and that he/she may be contacted by the Coordinator to schedule a follow-up meeting.
3. The Coordinator reviews the referral to determine if additional information is needed.

4. The Coordinator will determine what steps need to be taken next, and communicate with the University Field Supervisor.

If the Coordinator determines that a plan is needed, then the following steps will be taken:

Step C

1. The University Field Supervisor works with the Coordinator (and other roles as appropriate) to develop the PGP.
2. Following the creation of the PGP, a meeting will be convened with the Student Teachers and program leadership to communicate the plan.
3. The University Field Supervisor will monitor the PGP and communicate progress to the Coordinator.

Persistent lack of professionalism, and/or student teaching requirements, or the contingencies of a growth plan not being met, may result in a Student Success Committee meeting to discuss the best course of action for that particular student. This Committee will consist of a subset of two or more members including: any relevant Faculty Members, University Field Supervisor, Coordinator, and the Assistant/Associate Dean of Teacher Preparation.

The outcomes of such subsequent meetings can range from modified growth plans with additional requirements to a recommendation for dismissal from the Teacher Education program and subsequent denial of the certification process. In more severe cases, to include instances when the outcome is recommendation for dismissal, a hearing will be scheduled with the Student Teacher and the Student Success Committee to discuss the candidate's situation, the recommendation, and options. Both written and oral evidence may be submitted at the meeting or in writing by the Student Teacher or by committee members. Written records of any formal Teacher Education Student Success Committee student meetings will be maintained. A hearing will not be conducted with two or fewer committee members present.

If a campus administrator or a representative from a district Human Resource office asks a Student Teacher not to return to a campus (dismissed from their placement), the Student Teacher is to report this to the Student Teaching Leadership Team immediately. In this situation, the Student Teacher will not be placed again during that semester; they may receive an "U" for the course, have to repeat the semester or be asked to withdraw from the program. If this or any other egregious action occurs, as determined by a subsequent investigation by the Student Success Committee, the process may proceed directly to dismissal from the program.

In the event that the teacher candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, UTEP, and/or the law while on a PGP for unprofessional behavior, the student teacher will be disqualified from the UTEP Teacher Preparation program. Student Teacher who are disqualified may not petition to continue in their current academic plan, but may be eligible to pursue other degree options at the University.

Appendix A: Background Check Procedures

Canutillo ISD

1. Go to www.canutillo-isd.org
2. Hover over Departments.
3. Scroll down and click on Human Resources.
4. Scroll down the menu on the left hand side and click on Miscellaneous Forms.
5. Click on University Application (is the last form on the second page)
6. Print the entire packet, fill out, and follow submission instructions.

El Paso ISD

The school district will handle the background check according to the Student Teacher list that is provided by the College of Education. Student Teachers will receive a letter with the result of their background check at the District Welcome Day. Student Teachers are then responsible for submitting that letter to their assigned campus.

Socorro ISD

1. Go to www.sisd.net
2. Click on **Jobs**
3. Click on **Forms**
4. Scroll down and click on **Criminal Records Form**
5. Print and fill out the (1) **Texas Department of Public Safety Criminal History & Investigative Consumer Report Consent Form**, and (2) **DPS Computerized Criminal History (CCH) Verification**
6. Return the form with a copy of your state ID to the school district's Human Resources Department at 12440 Rojas Dr., El Paso, TX 79928

Note: Allow the school district 3 working days to complete your background check. Also if a student have a criminal hit, it can take up to a week to get them through the district's legal review process. The student must pick up the letter in person at the receptionist desk at the District Service center 12440 Rojas. The Police Waiver is not required for Student Teachers.

Ysleta ISD

1. Go to www.yisd.net page
2. Click on Community
3. Click on Interns/Observation
4. Click on Intern Consent Form on line item # 2
5. Fill out the application and submit

Contact us in 48 hours to make sure that the clearance form has been submitted and is ready. First contact the reception area at 434-0428/or Pauline at 434-0413.

Appendix B: Lesson Plan Guide

Subject/Grade level:

Unit topic (if applicable):

Lesson goals:

Lesson title or topic:

Estimated length of lesson:

TEKS Standards: Why are you doing this lesson? What TEKS or Pre-K Guidelines are you addressing? List the subject area(s) and TEKS number(s) and write a brief description of the TEKS/Guidelines being addressed.

Learning Objective(s): What are the specific instructional objectives? What should students know or be able to do as a result of the lesson? Describe in terms of observable behavior.

Academic Language: What academic language must students develop to grasp the central focus? What is the essential vocabulary?

Grouping: Is the activity for whole class, small groups, learning stations, individuals, etc.? If students are working in pairs or groups, how will you decide on placement?

Materials: List everything you will need to do the lesson, including materials for students to complete the activities, written materials and handouts, resource books for students, videotapes, etc.

Resources: Cite the source of information used to plan the lesson (e.g., other teachers, textbook, teacher's guide, journals, teachers' web sites, etc.). List all specific technology tools needed, including any preparation, development, or checkout procedures needed. For each resource, present the rationale for why each is vital to support learning (e.g., why *this* resource for *these* TEKS in *this* way?)

Connections to Other Subjects: What content subjects will you integrate in the lesson? How will you integrate literacy with the content subjects in the lesson?

