Teacher Education Handbook

Baylor University School of Education

Revised – August 2021
Pending PEFX Approval

Office of Professional Practice
http://www.baylor.edu/soe/index.php?id=935136

Table of Contents

Professional Development Schools-General Information

Introduction
The teacher education program at Baylor University emphasizes interdisciplinary preparation in general education, strong content preparation in the academic majors, and professional education that is field based. Candidates in teacher education progress from Novice to Teaching Associate to Intern by demonstrating competencies in teaching situations that are increasingly complex and diverse and do so with increasing independence.

Professional education is learner centered in that the curriculum is based on meeting the needs of P-12 students in the schools. School-University partnerships help achieve the goals of both institutions by enhancing teacher preparation while focusing on improving student learning. The purpose of this document is to establish guidelines for creating "professional development schools" that have the dual mission of quality education for students and the education of quality teachers.

What are Professional Development Schools?
Professional development schools are innovative institutions formed through partnerships between educator preparation programs and P-12 schools. Their mission is professional preparation of candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning.

Professional development schools (PDSs) are real schools, often in challenging settings, which have been redesigned and restructured to support their complex mission. PDSs support professional and student learning through the use of an inquiry- oriented approach to teaching.

PDSs have distinct characteristics. They are learning environments that support candidate and faculty development within the context of meeting each and every child's needs. PDS partners are guided by a common vision of teaching and learning, which is grounded in research and practitioner knowledge. PDS partners share responsibility for professionals and students; they blend their expertise and resources to meet their shared goals. PDS partners hold themselves accountable, and they are accountable to the public for maintaining high standards for P-12 students, candidates, faculty, and other professionals. In order to accomplish their goals, PDS partners create new roles, responsibilities, and structures; they utilize their resources differently. Finally, PDS partnerships are committed to providing equitable learning opportunities for all, and to preparing candidates and faculty to meet the needs of diverse student populations.

Professional development school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles, and relationships to support their work. Together, they move to institutionalize their partnership so that it is supported and becomes a part of their institutions' expectations. At the most advanced stages of development, PDS partnerships influence policies and practices at the district, state, and national levels.

Why are Professional Development Schools Important?
Increasingly, all students are expected to know more, have better skills, and show deeper understanding of content; they are expected to be able to demonstrate what they know and are able to do. While a major approach to meeting this challenge has been through standards-based reform and school restructuring at the P-12 level, this approach is necessary but not sufficient. Attention to teacher quality is critical. Recognizing this, educators have undertaken numerous reforms in professional preparation. What is often missing is an alignment between these two strategies.

PDSs are important because they bring together these two streams of reform. They support that necessary alignment and they go beyond it. For a long time, educators have sought ways for P-12 and professional education to effectively work together to the benefit of both sectors. Educators in both schools and universities point to the gap between research and practice, and to the poor articulation between professional preparation and the real world of school reform. P-12 and university educators seek to develop the linkages that allow universities and schools to benefit from the relationship that is created between them.

Students, candidates, and faculty benefit from opportunities to learn in the context of a PDS partnership. PDSs are settings in which new practitioners, P-12 faculty and university faculty can learn to meet the challenges of 21st century education together, because the expertise and resources of both university and the schools support them.

[1] The sections beginning with "What are Professional Development Schools?" to this point are excerpted from: National Council for the Accreditation of Teacher Education (2001). Standards for Professional Development Schools.

The Mission of PDS Partnerships
The Mission of Baylor University and Professional Development School Partners is to enhance student learning through teacher quality at all levels.

The Core Functions of a PDS

1. Student learning
2. Preservice teacher education
3. Professional development
4. Research for the improvement of educational practice

PDS Partnership Campuses

Waco ISD

Fully-staffed PDS Campuses

Elementary Campuses
Bell's Hill Elementary
      2100 Ross; (254) 754-4171
Hillcrest PDS
      4225 Pine Avenue; (254) 772-4286

Middle School Campus
Cesár Chavéz Middle School
      700 S. 15th Street; (254) 750-3736

Secondary Campus
University High School
      3201 South New Road; (254) 756-1843

Partner Schools

Elementary Campus
Mountainview Elementary
      5901 Bishop Drive; (254) 772-2520
Parkdale Elementary
      6400 Edmond Avenue; (254) 772-2170

Middle School Campus
Tennyson Middle School/Atlas Academy
      6100 Tennyson Drive; (254) 772-1440

Secondary Campus
Waco High School
      2020 N. 42nd Street; (254) 776-1150

Midway ISD

Fully-staffed PDS Campus

Elementary Campus
Castleman Creek Elementary
    755 South Hewitt Drive; (254) 761-5755
Hewitt Elementary (special focus on novice experience and special education)
    900 Pantherway; (254) 761-5750
Spring Valley Elementary
    610 Spring Valley Road; (254) 761-5710

Middle School Campus
Midway Middle School
    800 Hewitt Drive; (254) 761-5680

Secondary Campus
Midway High School
    8200 Mars Drive; (254) 761-5650

Partner Schools

Elementary Campuses
South Bosque Elementary
    #1 Wickson Road; (254) 761-5720
Woodway Elementary
    325 Estates Drive; (254) 761-5740

Intermediate Campuses
River Valley Intermediate
    4750 Speegleville Road; (254) 761-5699
Woodgate Intermediate
    9400 Chapel Road; (254) 761-5690

Additional Partnership Campuses

Connally ISD

Partner Schools

Elementary Campuses
Connally Primary
      100 Little Cadet Lane; (254) 296-7600

Middle School Campus
Connally Junior High
      100 Hancock Drive; (254) 296-7700

Secondary Campus
Connally High School
      900 North Lacy Drive; (254) 799-5565

Robinson ISD

Partner Schools

Elementary Campuses
Robinson Elementary
      151 Peplow Street; (254) 662-5000
Robinson Primary
      541 N. Old Robinson Road; (254) 662-0251

Intermediate Campus
Robinson Intermediate
      500 W. Lyndale; (254) 662-6113

Middle School Campus
Robinson Junior High School
      410 W. Lyndale; (254) 662-3843

Secondary Campus
Robinson High School
      700 West Tate Drive; (254) 662-3840

Program Information

Texas Education Agency (TEA)
The governing body for teacher certification in Texas is the Texas Education Agency ([TEA](#)).

BU Teacher Education Program Overview

Seven Principles
The teacher education program is based on the following seven principles:
1. Classrooms and schools must be learner-centered.
2. Formative assessment provides information about the student and assists in designing and adapting instruction.
3. A deep foundation of factual knowledge must be organized conceptually to facilitate its retrieval, application, and transfer.
4. Strategies are important in learning to solve problems and in becoming an independent, effective teacher.
5. Learning is developmental and influenced by the context.
6. Collaboration is important in creating a diverse learning community.
7. Reflection deepens the understanding of effective practices.

(Borko & Putnam, 1996; Bransford, Brown, & Cocking, 1999; Darling-Hammond, 1998; Feiman-Nenser & Remillard, 1996; Shulman, 1990)

Conceptual Framework for
Learner-Centered Professional Education Programs

Novice (Developing → Competent → Proficient)

Associate(Developing →Competent →Proficient)

Intern(Developing →Competent →Proficient)

Advanced(Developing →Competent →Proficient)
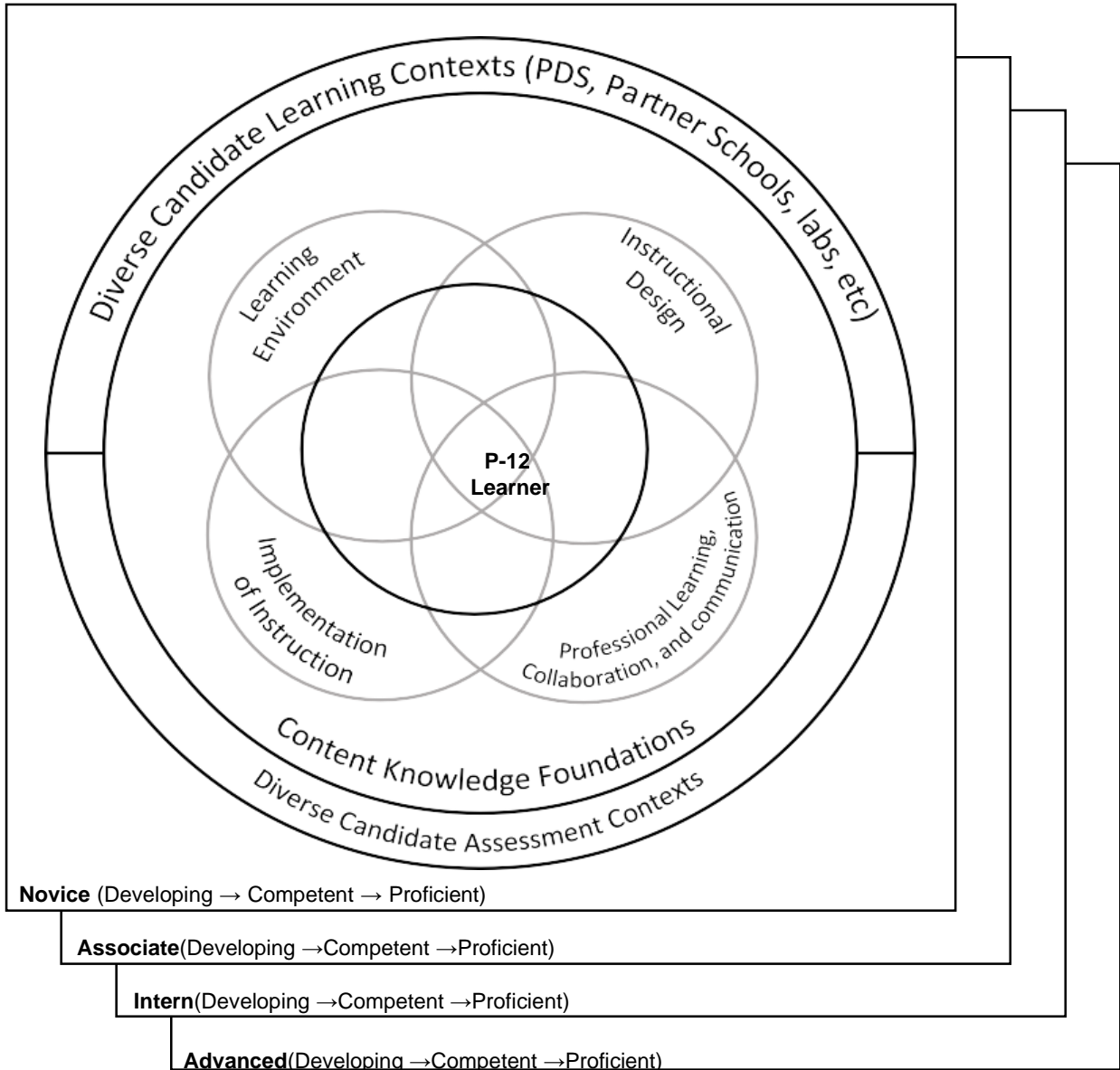
Benchmarks - (Revised 2020)

Strand 1: Instructional Design

Benchmark 1: Learner Development

The preservice teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, cultural, emotional, and physical areas, and designs developmentally appropriate and challenging learning experiences.

Benchmark 2: Content Knowledge

The preservice teacher understands the central concepts, methods of the discipline/content area, role of inquiry in each discipline, and the national and state standards used in the discipline he or she teaches and designs learning experiences that make these aspects of the discipline meaningful for students.

Benchmark 3: Assessment

The preservice teacher designs multiple methods of assessment to monitor student progress and engage learners in monitoring their own progress.

Benchmark 4: Planning for Instruction

The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy.

Strand 2: Implementation of Instruction

Benchmark 5: Instructional Strategies

The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections.

Benchmark 6: Assessment Monitoring and Adjustment

The preservice teacher implements multiple methods of assessment to formally and informally collect, analyze, and use student progress data to make needed lesson adjustments.

Strand 3: Learning Environment

Benchmark 7: Learning Environments

The preservice teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Strand 4: Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership

The preservice teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, parents, caregivers, and community members.

Benchmark 9: Professional Learning and Ethical Practice

The preservice teacher engages in ongoing professional learning connected to reflection and feedback and adapts practice based upon their professional growth in knowledge and skills.

Electronic Benchmark Self-Assessment (EBSA)

The Electronic Benchmark Self-Assessment (EBSA) is used by candidates as a reflective self-assessment of their mastery of the benchmarks (Appendix L). As candidates complete each semester of their field experience, EBSA forms serve as a means of self-assessing, documenting, and tracking candidates' reflections of their progress towards benchmark mastery. The EBSA also serves as an important component of the 3-way conference (see Observations on p. 00) and the completion of the Professional Practice Evaluation Form (PPEF). The completed EBSA will be utilized during the 3-way conference to guide discussions and inform final PPEF determinations.

An EBSA binder for each student is located in Tk20, and this binder contains a separate form for each of the ten benchmarks (EBSA binders are located in the Portfolios section of Tk20). Faculty will inform candidates as to which benchmark forms are to be completed during each field experience semester. Each benchmark form contains a section for each of that benchmark's characteristics, with each section containing a rubric for rating the characteristic, an area for recording evidence, and an area for self-reflective narrative.

- The Evidence area is used to provide a list of dated sources of evidence that documents the candidate's self-rating.
- The Self-Reflective Narrative section is used to provide a detailed narrative that supports the candidate's self-determined rating and aligns with the provided evidence.

Following the 3-way conference and after completion of the final PPEF by the candidate's supervisor, the candidate's supervisor will assess the EBSA. This assessment will be based on the candidate's abilities to reflect deeply and professionally regarding their self-determined progress toward mastery of each benchmark and to document those reflections in a narrative format (see EBSA Rubric on p. 105). The EBSA score will represent 10% of the candidate's final course grade each Teaching Associate.

- The EBSA form in Tk20 will include all benchmarks listed for Teaching Associates and Interns. However, the directions on the form will include the following benchmark specifications (as approved by PEFX):
    - **Interns** will complete 5 benchmarks of their choice the first semester and the other 4 benchmarks the 2nd semester. One semester Interns will complete all 9 benchmarks.
    - **Teaching Associates**
        - Elementary Teaching Associates will complete benchmarks 1, 2, 4, 5, and 7 each semester
        - All-Level Special Education Teaching Associates will complete benchmarks 1, 2, 4, 5, and 7 each semester
        - Middle and Secondary Teaching Associates will complete benchmarks 1, 2 , 4, 5, 6, and 7.