Gradual Release of Responsibility: A lesson design that progressively shifts responsibility for learning from the teacher to the students. The lesson begins with **teacher modeling** of the lesson objective; this is the "I do" section of the lesson. Next the teacher plans **guided student practice** whereby students are given the opportunity to practice the lesson objective in whole group & small group activities. The teacher facilitates learning during this phase with guided support; this is the "we do" section of the lesson plan. Then the teacher plans **independent student practice** activities whereby students apply the learned lesson objective in a variety of ways. The teacher informally assesses student learning during this phase of the lesson; this is the "you do" section of the lesson plan.

Instructional Procedures (including differentiation and targeted support)

Completely describe the flow of the lesson, the content to be presented, the pedagogies to be used, and media/technology tools to be integrated. When designing your lesson, consider the following questions during the introduction, body & closure of the lesson.

- **Introduction:** How will I begin the lesson? How will I establish a purpose for the lesson? How will I link the lesson to prior knowledge? Will I review yesterday's lesson, pose a problem, ask a question, do a demonstration, tell a story, etc.?
- **Teacher Modeling:** How will I model the lesson objective for students? What questions will I ask to engage students in higher order thinking?

- **Body of the Lesson:** What activities will I plan for students to do? How will I transition students from one activity to another? This will vary according to the design and purpose of the lesson, but you should be sure to include enough detail that someone else could take your plan and teach the lesson.
 - **Guided Practice:** How will I provide guided student practice of the lesson's objective? How will I group students for guided practice? How will I differentiate learning based on individual and group needs? How will I support students with gaps in prior knowledge to be successful in this lesson? How will I check for understanding during guided student practice?
 - **Independent Practice:** How will I plan independent learning activities for students to apply the lesson's learning objective? How will I ensure that students completely understand directions before releasing them to work independently? What will students do if they finish their independent work early?
 - **Conclusion (closure):** How will I conclude the lesson (bring closure)? How will I review important information of concepts? How will I help students pull together what they have learned so they can take it with them? How will you informally assess students' learning of the lesson objective? Reflecting on the lesson afterwards, what went well; what did not go well; and what changes would I make to the lesson?
-

Assessment: You need to vary your assessment methods to include both formative & summative assessment of student learning. Before the lesson, review diagnostic assessment information to understand your students' strengths & weaknesses. When planning an assessment consider the following questions:

- How will you assess how well the students are meeting the objectives during the lesson?
 - How will you assess how well the students have achieved the learning objectives?
 - How will you provide feedback to support student learning?
-

Accommodations/Modifications/Enrichment: Accommodations change how the lesson is taught, but do not change the curriculum itself. Modifications change the curriculum, based on students' IEPs. Enrichment enhances the curriculum.

- **Special Needs Learners**

- *Modeling (I do it.):* Teaching using think-aloud to reveal to students the strategic thinking required to solve a problem. The teacher models the skill three times. The teacher demonstrates and describes the skill performance.
- *Demonstration:* Teaching using physical objects to clarify the content and to support kinesthetic learning.
- *Guided Practice (We do it.):* Working problems together with the students. Working the problem step-by- step, and the students are working with the teacher at the same time. Guided practice is a dynamic component in lessons.
- *Checking for Understanding (CFU):* Checking all students' levels of understanding throughout each lesson to track learning and adapt instruction appropriately during instruction.
- *Independent Practice (You do it.):* Having students practice what has been taught while it is being taught.

- **English Language Learners**

- *Preparation*
 - Use the Texas English Language Proficiency Standards (ELPS) to write clear content and language objectives based on students' proficiency levels.
 - Adapt content (e.g., text, assignment) to all levels of student proficiency
 - Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing,

listening, and/or speaking

o *Instruction*

- Explicitly link concepts to students' backgrounds and experiences
- Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students
- Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
- Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Provide ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
- Use scaffolding techniques consistently throughout lesson
- Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions)
- Provide frequent opportunities for interaction and discussion between teacher/student and among students about lessons concepts, and encourage elaborated responses
- Use group configurations that support language and content objectives of the lesson.
- Provide sufficient wait time for student responses consistently.

o *Review/Evaluation*

- Give a comprehensive review of key vocabulary.
- Give a comprehensive review of key content concepts.
- Provide feedback to students regularly on their output (e.g., language, content, work).
- Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

- **Gifted and Talented**

Identify specific strategies you will use to extend instruction, such as more challenging tasks, extensions that require in-depth un-coverage of content, expanded investigation in related topics of the learner's choice, open-ended tasks, or projects.

Appendix C: Progress Report Form for Cooperating Teacher (CT) - Professional Awareness and Responsibilities

The CT fills out this form once every four weeks to provide feedback to the UFS and ST about the ST's progress. The UFS will review the progress reports and use the data to help guide student teaching success. The CT should review their feedback with the ST before, during, or after submitting the progress reports.