Decision Points in the Teacher Ed Program

Entry to NOVICE level? (Admission to BU)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data Flow**	**Communicated to Candidates**	**Outcomes**
Prior to registration for each TED 1312	HS grad	Accredited HS/16 credits a prescribed	University Admissions Committee	Letter of admission from BU	Eligible to enroll in TED 1312
	HS Performance (GPA/Rank)	"above average"	From HS to BU admissions office		
	SAT/ACT score	"above average"	From testing agencies to BU admissions office		
	Texas Success Initiative Assessment (TSIA) or Exemption Status	TSIA: 351 Reading and 350 Math and 5 on essay section or 4 and with a minimum score of 340 on the MC portion Writing Exemption: SAT 1070 Overall and 500 Verbal and 500 Math Or ACT 23 Composite and 480 on the Evidence Based Reading and Writing 530 in Mathematics Or TAKS 2200 Math and 2200 English Language Arts with a writing subsection of at least 3	Review of candidate records by the Assistant Dean	Correspondence from the Assistant Dean	Permission to enroll in TED 36x0, 36x1, 3370, 3335, 3336, 3362, 4336, 3342, 3383, 3385, 3387, 3390, 3396, 3398, EDP 3650, 3660, or 3362 & 3379 courses.

	TOEFL Requirements: (International Candidates who graduated from a high school outside the United States)	Must take all parts of TOEFL and score a minimum of 26 on speaking section.	Review of candidate records by Office of Professional Practice	Correspondence from Office of Professional Practice	Permission to enroll in TED 36x0, 36x1, 3370, 3335, 3336, 3362, 4336, 3342, 3383, 3385, 3387, 3390, 3396, 3398, EDP 3650, 3660, or 3362 & 3379 courses.

Entry to TEACHING ASSOCIATE level? (end of Novice Experiences/Sophomore year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data Flow**	**Communicated to Candidates**	**Outcomes**
Semester candidate **completes** TED 3380 and 3180 or EDP 23xx Or acceptance into the Master of Arts in Teaching (MAT) Program	GPA (overall)	2.75	Review of candidate records by Academic Advising & Office of Professional Practice	Correspondence from Advising Office or meeting at time of advisement	Unconditional Acceptance with permission to enroll in first semester of TED 36x0, 36x1, 3370, 3335, 3336, 3362, 4336, 3342, 3383, 3385, 3387, 3390, 3396, 3398, EDP 3650, 3660, or 3362 & 3379 courses. Conditional Acceptance with a contract outlining conditions for permission to enrolland continue in first semester of TED 36x0, 36x1, 3370, 3335, 3336, 3362, 4336, 3342, 3383, 3385, 3387. 3390, 3396, 3398, EDP 3650, 3660, or 3362 & 3379 courses. Declined Acceptance
	GPA (Major)	2.75			
	Course completion	TED 1312, TED 3380 and 3180, EDP 2350, or EDP 2360 12 credit hours in all content areas except Mathematics, Science, Life Science, or Physical Science which requires 15 credit hours			
	Junior status	60 credit hours			
	Novice Skills & Aptitude Screening Instrument	Satisfactory evaluation by TED 1312, TED 3380, EDP 2350, EDP 2360, and/or other courses as needed by the Teacher of Record at the conclusion of said courses	Review of completed evaluations by certificate team committee	Email from Office of Professional Practice for those with unconditional acceptance. Email from Office of Professional Practice for those requiring additional interaction (e.g., interview) with Certificate Team Committee.	
	Online application and required documents submitted to the Office of Professional Practice	Completed by last day of semester	From Office of Professional Practice	From Office of Professional Practice	
Exceptions:		1. The dual certificate GT/Elementary candidates will not take TED 1312 and enter the sequence during their sophomore year. 2. The education minor candidate will not take TED 1312 and enter their sequence during their sophomore year. 3. Dual SPED/Elementary & SPED candidates must make a B-			

		or above in EDP 2360 to continue in the program	Special Education Certificate (SPED) Coordinator	*Correspondence from* Special Education Certificate (SPED) Coordinator	

Continuation to TEACHING ASSOCIATE level? (end of first semester of Teaching Associate Experience/Junior Year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data Flow**	**Communicated to Candidates**	**Outcomes**
Semester candidate **completes first semester of** TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3650, 3660, or 3362, & 3379 courses	GPA (overall)	2.75	Review of candidate records by Academic Advising & Office of Professional Practice	Correspondence from Advising Office or meeting at time of advisement	Unconditional Acceptance with permission to enroll in first semester of TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3650, 3660, or 3362, & 3379 courses.

Conditional Acceptance with a contract outlining conditions for permission to enroll and continue in first semester of TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3650, 3660, or 3362, & 3379 courses.

Declined Acceptance |
| | GPA (Major) | 2.75 | | | |
| | TED first semester TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3650, 3660, or 3362, & 3379 | Candidates must earn at least a "B" (3.0) in first semester TA courses. | | | |

Entry to INTERN level? (end of Teaching Associate Experience/Junior Year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data Flow**	**Communicated to Candidates**	**Outcomes**
Semester candidate **completes** TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3650, 3660, or 3362, & 3379	GPA (Overall)	2.75	Review of candidate records by Academic Advising & Office of Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Unconditional Acceptance with permission to enroll in TED or EDP 46xx courses.

Conditional Acceptance with a contract plan outlining conditions for permission to enroll and continue in TED or EDP 46xx courses.

Declined Acceptance |
	GPA (Major)	2.75			
	TED 36X0,36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3650, 3660, or 3362, & 3379 courses	Candidates must earn at least a "B" (3.0) each semester in each class			
	Course completion	TED 1312, TED 23x0, TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336, EDP 3650, 3660, or 3362, & 3379 courses 18 credit hours in content area	From Office of Professional Practice to TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3650, 3660, or 3362, & 3379 courses instructors		
	Professional Practice Evaluation Form (PPEF)	Candidates must have an average of 2 on the PPEF to enter Internship.			
	TExES testing	Must successful complete the PPR and Content Diagnostic TExES tests and attempt one official TExES test to advance to Internship documented by the posting of results by the testing company prior to the date of Intern Orientation. (for specific test requirements see page 28)	From Office of Professional Practice to Certificate Coordinators		
Exceptions:		*Certificate programs may have different "course completion" requirements as determined by approval of the certificate teams and the teacher education faculty. The dual certificate GT candidates will take EDP 3326, EDP 3324 and TED 2350.*			

Continuation of INTERN level (end of first semester of Intern Experience/Senior Year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data Flow**	**Communicated to Candidates**	**Outcomes**
Semester candidate **completes first semester of** TED 46xx EDP 46xx	TED first semester 46xx courses	Candidates must earn at least a "B" (3.0) in first semester Intern course.	Review of candidate records by Degree Plans, Advising, & Office of Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Unconditional Acceptance with permission to enroll in second semester TED or EDP 46xx courses. Probationary Acceptance with probationary plan outlining conditions for permission to enroll and continue in second semester TED or EDP 46xx courses. Declined Acceptance