4.1 Professional Awareness and Responsibilities				
Element	IMPROVEMENT NEEDED	DEVELOPING	PROFICIENT	ACCOMPLISHED
Attendance & Punctuality	<p>The teacher candidate is persistently tardy and/or has had excessive absences throughout the semester.</p> <p>Prior notification for an absence was not reported to the faculty/field supervisor/ mentor teacher.</p> <p>For the absence, the teacher candidate did not provide lesson plans nor was proper documentation submitted to the faculty/field supervisor/cooperating teacher.</p>	<p>The teacher candidate has not demonstrated consistent punctuality and/or has had unplanned absences throughout the semester.</p> <p>For any excused absence, prior notification was reported to the faculty/field supervisor/cooperating teacher the day before the absence.</p> <p>For the absence, the teacher candidate either did not provide lesson plans or did not submit proper documentation to the faculty/field supervisor/ cooperating teacher.</p>	<p>The teacher candidate is punctual and has had no unplanned absences throughout the semester.</p> <p>For any excused absence, prior notification was reported to the faculty/field supervisor/ cooperating teacher.</p> <p>For the absence, the teacher candidate provided lesson plans and proper documentation to the faculty/field supervisor/ cooperating teacher.</p>	<p>The teacher candidate maintained full, regular and punctual attendance to include attending and participating in additional events, i.e., parent/teacher night.</p> <p>The teacher candidate provided lesson plans and proper documentation to the faculty/field supervisor/ cooperating teacher.</p>
Appearance	<p>The teacher candidate did not maintain professional attire and was more than once re-directed by either the faculty member/cooperating teacher or field supervisor to adhere to the district/campus code and regulations.</p>	<p>The teacher candidate received minimal redirection to adhere to the district/campus code and regulations regarding professional attire.</p>	<p>The teacher candidate maintained professional attire as per district/campus code and regulations.</p>	<p>The teacher candidate maintained professional attire as per district/campus code and regulations, including at co-curricular activities.</p>

4.2 Commitment to the Teaching Profession				
Element	IMPROVEMENT NEEDED	DEVELOPING	PROFICIENT	ACCOMPLISHED
Content Knowledge and Pedagogical Development	Teacher candidate fails to apply pedagogical skills to improve teaching.	The teacher candidate improves content and curriculum knowledge and applies new pedagogy to improve teaching.	The teacher candidate integrates and applies new content and curricular knowledge across a variety of settings.	The teacher candidate synthesizes and creates new content and curricular knowledge.
Professional Learning	The teacher candidate fails to attend professional learning workshops/conferences/seminars Teacher candidate fails to recognize or respond to feedback indicating the need for improvement in practice.	The teacher candidate sometimes attends professional learning workshops/conferences/ seminars. Teacher candidate inconsistently responds to feedback indicating the need for improvement in practice.	The teacher candidate regularly attends professional learning workshops/conferences/seminars The teacher candidate actively seeks out and responds to feedback to improve practice.	The teacher candidate actively participates and presents at professional learning workshops/conferences/ seminars. The teacher candidate engages in inquiry on their practice and improves teaching and learning based on research and theory.
Reflection	The teacher candidate sets low or ambiguous goals unrelated to teaching and learning. The teacher candidate fails to self-reflect, or monitor/adapt practice. Fails to assess lesson plans with a focus on student learning.	The teacher candidate sets short-term professional learning goals based on self- assessment. The teacher candidate sometimes assesses lesson plans with a focus on student learning.	The teacher candidate sets long-term and short-term professional learning goals based on self-assessment, self-reflection and feedback. The teacher candidate regularly assesses and adapts lesson plans to maintain a focus on student learning.	The teacher candidate sets long-term and short-term professional learning goals to improve practice based on self-assessment, self-reflection and feedback. The teacher candidate expertly assesses and adapts lesson plans to maintain a focus on student learning.
Teacher Leadership	Teacher candidate is unfocused and has difficulty solving problems. Teacher candidate fails to embrace change or support new initiatives. Teacher candidate is not accessible to colleagues and is not trustworthy.	Teacher candidate sometimes focuses on creative solutions to solve problems. Teacher candidate sometimes embraces change and supports new initiatives. Teacher candidate sometimes is accessible to colleagues and treats others fairly.	Teacher candidate focuses on and applies creative solutions to solve problems. Teacher candidate embraces change and willingly takes risks to support new initiatives. Teacher candidate is regularly accessible to colleagues and treats others in a fair and trusting manner.	Teacher candidate decisively and expertly applies creative solutions to solve problems. Teacher candidate proactively seeks out change and willingly takes risks to support new initiatives. Teacher candidate takes initiative in forming collegial relationships and building a culture of trust.

4.3 Professional Relationship Skills & Communication

Element	IMPROVEMENT NEEDED	DEVELOPING	PROFICIENT	ACCOMPLISHED
Oral & Written Communication	<p>The teacher candidate communicates in both oral and written form in a manner that is ineffective and not proactive.</p> <p>The teacher candidate is frequently ineffective in adapting communication to different situations and audiences.</p>	<p>The teacher candidate communicates in both oral and written form in a manner that is occasionally ineffective and not proactive.</p> <p>The teacher candidate is occasionally ineffective in adapting communication to different situations and audiences.</p>	<p>The teacher candidate communicates in both oral and written form in a manner that is effective and proactive.</p> <p>The teacher candidate frequently adapts communication to different situations and audiences.</p>	<p>The teacher candidate communicates in both oral and written forms in a superior manner in terms of clarity, proactiveness, and cultural responsiveness.</p> <p>The teacher candidate consistently and fluidly adapts communication to different situations and audiences.</p>
Interaction with Families, Students, and Colleagues	<p>Demonstrates an unwillingness to engage, interact or collaborate effectively with stakeholders.</p> <p>The teacher candidate fails to collaborate with others in a way that contributes to a professional community or foster a positive school climate.</p>	<p>The teacher candidate is somewhat willing to engage, interact, collaborate with effectively with stakeholders.</p> <p>The teacher candidate is sometimes ineffective in collaborating with others in a way that contributes to a professional community and foster a positive school climate.</p>	<p>The teacher candidate willingly engages, interacts or collaborates effectively with stakeholders.</p> <p>The teacher candidate collaborates with others in a way that contributes to a professional community and foster a positive school climate.</p>	<p>The teacher candidate demonstrates expert professional interpersonal skills.</p> <p>The teacher candidate collaborates with others in a superior way that contributes to a professional community and foster a positive school climate.</p>
Conflict Management	<p>The teacher candidate is ineffective at handling concerns and conflicts.</p> <p>The teacher candidate fails to identify potential solutions to issues.</p> <p>The teacher candidate contributes to or creates conflict.</p>	<p>The teacher candidate is partially effective at handling concerns and conflicts</p> <p>The teacher candidate sometimes manages to identify potential solutions to issues.</p>	<p>The teacher candidate effectively addresses concerns or conflicts and helps to identify potential solutions to issues.</p> <p>The teacher candidate helps to identify potential solutions to issues.</p>	<p>The teacher candidate effectively addresses concerns or conflicts</p> <p>The teacher candidate helps to identify potential solutions to issues.</p> <p>The teacher candidate is able to anticipate and prevent conflicts.</p>
Online Presence	<p>The teacher candidate's online presence (e.g. in remote teaching/learning or in personal social media displayed publicly) demonstrates a lack of professionalism.</p>	<p>The teacher candidate's online presence (e.g. in remote teaching/learning or in personal social media displayed publicly) has areas for improvement in terms of professionalism.</p>	<p>The teacher candidate actively maintains a positive professional online presence, including through remote teaching/learning and personal social media venues.</p>	<p>The teacher candidate actively maintains a professional online presence and promotes the profession through remote teaching/learning and through activities such as professional blogs or portfolios/websites.</p>