Entry to INDUCTION level? (end of Internship/Senior Year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data Flow**	**Communicated to Candidates**	**Outcomes**
Semester the candidate **completes** 2nd semester	GPA (Overall)	2.75	Review of candidate records by Degree Plans, Advising, & Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Recommendation for graduation and Texas Initial Teacher Certification.
	GPA (Major)	2.75			
	1st Semester Internship requirement	Candidates must earn at least a "B" (3.0) in both portions of the 1st semester of the Internship to proceed to the 2nd semester.			
	Course completion	TED 1312, 23x0, 3620, 3621, 3335, 3336, 3342, 3346, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3630, 3641, 4336, 4337, 4349, 4355, TED 46X0, 46X1, 46X2, 46X3 EDP 3650, 3660, or 3362, 3379, 4650, 4651, 4660, 4661, 4662, 4663			
	TExES testing	Candidates must graduate and pass all official TExES exams in order to be recommended for certification.	From Professional Practice		

**POLICY FOR COMPLAINTS
PERTAINING TO THE
BAYLOR UNIVERSITY SCHOOL OF EDUCATION**

The purpose of this is policy is to set out a procedure or process for students, employees, former employees, cooperating teachers, mentors, and administrators of cooperating schools and districts ("Complainants"), who have complaints or grievances against the Baylor University School of Education ("BUSOE"), to assert their complaints or grievances with the BUSOE for possible resolution before asserting those complaints or grievances with the Texas Education Agency ("TEA"). As used herein, the terms "complaint" and "grievance" shall have the same meaning. Complaints alleging or concerning: (1) discrimination or harassment based on race, color, gender, national origin, or disability, as well as retaliation related thereto; and (2) identification, evaluation, educational placement, or discipline of a student with a disability, shall be redirected to another appropriate procedure or process.

An informal resolution process for complaints will be encouraged by suggesting that Complainants discuss their concerns with the appropriate BUSOE employee who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level. However, even though informal resolution shall be encouraged, it shall not extend any deadlines in this policy, except by mutual written consent.

If the informal process is not successful in resolving the complaint, a Complainant may initiate the formal process described below by timely filing a written complaint form. Complaints arising out of an event or a series of related events shall be addressed in one complaint. A Complainant shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. Even after initiating the formal complaint process, Complainants are encouraged to seek informal resolution of their concerns, in which event the Complainant may withdraw a formal complaint. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or BUSOE policy, nor to require a full evidentiary hearing or "mini-trial" at any level. Each party shall pay his/her/its own costs incurred in the course of the complaint.

Complaint forms and appeal notices may be filed by hand delivery, by electronic communication, including e-mail and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate BUSOE employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate BUSOE employee no more than three days after the deadline. All of the time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the

complaint may be dismissed, on written notice to the Complainant, at any point during the complaint process. The Complainant may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness. As used herein, the terms "conference" and "hearing" shall have the same meaning.

At Levels One and Two of the formal process, "response" or "decision" shall mean a written communication to the Complainant from the appropriate BUSOE employee. Responses may be hand delivered, sent by electronic communication to the Complainant's e-mail address of record, or sent by U.S. Mail to the Complainant's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline. "Days" shall mean those week days that Baylor University administrative offices are open. In calculating time lines under this policy, the day a document is filed is "day zero." The following day is "day one." "Representative" shall mean any person who, or organization that. is designated by the Complainant to represent the complainant in the complaint process. The Complainant may designate a representative through written notice to the BUSOE at any level of this process. A representative may not attend a conference or hearing without the Complainant being present as well. If the Complainant designates a representative with fewer than three days' notice to the BUSOE before a scheduled conference or hearing, the BUSOE may reschedule the conference or hearing to a later date, if desired, in order to include the BUSOE's counsel. The BUSOE may be represented by counsel at any level of the process.

Complaints and appeals under this policy shall be submitted in writing on a form provided by the BUSOE. Copies of any documents that support the complaint should be attached to the complaint form. If the Complaint does not have copies of those documents, copies may be presented at the Level One conference. A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

At Level One, Complaint forms must be filed:0) (1) within 15 days of the date the Complainant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and (2) with the lowest level BUSOE employee who has the authority to remedy the alleged problem. If the only BUSOE employee who has authority to remedy the alleged problem is the BUSOE Associate Dean or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One. If the complaint is not filed with the appropriate BUSOE employee, the receiving BUSOE employee must note the date and time that the complaint form was received and immediately forward the complaint form to the appropriate BUSOE employee. The appropriate BUSOE employee shall investigate as necessary and schedule the Level One conference with the Complainant within ten days after receipt of the written complaint. The BUSOE employee may set

reasonable time limits for the conference. If the Complainant fails to appear at the scheduled Level One conference, the BUSOE may hold the conference and issue a decision in the Complainant's absence. Absent extenuating circumstances, the BUSOE employee shall provide the Complainant with a written response/decision within ten days following the conference. In reaching a decision, the BUSOE employee may consider information provided at the Level One conference and any other relevant documents or information the BUSOE employee believes will help resolve the complaint. After the Level

One conference, no new documents may be submitted by the Complainant unless the Complainant did not know the documents existed before the Level One conference.

If the Complainant did not receive the relief requested at Level One or if the time for a response has expired, the Complainant may request a Level Two conference with the BUSOE Associate Dean or designee to appeal the Level One decision. The appeal notice must be filed in writing, on a form provided by the BUSOE, within ten days of the date of the written Level One response/decision or, if no response was received, within ten days of the Level One response deadline. After receiving notice of the appeal, the Level One BUSOE employee shall prepare and forward a record of the Level One complaint to the BUSOE Associate Dean or designee. The Complainant may request a copy of the Level One record. The Level One record shall include: (1) the original complaint form and any attachments; (2) all other documents submitted by the Complainant at Level One; (3) the written response/decision issued at Level One and any attachments; and (4) all other documents relied upon by the BUSOE employee in reaching the Level One decision. The BUSOE Associate Dean or designee shall schedule the Level Two conference within ten days after the appeal notice is filed. The Level Two conference shall be limited to the issues and documents considered at Level One. At the Level Two conference, the Complainant may provide information concerning any documents or information relied upon by the BUSOE employee for the Level One decision. The BUSOE Associate Dean or designee may set reasonable time limits for the Level Two conference. The BUSOE Associate Dean or designee shall provide the Complainant a written response within ten days following the Level Two conference. In reaching a decision, the BUSOE Associate Dean or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information that the BUSOE Associate Dean or designee believes will help resolve the complaint. Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the Complainant is not satisfied with the complaint process or outcome, the Complainant may file a complaint against the BUSOE with the Texas Education Agency. The official Texas Education Agency complaint process can be found at http://tea.texas.gov/About_TEA/Contact_Us/Complaints/Complaints/.

Candidate Information

Office of Professional Practice (MMSCI Building)

Located on the first floor of the Marrs McLean Science Building - South Wing, the Office of Professional Practice (OPP) is responsible for coordinating the work of the PDS partnerships to facilitate candidate placement, testing, and certification. Phone (254) 710-6153. Email: Professional_Practice@baylor.edu.

Director of Professional Practice: Dr. Krystal Goree
Krystal_Goree@baylor.edu (254) 710-4172 (MMSCI 115)

Assistant Director/Certification Officer: Sandra Parnell
Sandra_Parnell@baylor.edu (254) 710-6153 (MMSCI 116)

Educator Preparation Program Support Specialist: Lisa Osborne,
Lisa_Osborne@baylor.edu (254) 710-3190 (MMSCI 117)

NOTE: Updated information from TEA will be included in the online version of the Professional Development School Teacher Education Handbook as it is received by the Office of Professional Practice from the Texas Education Agency.

Military Service Members, Military Spouses, and Military Veterans

Effective September 1, 2015 the Texas Education Agency (TEA) will waive certain fees for eligible military service members, military veterans, and military spouses.
For more information please see the TEA website at
https://tea.texas.gov/Texas_Educators/Certification/Military_Community/

Information regarding Military Service Members, Military Spouses, and Military Veterans may be found in the Texas Administrative Code (TAC) §234 at
http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=234&rl=Y.

Applying to the Teacher Education Program

Students wishing to seek initial teacher certification must:

- Complete the online application at https://www1.baylor.edu/tca/
- Complete, sign, and submit the following documents to the Office of Professional Practice, Marrs McLean Science (MMSCI) Room 116. These documents are attached to the online application:
  - Consent for Use of Confidential Information
  - Code of Ethics and Standard Practice for Texas Educators
  - FERPA Consent to Release Educational Records and Information
- Once application is made, a review of requirements for admission to the program will be conducted. This information along with feedback from faculty will be used to determine if applicants are accepted, conditionally accepted, or declined admission into the teacher education program. Academic Requirements to be admitted include:
  - 2.75 Overall and Major GPA.
  - Successful completion of 12 hours in the content area in which certification is being sought. Candidates in Mathematics (4-8 or 7-12), Life Science (7-12), Physical Science (6-12), or Science (4-8 or 7-12) must have successfully completed 15 hours in their content area.
  - Recommendation from Baylor program faculty.

(Please note: There may be additional requirements for Music Education, Deaf Education, Sports Pedagogy, or other Post Bac programs. Students should check with these individual programs to ensure that all admission requirements are being addressed.)

- Students will be notified via email of the offer of acceptance or conditional acceptance into the program and must respond by accepting the offer within 10 days of the date the email was sent.
- Students who are conditionally admitted to the teacher certification program will be required to contact the certificate coordinator to set up a time to meet, review conditions of acceptance, and sign a contract.
- Students who are declined acceptance have the right to appeal the decision within 15 days of notification, as noted in the Teacher Education Handbook. To appeal a decision, the student must send a letter of appeal to the certificate coordinator via email. A committee of faculty members representing the certificate team will conduct a hearing and the committee recommendation will be forwarded to the Associate Dean of Undergraduate Education. The Associate Dean of Undergraduate Education will notify the candidate of their acceptance status within two weeks.

Questions regarding the application process should be addressed to Sandra_Parnell@baylor.edu, 254-710-6153, MMSCI 116.

The application will be reviewed and the candidate will receive notification of status by email. If accepted, candidates must respond to the invitation into the program within **10 days to be formally admitted.**

Due Process

1. If application is declined, candidates have the right to appeal the decision within 15 days of notification.
2. Should a candidate choose to appeal, three Teacher Education Faculty members (one faculty member must be in the certification area of the candidate) to conduct a hearing.
3. The Associate Dean of Undergraduate Education will notify the candidate of their findings within 2 weeks following the hearing.

TExES Exams

NES Pearson is the testing company for the Texas Examinations of Educator Standards (TExES exams) and the website for information is http://www.tx.nesinc.com/.

Qualifying to take a TExES Exam

TEA allows each teacher preparation program to determine when candidates in their respective program qualify to take a TExES exam. The Baylor Teacher Education Faculty has established the following qualification for a Baylor teacher education candidate:

- **In order for candidates to qualify to take an official TExES exam, candidates must pass the appropriate diagnostic test(s) (the PPR and content area test(s)) with an overall score of 80% with an exception for elementary candidates. Elementary candidates are required to score 80% on each domain area for the Core Subjects EC-6 content diagnostic.**
- A candidate who does not achieve the level required to qualify for a TExES exam must attend an appropriate review session prior to re-taking the diagnostic test. The Office of Professional Practice must have documentation of the candidate's attendance at an approved appropriate review session.
- **A candidate must pass both content and PPR diagnostic tests and <u>attempt one official TExES exam</u> in order to advance to the Internship.**

Teacher education candidates who need accommodations for the diagnostic and official TExES exams must contact Lisa Osborne in the Office of Professional Practice a minimum of 30 days before the first diagnostic testing session. For accommodations during the administration of diagnostic TExES exams, official documentation from OALA (the Office of Access and Learning Accommodation) must be received by the OPP. Accommodations will be made based on the documentation received. Candidates will be responsible for submitting the required paperwork to NES Pearson in order to receive accommodations on official TExES exams.

Candidates register for an official TExES exam according to the policies and procedures described on the NES Pearson website (TExES Exam Registration) and must obtain approval from the Office of Professional Practice (MMSCI 117) prior to registering.

Limitations on TExES Exam Registrations

State-wide and local performance data indicate that candidates who take a single TExES exam on each test date are more successful than candidates who take multiple exams on a single test date. Based on this data, the Teacher Education Faculty has established a "one test per test date" policy. Exceptions may be made for GT, ESL, and SPED supplemental certificate exams with approval from program coordinators.

Procedure for Obtaining Your TEA ID # and Registering for the Official TExES Test

Go to https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet
1. Log in using the username and password you received in an email sent to you by TEA. If you cannot locate the email, call the TEAL Specialists at Education Service Center, Region 12 (254-297-1286 or 254-297-1231 or 254-297-1226) for help with logging into your TEA account.
2. Create a new password.
3. Read and accept the assurances.
4. Answer security questions.
5. Select the "educator" link under Applications.
6. Verify your profile page and provide any necessary additional information. Click "continue" at the bottom of the page.

Candidates are limited to a total of 5 attempts to pass an official certification examination under Texas Education Code §21.048. Candidates who reach the 5-time testing limit must apply for a test-limit waiver to retest.

For questions about registering for an official TExES test review instructions can be found on Canvas or contact Lisa_Osborne@baylor.edu in MMSCI 117 (254-710-3190).

Criminal History Evaluations

Before participating in any field or clinical experience, students will be required to undergo school district criminal history checks.

Prior to receiving educator certification in Texas, all applicants must undergo a criminal history background check as a requirement for certification. Information regarding requirements for fingerprinting may be found on the TEA website at: https://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/

Preliminary Evaluation of Certification Eligibility

According to Texas Administrative Code (TAC) §227.101(c) A person who is enrolled or planning to enroll in a State Board of Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
For more information about the Preliminary Criminal History Evaluation, go to the link: https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs

Teacher Certification

The Office of Professional Practice is responsible for helping Baylor University candidates obtain the appropriate certification from the State of Texas. After completing all program, degree (including graduation and Internship/Clinical Teaching), and state testing requirements, candidates may apply for certification via the Texas Education Agency website (http://tea.texas.gov). For questions regarding certification please contact Sandra Parnell at Sandra_Parnell@baylor.edu, 254-710-6153, or come by MMSCI 116.

Procedure for Applying for a Teaching Certificate
(Do not apply for certification until you have been instructed to do so during your Internship/Clinical Teaching.)