4.4 Beliefs about Students & Learning

Element	IMPROVEMENT NEEDED	DEVELOPING	PROFICIENT	ACCOMPLISHED
Ethic of Care	<p>The teacher candidate does not recognize students' needs or demonstrate attentiveness or sensitivity to those needs.</p> <p>The teacher candidate does not demonstrate responsibility for students' needs.</p>	<p>The teacher candidate sometimes recognizes students' needs and demonstrates attentiveness and sensitivity to some student needs.</p> <p>The teacher candidate sometimes demonstrates responsibility for students' needs.</p>	<p>The teacher candidate recognizes students' needs and demonstrates attentiveness and sensitivity to those needs</p> <p>The teacher candidate demonstrates responsibility for students' needs.</p>	<p>The teacher candidate looks for, makes inquiries into, and recognizes students' needs and demonstrates attentiveness and sensitivity to those needs.</p> <p>The teacher candidate always demonstrates responsibility for students' needs.</p>
Fairness and Valuing of Student Assets	<p>The teacher candidate focuses on students' deficits rather than assets.</p> <p>The teacher candidate fails to recognize and value individual student differences.</p> <p>The teacher candidate's behaviors demonstrate a lack of recognition that students come to school with different abilities, opportunities, and access.</p>	<p>The teacher candidate sometimes recognizes student assets.</p> <p>The teacher candidate occasionally recognizes and values individual student differences.</p> <p>The teacher candidate's behaviors sometimes demonstrate a lack of recognition that all students come to school with different abilities, opportunities, and access.</p>	<p>The teacher candidate recognizes the assets that all students bring to the classroom.</p> <p>The teacher candidate looks for a variety of strategies to engage all levels of student abilities and interests.</p> <p>The teacher candidate interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access.</p>	<p>The teacher candidate consistently recognizes and builds on the assets that all students bring to the classroom.</p> <p>The teacher candidate looks for, inquiries about, and implements a variety of strategies to engage all levels of student abilities and interests.</p> <p>The teacher candidate consistently and expertly interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access.</p>
Understanding & Valuing of Diversity	<p>The teacher candidate is unresponsive to students' individual and cultural/linguistic assets.</p> <p>The teacher candidate misses opportunities to encourage cultural sensitivities and perspectives.</p> <p>The teacher candidate is unaware of culturally responsive pedagogical practices.</p>	<p>The teacher candidate attempts to respond to opportunities to enhance cross-cultural understandings.</p> <p>The teacher candidate sometimes recognizes individual and cultural/linguistic assets.</p> <p>The teacher candidate attempts to encourage cultural sensitivities and include diverse perspectives.</p> <p>The teacher candidate sometimes implements culturally responsive pedagogical practices.</p>	<p>The teacher candidate looks for and responds to opportunities to enhance cross-cultural understandings.</p> <p>The teacher candidate integrates students' individual and cultural/linguistic assets into the classroom environment.</p> <p>The teacher candidate encourages cultural sensitivity and shows inclusivity to diverse perspectives.</p>	<p>The teacher candidate consistently looks for and creates opportunities to respond to and enhance cross-cultural understandings.</p> <p>The teacher candidate invites and integrates students' individual differences into the classroom environment.</p> <p>The teacher candidate consistently encourages cultural sensitivity and shows inclusivity to diverse perspectives.</p>

4.5 Ethical and Responsible Conduct				
Element	IMPROVEMENT NEEDED	DEVELOPING	PROFICIENT	ACCOMPLISHED
Knowledge and Practice of the Texas Educators' Code of Ethics	<p>The Teacher Candidate's actions show little or no familiarity with the Texas Educator Code of Ethics.</p> <p>The Teacher Candidate demonstrates actions that violate ethical conduct, as outlined in the Texas Code of Ethics.</p>	<p>The Teacher Candidate's actions show familiarity with at least two standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students.</p> <p>The Teacher Candidate demonstrates actions that might be perceived as violating ethical conduct, as outlined in the Texas Code of Ethics.</p>	<p>The Teacher Candidate's actions show familiarity with all three standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students.</p> <p>The Teacher Candidate demonstrates ethical conduct in their own practice and in their interactions with students and colleagues.</p>	<p>The Teacher Candidate's practices embody all three standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students.</p> <p>The Teacher Candidate demonstrates the highest level of integrity and ethical conduct in their own practice and in their interactions with students and colleagues, serving as a model for others.</p>

Please provide constructive feedback:

	Evidence	Explicit, Actionable Next Steps
Reinforcement		
Refinement		

Appendix D: University Field Supervisor Assessment Form - Miner Assessment Tool

The University Field Supervisor uses this rubric for the four required formal observations scores the rubric.