To be recommended for educator certification a candidate must:
- Successfully complete all requirements for a degree that leads to certification (initial or professional)
- Successfully complete all required official TExES testing
- Apply for certification:
    1. Go to **http://tea.texas.gov/**
    2. Click on "TEAL Login" (in the blue at the top of the page)
    3. Log in to the system with your username and password *(If you have difficulty logging in please call the Region 12 Education Service Center at 254-297-1286, 254-297-1231; or 254-297-1226)*
    4. Click on "Educator"
    5. Click on "Applications" on the left-hand side of the page
    6. Select "Standard Certificate Texas Program"
    7. Follow the instructions to apply for certification
    8. Pay by credit card online or print the fee remittance form, and mail with the appropriate payment
    9. Begin the criminal background check process while on-line:
        a. The applicant will receive an email from TEA that will contain a document that will allow them to use the vendor's digital services and provide information needed to complete the fingerprinting
        b. Applicants will be required to pay the vendor a fee for the fingerprinting service
    10. Once candidates are cleared for graduation and graduate they will be recommended for certification.

For questions regarding certification please contact Sandra Parnell at Sandra_Parnell@baylor.edu, 254-710-6153, or come by MMSCI 116.

*It is in the candidate's best interest to complete the certification process as soon as possible. Any delays in completing the certification process may subject the candidate to additional requirements and/or tests that are approved/implemented by the State of Texas between the time a candidate qualifies for certification and the time at which the candidate applies for a certificate and completes the certification process.

Certificate/Program Coordinators

Elementary	Dr. Barbara Purdum-Cassidy
Middle School	Dr. Rachelle Rogers
Secondary	Dr. Madelon McCall
Special Education EC-12	Dr. Tonya Davis
Physical Education EC-12	Dr. Margaret Wooddy or
	Dr. Glenn Miller
Music EC-12	Dr. Michele Henry
Deaf Education EC-12	Dr. Diane Loeb
Business and Finance	Mrs. Laura Lalani

Supplementary/Dual Certificate Program Coordinators

ESL	Mr. Rick Strot
Gifted and Talented	Dr. Jenny Robins
Special Education	Dr. Tonya Davis

Baylor University School of Education

TA Calendar* Fall 2021

Date	Time	Description	Group	Location
Monday, August 23, 2021	8:00 am	**Elementary TAs Report to PDS campus for Mathematics or ELA Field Experience**	Elementary Teaching Associates (including Elementary with G/T and Elementary with SPED TAs)	PDS Campus
Friday, August 27, 2021	Due by 4:00	**Pre-assessment** • EC-12 PPR	Elementary and EC-12 SPED Teaching Associates, Middle Grades, Secondary, and MAT candidates	Online: Canvas Quizzes (see TExES Resources and Review Community)
Monday, August 30, 2021	Due by dates set in course syllabus	**240 Tutoring Assigned** TExES EC-12 PPR (160)	Middle Grades, Secondary, and MAT candidates	Online
Friday, September 3, 2021	Due by 4:00	**Pre-assessment** • EC-6 Generalist	Elementary Teaching Associates	Online: Canvas Quizzes (see TExES Resources and Review Community)
Monday, September 6, 2021		**Labor Day Holiday**		
Friday, October 22, 2021		**Fall Break Weekend**		
Monday, October 25, 2021	8:00 am	**Elementary TAs begin Science or Social Studies Field Experience**	Elementary Teaching Associates (including Elementary with G/T and Elementary with SPED TAs)	PDS Campus
Friday, November 5, 2021	12:45-3:15	**1st Diagnostic Test** • EC-12 PPR	Middle Grades candidates	GL 14
Friday, November 12, 2021	8:00-11:00	**1st Diagnostic Test** • EC-12 PPR (on-cycle elementary and EC-12 SPED TAs) • EC-6 Core Subjects (off-cycle elementary TAs)	On-Cycle Elementary Teaching Associates	TBD

Friday, November 12, 2021	12:45-3:15	**Faculty Review** • EC-12 PPR	Middle Grades candidates	GL 14
Friday, November 12, 2021	1:25-4:10	**1st Diagnostic Test** • EC-12 PPR	Secondary and MAT candidates	GL 15
Wednesday, November 17, 2021	1:25-4:10	**Faculty Review** • **EC-12 PPR**	Secondary and MAT candidates	GL 14
Thursday, November 18, 2021		**Final TA Teaching Day**	Elementary Teaching Associates	PDS Campus
Friday, November 19, 2021	8:00-11:00	**Faculty Review** • EC-12 PPR (on-cycle elementary and EC-12 SPED TAs) • EC-6 Core Subjects (off-cycle elementary TAs)	Elementary Teaching Associates	TBD
Monday-Friday, November 22-26, 2021		**Thanksgiving Holiday**		
Tuesday, November 30, 2021	9:15 – 11:00	**Orientation for those who will begin Internship in Spring 2022**		GL 16
Monday-Thursday November 29 – **Thursday**, December 2, 2021		**Elementary TA 3-Way Conferences and Completion of TA Course Requirements**	Elementary Teaching Associates (including Elementary with G/T and Elementary with SPED TAs)	PDS Campus
Friday, December 3, 2021	8:00-11:00	**2nd Diagnostic Test** • EC-12 PPR (on-cycle elementary and EC-12 SPED TAs) • EC-6 Core Subjects (off-cycle elementary TAs)	Elementary Teaching Associates	TBD
Friday, December 3, 2021	12:45-3:15	**2nd Diagnostic Test** • EC-12 PPR	Middle Grades candidates	GL 14

Friday, December 3, 2021	1:25-4:10	**2nd Diagnostic Test** • EC-12 PPR	Secondary and MAT candidates	GL 15
Monday, December 6, 2021	8:00-11:00	**Staff Review** • EC-12 PPR (on-cycle Elementary TAs) • EC-6 Core Subjects (off-cycle Elementary TAs)	Elementary Teaching Associates (approved)	GL 16
Monday, December 6, 2021- **Wednesday**, January 5, 2022	Online	**240 Tutoring** • TExES EC-12 PPR (160) Study Guide (instructional content, practice quizzes, and practice test with at least an 80%)	EC-12 Special Education Teaching Associates who did not meet the required 80% or better on the 2nd diagnostic test	Online
Wednesday, December 8, 2021		**Last Day of BU Classes**		
Wednesday, December 8, 2021	8:00-11:00	**1st Diagnostic Test** • STR	Elementary Teaching Associates completing literacy block Fall 2021	GL 16
Saturday, December 11, 2021	9:00-11:00	**Faculty Review** • STR	Elementary Teaching Associates completing literacy block Fall 2021	GL 16
Monday, December 13, 2021	2:00-5:00	**2nd Diagnostic Test** • STR	Elementary Teaching Associates completing literacy block	TBD
Tuesday, December 14, 2021	2:00-4:00	**Staff Review** • STR	Elementary Teaching Associates (approved)	GL 16
Friday, December 10, 2021 – **Saturday**, January 8, 2022	Online	**240 Tutoring Study Guide** • TExES PPR (160) • TExES STR (293 v 3) • TExES EC-6 Core Subjects (391)	Elementary Teaching Associates (not approved)	Online

*THIS CALENDAR IS SUBJECT TO CHANGE. Calendar may be adjusted due to Baylor University's response to Covid-19, STAAR testing dates, changes in school district calendars, or for any reason the Professional Education Faculty Executive Committee deems appropriate.

<u>**Diagnostic Test and Review events are mandatory.**</u>

All testing and reviews will begin promptly at the designated time. Please arrive 5 minutes early for test sessions.
Attempts to meet the needs of candidates as a whole may require the revision of some events; however, the expectation is that candidates attend or complete <u>all events or assigned study guides in 240 Tutoring</u> listed on this calendar specific to their certificate program.

Reviews are required for all candidates who have not met the Baylor standard of 80% overall on the PPR or 80% on content-specific diagnostic tests.

Check Canvas or read emails from Lisa Osborne (lisa_osborne@baylor.edu) related to any changes or announcements regarding testing or review locations.

Candidates should utilize the TExES Resources and Review Canvas Community to explore additional test preparation materials.

Baylor University School of Education
Intern Calendar *
2021 – 2022

Fall 2021

Date	Time	Description	Location
Monday, August 16, 2021	8:15 – 9:30 9:30 – 11:15 11:15-1:00 1:00	**Intern Orientation – Intern Attendance Required** Orientation and placement information distributed Meet with Intern Supervisor Lunch Report to assigned campus to work with mentor teachers	MMSCI 101
Tuesday, August 17, 2021		First day of school for children in Midway ISD	Midway ISD
Tuesday, August 17, 2021	8:00 – 11:00	Co-Teach Foundations Training for Interns Assigned to Waco ISD	Online
Tuesday, August 17, 2021	12:30 – 3:30	Co-Teach Pairs Training for Interns Assigned to Waco ISD - **TENATIVE**	Waco ISD - TBD
Wednesday, August 18, 2021	8:00 – 11:00	Co-Teach Foundations Training for Interns Assigned to Robinson ISD	Online
Wednesday, August 18, 2021	12:30 – 3:30	Co-Teach Pairs Training for Interns Assigned to Robinson ISD - **TENATIVE**	Robinson ISD Professional Development Center
Friday, August 20, 2021	8:30 – 11:30	Co-Teach Foundations Training for Interns Assigned to Midway ISD	Online
Monday, August 23, 2021		**Baylor Classes Begin** First day of school for children in Waco ISD	Waco ISD
Wednesday, August 25, 2021		First day of school for children in Robinson ISD	Robinson ISD
Wednesday, September 1, 2021	TBA	Co-Teach Pairs Training for Interns Assigned to Midway ISD - **TENATIVE**	Midway ISD - TBD
Friday, September 3, 2021	4:00	**ESL Modules * Due by 4:00**	Online
Monday, September 6, 2021		**Labor Day Holiday**	

Friday, September 10, 2021	1:00-4:00	**ESL Diagnostic Testing** – Required attendance for all Interns seeking ESL Certification	GL 51
Friday, September 17, 2021	1:00 – 4:00	**ESL Review** – **Required for all Interns seeking ESL Certification**	GL 51
Friday, September 24, 2021	1:00 – 4:00	ESL Second Diagnostic Testing – **Required attendance for all Interns seeking ESL Certification who were not successful on the first attempt**	GL 51
Friday, October 8, 2021	8:00 – 8:25 8:30 - 11:00	Sign in for Resume Writing Seminar – **REQUIRED ATTENDANCE FOR ALL INTERNS** Resume Writing Seminar	TBA
Thursday, October 21, 2021	4:00	Resume must be uploaded on Handshake website	
Friday, October 22, 2021		Fall Break Weekend	
Wednesday, November 10, 2021		Interns going abroad to London or Australia Leave	
Thursday, November 18, 2021		**LAST DAY IN THE SCHOOLS FOR FULL YEAR INTERNS FOR FALL UNLESS MAKEUP DAYS ARE NECESSARY**	
Friday, November 19, 2021	TBA	Final Evaluation Seminar for off-cycle and one semester Interns	TBA
Monday, November 22 – **Friday,** November 26, 2021		**Thanksgiving Holiday**	
Tuesday, November 30, 2021	9:15 – 11:00	**Orientation for off-cycle candidates** who will begin Internship in Spring 2022	GL 16
Wednesday, December 8, 2021		**Last Day of Baylor Classes**	
Thursday, December 9 – **Friday,** December 10, 2021		Study Days	

Friday, December 10, 2021		Interns return from London and Australia	
Saturday, December 11 – **Thursday,** December 16, 2021		Final Exams	
Tuesday, December 14, 2021		**LAST DAY FOR ONE SEMESTER INTERNS IN FALL UNLESS MAKEUP DAYS ARE NECESSARY**	
Saturday, December 18, 2021		**Graduation**	

Spring 2022

Month	Time	Description	Location
Monday, January 3, 2022		**First day in the schools for one semester only Interns**	
Monday, January 17, 2022		MLK Holiday – Baylor	
Tuesday, January 18, 2022		**Baylor Classes Begin** – **All full year (on- and off-cycle) Baylor Interns return to schools**	

Monday, February 7, 2022	5:00	*Action Research Proposal due*	
Friday, February 18, 2022	8:00 – 8:25 8:30 – 12:00	Teacher Job Fair Preparation Seminar – **REQUIRED ATTENDANCE FOR ALL INTERNS** Sign In Seminar	Cashion 506
Friday, March 4, 2022	8:00 – 8:25 8:30 – 12:00	Mock Interview Seminar - **REQUIRED ATTENDANCE FOR ALL INTERNS** Sign In Seminar	Cashin 506
Monday, March 7 – **Friday,** March 11, 2022		**Spring Break** – Baylor and all school districts	

Monday, March 14, 2022	5:00	*Initial Action Research Synopsis submitted to Intern Supervisors*	
Monday, March 21, 2022		*Final Action Research Synopsis emailed by Intern Supervisors to Action_Research@baylor.edu*	
Thursday, March 24, 2022	9:30 – 9:50 10:00– 12:00 12:00 – 3:00 5:00	Teacher Job Fair – **REQUIRED ATTENDANCE FOR ALL INTERNS** Registration – (Bring your Baylor ID) Teacher Job Fair Interviews with districts interviewing on site *Photo of Candidates for PowerPoint and Words of Wisdom due – email to Action_Research@baylor.edu*	Cashion 506
Monday, March 28, 2022	5:00	*Action Research Poster Layout emailed to Media_Support@baylor.edu by all Interns*	
Friday, April 1, 2022	1:00 – 4:00	ESL Seminar – **Required attendance for all new and one semester Interns seeking ESL Certification**	TBA
Friday, April 1, 2022	5:00	Clinical Teacher of the Year Nominations **Due**	MMSCI 117
Tuesday, April 5, 2022		**Diadeloso** – Interns have the day off	
Thursday, April 7, 2022	4:00 – 6:30	Action Research Symposium - **REQUIRED ATTENDANCE FOR ALL INTERNS**	TBA
Friday, April 8, 2022	1:00 – 4:00	ESL Diagnostic Testing – **Required attendance for all new and one semester Interns seeking ESL Certification**	TBA
Friday, April 15 – **Monday**, April 18, 2022		**Easter Holiday** - Baylor	
Thursday, April 21, 2022		**LAST DAY FOR FULL YEAR INTERNS IN THE SCHOOLS UNLESS MAKEUP DAYS ARE NECESSARY**	TBA
Thursday, April 21, 2022	5:30	**Senior Banquet**	TBA
Friday, April 22, 2022	8:00 – 5:00	Final Evaluation / Survey Seminar- **Intern attendance required** (a schedule will be dispersed during the spring semester)	TBA