		Domain 1: Planning			
		Accomplished	Proficient	Developing	Improvement Needed
1.1 Standards & Alignment	<p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● All measurable goals aligned to state content standards. ● All activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are sequenced ○ Are relevant to students' prior understanding ○ Integrate other disciplines ○ Provide appropriate time for student work, lesson and lesson closure ○ Reinforce broader unit and course objectives ○ Are vertically aligned to state standards ○ Are appropriate for diverse learners ● All objectives aligned and logically sequenced to the lesson's goals. ● Integration of technology to enhance mastery of goal(s). 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● All goals aligned to state content standards. ● All activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are relevant to students ○ Provide appropriate time for lesson and lesson closure ○ Fit into the broader unit and course objectives ○ Are appropriate for diverse learners ● All objectives aligned to the lesson's goal. ● Integration of technology when applicable. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Most goals aligned to state content standards. ● Most activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are sequenced ○ Sometimes provide appropriate time for lesson and lesson closure ● Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Few goals aligned to state content standards. ● Few activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are sequenced ○ Rarely provide time for lesson and lesson closure ● Lessons where few objectives are aligned and sequenced to the lesson's goal.
1.2 Data & Assessment	<p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. ● Substantive, specific and timely feedback to students, families and other school personnel on 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Formal and informal assessments to monitor progress of all students ● Consistent feedback to students, families and other school personnel while maintaining confidentiality. ● Analysis of student data connected to specific instructional strategies. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Formal and informal assessments to monitor progress of most students. ● Timely feedback to students and families. ● Utilization of multiple sources of student data. ● Few modifications made based on diverse student needs. ● Teachers show some knowledge 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Few formal and informal assessments to monitor student progress. ● Few opportunities for timely feedback to students or families. ● Utilization of few sources of student data. ● No modifications are made based on diverse student

	<p>the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.</p> <ul style="list-style-type: none"> • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success • Modifications made based on diverse student needs • Teachers show extensive knowledge of students, culturally and linguistically, and adjust assessment and instruction accordingly 	<ul style="list-style-type: none"> • Modifications made based on diverse student needs • Teachers show knowledge of students, culturally and linguistically, and adjust assessment and instruction accordingly 	<p>of students, culturally and linguistically, and adjust assessment and instruction accordingly.</p>	<p>needs.</p> <ul style="list-style-type: none"> • Teachers show little knowledge of students, culturally and linguistically, and adjust assessment and instruction accordingly
	Accomplished	Proficient	Developing	Improvement Needed
<p>1.3</p> <p>Knowledge of Students</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
	Accomplished	Proficient	Developing	Improvement Needed
<p>1.4</p> <p>Activities</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students.

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	<ul style="list-style-type: none"> • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<ul style="list-style-type: none"> • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
---	--	---	---	--

	Evidence	Explicit, Actionable Next Steps
Reinforcement		
Refinement		

Domain 2: Instruction				
	Accomplished	Proficient	Developing	Improvement Needed
2.1				
Achieving Expectations	The Teacher	The Teacher	The Teacher	The Teacher
The teacher supports all learners in their pursuit of high levels of academic and	<ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure 	<ul style="list-style-type: none"> • Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. 	<ul style="list-style-type: none"> • Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes

social-emotional success.	<ul style="list-style-type: none"> Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<p>student mastery.</p> <ul style="list-style-type: none"> Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sometimes provides opportunities for students to take initiative of their own learning. 	<p>to go unaddressed or confronts student errors in a way that discourages further effort.</p> <ul style="list-style-type: none"> Rarely provides opportunities for students to take initiative of their own learning.
<p>2.2</p> <p>Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p>	Accomplished	Proficient	Developing	Improvement Needed
	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. Frequently draws on students' background knowledge to make connections to lesson and content 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. Draws on students' background knowledge to make connections to lesson and content 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Rarely draws on students' background knowledge to make connections to lesson and content 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Does not draw on students' background knowledge or make connections to content
<p>2.3</p>	Accomplished	Proficient	Developing	Improvement Needed
	<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom practices 	<p>The Teacher</p> <ul style="list-style-type: none"> Establishes classroom 	<p>The Teacher</p> <ul style="list-style-type: none"> Leads lessons with some 	<p>The Teacher</p> <ul style="list-style-type: none"> Directs lessons with little

<p>Communication</p> <p>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p>	<p>that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers</p> <ul style="list-style-type: none"> ● Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. ● Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. ● Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. ● Skillfully uses probing questions to clarify, elaborate and extend learning. ● Provides wait time when questioning students. 	<p>practices that provide opportunities for most students to communicate effectively with the teacher and their peers.</p> <ul style="list-style-type: none"> ● Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. ● Provides explanations that are clear and uses verbal and written communication that is clear and correct. ● Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. ● Uses probing questions to clarify and elaborate learning. 	<p>opportunity for dialogue, clarification or elaboration.</p> <ul style="list-style-type: none"> ● Recognizes student misunderstandings but has a limited ability to respond. ● Uses verbal and written communication that is generally clear with minor errors of grammar. ● Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<p>opportunity for dialogue, clarification or elaboration.</p> <ul style="list-style-type: none"> ● Is sometimes unaware of or unresponsive to student misunderstandings. ● Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. ● Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
<p>2.4</p> <p>Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p>	<p style="text-align: center;">Accomplished</p> <p>The Teacher</p> <ul style="list-style-type: none"> ● 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. ● Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p style="text-align: center;">Proficient</p> <p>The Teacher</p> <ul style="list-style-type: none"> ● Adapts lessons to address individual needs of all students. ● Regularly monitors the quality of student participation and performance. ● Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. ● Recognizes when students become confused or disengaged and responds to student learning or 	<p style="text-align: center;">Developing</p> <p>The Teacher</p> <ul style="list-style-type: none"> ● Adapts lessons to address some student needs. ● Sometimes monitors the quality of student participation and performance. ● Sometimes provides differentiated instructional methods and content. ● Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<p style="text-align: center;">Improvement Needed</p> <p>The Teacher</p> <ul style="list-style-type: none"> ● Provides one-size-fits-all lessons without meaningful differentiation. ● Rarely monitors the quality of student participation and performance. ● Rarely provides differentiated instructional methods and content. ● Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

		social/emotional needs.		
	Accomplished	Proficient	Developing	Improvement Needed
2.5	The Teacher	The Teacher	The Teacher	The Teacher
Monitor and Adjust	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.				

	Evidence	Explicit, Actionable Next Steps
Reinforcement		
Refinement		

Domain 3: Learning Environment				
	Accomplished	Proficient	Developing	Improvement Needed
3.1 Classroom Environment, Routines, and	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by

<p>Procedures The teacher organizes a safe, accessible and efficient classroom.</p>	<p>managing student groups, supplies and/or equipment.</p> <ul style="list-style-type: none"> • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<p>in groups, manage supplies and equipment with very limited teacher direction.</p> <ul style="list-style-type: none"> • The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<p>confusion and inefficiency.</p> <ul style="list-style-type: none"> • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. • Some students are not able to access materials.
<p>3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.</p>	<p>Accomplished</p> <ul style="list-style-type: none"> • Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards. 	<p>Proficient</p> <ul style="list-style-type: none"> • Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards. 	<p>Developing</p> <ul style="list-style-type: none"> • Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning. 	<p>Improvement Needed</p> <ul style="list-style-type: none"> • Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.
<p>3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p>	<p>Accomplished</p> <ul style="list-style-type: none"> • Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher. 	<p>Proficient</p> <ul style="list-style-type: none"> • Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups. 	<p>Developing</p> <ul style="list-style-type: none"> • Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other. 	<p>Improvement Needed</p> <ul style="list-style-type: none"> • Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.
	<p>Evidence</p>	<p>Explicit, Actionable Next Steps</p>		
<p>Reinforcement</p>				
<p>Refinement</p>				

Domain 4: Professional Awareness and Responsibilities

4.1 Professional Awareness and Responsibilities				
	Accomplished	Proficient	Developing	Improvement Needed
Attendance & Punctuality	<ul style="list-style-type: none"> The teacher candidate maintained full, regular and punctual attendance to include attending and participating in additional events, i.e., parent/teacher night. The teacher candidate provided lesson plans and proper documentation to the faculty/field supervisor/ cooperating teacher. 	<ul style="list-style-type: none"> The teacher candidate is punctual and has had no unplanned absences throughout the semester. For any excused absence, prior notification was reported to the faculty/field supervisor/ cooperating teacher. For the absence, the teacher candidate provided lesson plans and proper documentation to the faculty/field supervisor/ cooperating teacher. 	<ul style="list-style-type: none"> The teacher candidate has not demonstrated consistent punctuality and/or has had unplanned absences throughout the semester. For any excused absence, prior notification was reported to the faculty/field supervisor/cooperating teacher the day before the absence. For the absence, the teacher candidate either did not provide lesson plans or did not submit proper documentation to the faculty/field supervisor/ cooperating teacher. 	<ul style="list-style-type: none"> The teacher candidate is persistently tardy and/or has had excessive absences throughout the semester. Prior notification for an absence was not reported to the faculty/field supervisor/ mentor teacher. For the absence, the teacher candidate did not provide lesson plans nor was proper documentation submitted to the faculty/field supervisor/cooperating teacher.
Appearance	<ul style="list-style-type: none"> The teacher candidate maintained professional attire as per district/campus code and regulations, including at co-curricular activities. 	<ul style="list-style-type: none"> The teacher candidate maintained professional attire as per district/campus code and regulations. 	<ul style="list-style-type: none"> The teacher candidate received minimal redirection to adhere to the district/campus code and regulations regarding professional attire. 	<ul style="list-style-type: none"> The teacher candidate did not maintain professional attire and was more than once re-directed by either the faculty member/cooperating teacher or field supervisor to adhere to the district/campus code and regulations.
4.2 Commitment to the Teaching Profession				
	Accomplished	Proficient	Developing	Improvement Needed
Content and Pedagogical Development	<ul style="list-style-type: none"> The teacher candidate synthesizes and creates new content and curricular knowledge. 	<ul style="list-style-type: none"> The teacher candidate integrates and applies new content and curricular knowledge across a variety of settings 	<ul style="list-style-type: none"> The teacher candidate improves content and curriculum knowledge and applies new pedagogy to improve teaching. 	<ul style="list-style-type: none"> Teacher candidate fails to apply pedagogical skills to improve teaching.
Professional Learning	<ul style="list-style-type: none"> The teacher candidate actively participates and presents at professional learning workshops/conferences/seminars. The teacher candidate engages in inquiry on their practice and improves teaching and learning based on research and theory. 	<ul style="list-style-type: none"> The teacher candidate regularly attends professional learning workshops/conferences/seminars The teacher candidate actively seeks out and responds to feedback to improve practice. 	<ul style="list-style-type: none"> The teacher candidate sometimes attends professional learning workshops/conferences/seminars. Teacher candidate inconsistently responds to feedback indicating the need for improvement in practice. 	<ul style="list-style-type: none"> The teacher candidate fails to attend professional learning workshops/conferences/seminars Teacher candidate fails to recognize or respond to feedback indicating the need for improvement in practice.

Reflection	<ul style="list-style-type: none"> The teacher candidate sets long-term and short-term professional learning goals to improve practice based on self-assessment, self-reflection and feedback. The teacher candidate expertly assesses and adapts lesson plans to maintain a focus on student learning. 	<ul style="list-style-type: none"> The teacher candidate sets long-term and short-term professional learning goals based on self-assessment, self-reflection and feedback. The teacher candidate regularly assesses and adapts lesson plans to maintain a focus on student learning. 	<ul style="list-style-type: none"> The teacher candidate sets short-term professional learning goals based on self-assessment. The teacher candidate sometimes assesses lesson plans with a focus on student learning. 	<ul style="list-style-type: none"> The teacher candidate sets low or ambiguous goals unrelated to teaching and learning. The teacher candidate fails to self-reflect, or monitor/adapt practice. Fails to assess lesson plans with a focus on student learning.
Teacher Leadership	<ul style="list-style-type: none"> Teacher candidate decisively and expertly applies creative solutions to solve problems. Teacher candidate proactively seeks out change and willingly takes risks to support new initiatives. Teacher candidate takes initiative in forming collegial relationships and building a culture of trust. 	<ul style="list-style-type: none"> Teacher candidate focuses on and applies creative solutions to solve problems. Teacher candidate embraces change and willingly takes risks to support new initiatives. Teacher candidate is regularly accessible to colleagues and treats others in a fair and trusting manner. 	<ul style="list-style-type: none"> Teacher candidate sometimes focuses on creative solutions to solve problems. Teacher candidate sometimes embraces change and supports new initiatives. Teacher candidate sometimes is accessible to colleagues and treats others fairly. 	<ul style="list-style-type: none"> Teacher candidate is unfocused and has difficulty solving problems. Teacher candidate fails to embrace change or support new initiatives. Teacher candidate is not accessible to colleagues and is not trustworthy.

4.3 Professional Relationship Skills & Communication

	Accomplished	Proficient	Developing	Improvement Needed
Oral & Written Communication	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written forms in a superior manner in terms of clarity, proactiveness, and cultural responsiveness. The teacher candidate consistently and fluidly adapts communication to different situations and audiences. 	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written form in a manner that is effective and proactive. The teacher candidate frequently adapts communication to different situations and audiences. 	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written form in a manner that is occasionally ineffective and not proactive. The teacher candidate is occasionally ineffective in adapting communication to different situations and audiences. 	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written form in a manner that is ineffective and not proactive. The teacher candidate is frequently ineffective in adapting communication to different situations and audiences.
Interaction with Families, Students, and Colleagues	<ul style="list-style-type: none"> The teacher candidate demonstrates expert professional interpersonal skills. The teacher candidate collaborates with others in a superior way that contributes to a professional community and foster a positive school climate. 	<ul style="list-style-type: none"> The teacher candidate willingly engages, interacts or collaborates effectively with stakeholders. The teacher candidate collaborates with others in a way that contributes to a professional community and foster a positive school climate. 	<ul style="list-style-type: none"> The teacher candidate is somewhat willing to engage, interact, collaborate with effectively with stakeholders. The teacher candidate is sometimes ineffective in collaborating with others in a way that contributes to a professional community and foster a positive school climate. 	<ul style="list-style-type: none"> Demonstrates an unwillingness to engage, interact or collaborate effectively with stakeholders. The teacher candidate fails to collaborate with others in a way that contributes to a professional community or foster a positive school climate.
Conflict Management	<ul style="list-style-type: none"> The teacher candidate effectively addresses concerns or conflicts 	<ul style="list-style-type: none"> The teacher candidate effectively addresses concerns or 	<ul style="list-style-type: none"> The teacher candidate is partially effective at handling concerns and conflicts. 	<ul style="list-style-type: none"> The teacher candidate is ineffective at handling concerns and conflicts.

	<ul style="list-style-type: none"> The teacher candidate helps to identify potential solutions to issues. The teacher candidate is able to anticipate and prevent conflicts. 	<p>conflicts and helps to identify potential solutions to issues.</p> <ul style="list-style-type: none"> The teacher candidate helps to identify potential solutions to issues. 	<ul style="list-style-type: none"> The teacher candidate sometimes manages to identify potential solutions to issues. 	<ul style="list-style-type: none"> The teacher candidate fails to identify potential solutions to issues. The teacher candidate contributes to or creates conflict.
Online Presence	<ul style="list-style-type: none"> The teacher candidate actively maintains a professional online presence and promotes the profession through remote teaching/learning and through activities such as professional blogs or portfolios/websites. 	<ul style="list-style-type: none"> The teacher candidate actively maintains a positive professional online presence, including through remote teaching/learning and personal social media venues. 	<ul style="list-style-type: none"> The teacher candidate's online presence (e.g. in remote teaching/learning or in personal social media displayed publicly) has areas for improvement in terms of professionalism. 	<ul style="list-style-type: none"> The teacher candidate's online presence (e.g. in remote teaching/learning or in personal social media displayed publicly) demonstrates a lack of professionalism.

4.4 Beliefs about Students and Learning

	Accomplished	Proficient	Developing	Improvement Needed
Ethic of Care	<ul style="list-style-type: none"> The teacher candidate looks for, makes inquiries into, and recognizes students' needs and demonstrates attentiveness and sensitivity to those needs. The teacher candidate always demonstrates responsibility for students' needs. 	<ul style="list-style-type: none"> The teacher candidate recognizes students' needs and demonstrates attentiveness and sensitivity to those needs. The teacher candidate demonstrates responsibility for students' needs. 	<ul style="list-style-type: none"> The teacher candidate sometimes recognizes students' needs and demonstrates attentiveness and sensitivity to some student needs. The teacher candidate sometimes demonstrates responsibility for students' needs. 	<ul style="list-style-type: none"> The teacher candidate does not recognize students' needs or demonstrate attentiveness or sensitivity to those needs. The teacher candidate does not demonstrate responsibility for students' needs.
Fairness and Valuing of Student Assets	<ul style="list-style-type: none"> The teacher candidate consistently recognizes and builds on the assets that all students bring to the classroom. The teacher candidate looks for, inquiries about, and implements a variety of strategies to engage all levels of student abilities and interests. The teacher candidate consistently and expertly interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access. 	<ul style="list-style-type: none"> The teacher candidate recognizes the assets that all students bring to the classroom. The teacher candidate looks for a variety of strategies to engage all levels of student abilities and interests. The teacher candidate interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access. 	<ul style="list-style-type: none"> The teacher candidate sometimes recognizes student assets. The teacher candidate occasionally recognizes and values individual student differences. The teacher candidate's behaviors sometimes demonstrate a lack of recognition that all students come to school with different abilities, opportunities, and access. 	<ul style="list-style-type: none"> The teacher candidate focuses on students' deficits rather than assets. The teacher candidate fails to recognize and value individual student differences. The teacher candidate's behaviors demonstrate a lack of recognition that students come to school with different abilities, opportunities, and access.
Understands & Values Diversity	<ul style="list-style-type: none"> The teacher candidate consistently looks for and creates opportunities to respond to and enhance cross-cultural understandings. 	<ul style="list-style-type: none"> The teacher candidate looks for and responds to opportunities to enhance cross-cultural understandings. 	<ul style="list-style-type: none"> The teacher candidate attempts to respond to opportunities to enhance cross-cultural understandings. 	<ul style="list-style-type: none"> The teacher candidate is unresponsive to students' individual and cultural/linguistic assets.

	<ul style="list-style-type: none"> • The teacher candidate invites and integrates students' individual differences into the classroom environment. • The teacher candidate consistently encourages cultural sensitivity and shows inclusivity to diverse perspectives. • Teacher candidate models culturally responsive pedagogical practices. 	<ul style="list-style-type: none"> • The teacher candidate integrates students' individual and cultural/linguistic assets into the classroom environment. • The teacher candidate encourages cultural sensitivity and shows inclusivity to diverse perspectives. • Teacher candidate implements culturally responsive pedagogical practices and attempts to model them. 	<ul style="list-style-type: none"> • The teacher candidate sometimes recognizes individual and cultural/linguistic assets. • The teacher candidate attempts to encourage cultural sensitivities and include diverse perspectives. • The teacher candidate sometimes implements culturally responsive pedagogical practices. 	<ul style="list-style-type: none"> • The teacher candidate misses opportunities to encourage cultural sensitivities and perspectives. • The teacher candidate is unaware of culturally responsive pedagogical practices.
--	---	--	--	--

4.5 Ethical and Responsible Conduct

	Accomplished	Proficient	Developing	Improvement Needed
Knowledge and Practice of the Texas Educators' Code of Ethics	<ul style="list-style-type: none"> • The Teacher Candidate's practices embody all three standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students. • The Teacher Candidate demonstrates the highest level of integrity and ethical conduct in their own practice and in their interactions with students and colleagues, serving as a model for others. 	<ul style="list-style-type: none"> • The Teacher Candidate's actions show familiarity with all three standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students. • The Teacher Candidate demonstrates ethical conduct in their own practice and in their interactions with students and colleagues. 	<ul style="list-style-type: none"> • The Teacher Candidate's actions show familiarity with at least two standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students. • The Teacher Candidate demonstrates actions that might be perceived as violating ethical conduct, as outlined in the Texas Code of Ethics. 	<ul style="list-style-type: none"> • The Teacher Candidate's actions show little or no familiarity with the Texas Educator Code of Ethics. • The Teacher Candidate demonstrates actions that violate ethical conduct, as outlined in the Texas Code of Ethics.
		Evidence	Explicit, Actionable Next Steps	
Reinforcement				
Refinement				

Appendix E: Code of Ethics and Standard Practices for Texas Educators

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
- (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

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

(3) Ethical Conduct Toward Students.

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

- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329

Please See:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Appendix F: Office of Student Teaching