Day	Time	Event	Location
Friday, April 22, 2022	1:00 – 4:00	ESL Review – **Required attendance for all new and one semester Interns seeking ESL Certification**	TBA
Monday, April 25, 2022	TBA	Second ESL Diagnostic Testing – **Required attendance for all Interns seeking ESL Certification who were not successful on the first attempt**	TBA
Tuesday, May 3, 2022		**LAST DAY FOR ONE SEMESTER INTERNS AND SPORTS PEDAGOGY IN FALL UNLESS MAKEUP DAYS ARE NECESSARY**	
Thursday, May 5, 2022		**Last Day of Baylor Classes**	
Thursday, May 12 or **Friday**, May 13, 2022	TBA	**Graduation Reception for SOE Graduates**	Marrs McLean Science Building Courtyard
Friday, May 13 or **Saturday**, May 14, 2022		**Graduation**	

*THIS CALENDAR IS SUBJECT TO CHANGE. Calendar may be adjusted due to Baylor University's response to Covid-19, STAAR testing dates, changes in school district calendars, or for any reason the Professional Education Faculty Executive Committee deems appropriate.**

Candidates are required to follow the calendar of their assigned school districts with regard to teacher in-service days, staff development, and workdays that are not Baylor holidays.

Code of Ethics and Standard Practices for Texas Educators
[Excerpted from the Texas Administrative Code, Title 19, Part7, Chapter 247] RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

 (1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly 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 that are used 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, knowingly, or recklessly 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, abuse, or distribution of controlled substances, 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.
 (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.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(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; amended to be effective October 21, 2018, 43 TexReg 6839

Baylor University Title IX

Sexual and Gender-Based Harassment and Interpersonal Violence Policy

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. This policy prohibits sexual and gender- based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation (collectively referred to as prohibited conduct). These forms of prohibited conduct are harmful to the well-being of our community and its members, the learning and working environment, and collegial relationships among our students, faculty, and staff. All forms of prohibited conduct under this policy are regarded as serious University offenses, and violations will result in discipline, including potential separation from the University. Some forms of prohibited conduct may also violate state and federal laws, and criminal prosecution may occur independently of any disciplinary action imposed by the University.

For more information, on how to report or to learn more about our policy and process, please visit www.baylor.edu/titleix or call the Title IX Office at (254) 710-8454.

General Candidate Guidelines

The following guidelines apply to all teacher education candidates and are provided to facilitate professional performance in both the university classroom and the public school setting. In addition to these guidelines, there are also certificate-level specific guidelines and responsibilities that will be included in course syllabi.

1. Cell phones must be turned off while candidates are in the classrooms or attending meetings related to educational experiences.
2. Candidates should exercise extreme caution against becoming too familiar with students. It is not appropriate to date students within the district to which the Intern is assigned.
3. All social media guidelines should be followed according to district policy and Code of Ethics and Standard Practices for Texas Educators.
4. Teacher education candidates from Baylor University cannot assume responsibility for students if the assigned Clinical Instructor or Mentor Teacher is absent from the building or unavailable to supervise the candidate. A district-approved substitute must assume responsibility for the students. In the event that no district approved substitute is assigned to the classroom with the candidate, the candidate should remain on campus and contact his/her Professor of Record immediately. If the candidate is unable to reach the Professor of Record, he/she should immediately contact the Office of Professional Practice at 254-710-6153 or 254-710-3190.
5. Inappropriate conduct with sexual overtones is considered discrimination on the basis of gender and can constitute unlawful discrimination in the terms, conditions, and privileges of education or employment. Such conduct is not tolerated by Baylor University or the school districts and may violate federal and state law. Inappropriate conduct with sexual overtones is defined by Baylor Policy on Civil Rights, BU-PP 028 and Waco ISD, Connally ISD, Midway ISD, and Robinson ISD policies DHC, FNCJ, FFG. Additional district information on sexual harassment may be found on pages 65-66 in this handbook. Actions that may constitute inappropriate conduct with sexual overtones are described in these policies. A candidate who suspects inappropriate conduct with sexual overtones should immediately contact the: 1) Director of SOE Office of Professional Practice and 2) Campus Principal. Any individual receiving information about a suspected incident of inappropriate conduct with sexual overtones involving teacher education candidates and school district personnel must report in a timely manner to the follow individuals: 1) Director of SOE Office of Professional Practice and 2) Campus Principal. Failure to report a suspected incident of inappropriate conduct with sexual overtones may violate federal and state law.
6. Baylor candidates will follow the Baylor calendar regarding holidays.
7. Baylor candidates may not administer corporal punishment to discipline a child (H.B. 383 Section 151.01 (e) of the Family Code
   states that only a parent or grandparent, a stepparent, or a guardian may use corporal punishment for the reasonable discipline of a child. Under no circumstances may an Intern or Teaching Associate administer corporal punishment.)

School of Education and Baylor University are committed to doing everything possible to keep

Attendance Policy for Teaching Associates & Interns*

- **Absences –** A maximum of three absences (personal days) per semester will be allowed without grade penalty. Candidates may request an absence for no more than three consecutive days.
    - Baylor candidates must notify the Clinical Instructor or Mentor Teacher first and then the Professor of Record when they are going to be absent. Outside of extenuating circumstances, the absence must be reported prior to the start of the school day. Documentation of an absence is required by the next seminar meeting. (Appendix B) Only excused absences may be made up. Any additional expectations for reporting absences or tardies will be communicated in course syllabi.
    - During the second/last semester of the Internship, candidates may request up to two days for employment or graduate school interviews. These days will count as additional excused absences if approved by the Intern Supervisor prior to the absence. Every effort should be made by the candidate to notify the Intern Supervisor of absences for interviews as soon as the interview is scheduled.
    - For each absence, an absence form in TK20 must be submitted indicating the reason for the absence (e.g. personal day, illness, absence due to COVID, etc.) A form in TK20 is provided for candidates to record the reason for their absence and must be completed for the absence to be excused or considered for approval to be made up at the end of the semester.
    - Absences due to official university events will be coordinated through the Office of Professional Practice and the certificate team.
- **Excused absences –** After a candidate exceeds the allowed three personal days of absence, the Professor of Record will decide whether an absence is excused based on documentation provided by the candidate. Documentation of an absence is required by the next seminar meeting. (Appendix B) To receive "excused absence" credit for class or field experiences missed due to illness after three consecutive days of absences, the candidate must provide documentation of having received treatment from a medical professional (e.g., note from attending physician, receipt from medical professional/facility, filled prescription, etc.). This documentation is due on the day the candidate returns to class following treatment. All days that exceed the number of excused absences/personal days (3), must be made up at the end of the semester. Only excused absences may be made up.
- **Unexcused absences –** For each unexcused absence, after three personnel absence days have been accrued, the semester grade will be dropped one letter grade interval. (e.g. A to A-, A- to B+, B+ to B, etc.). Unexcused absences may not be made up and include being asked to return home to change inappropriate dress attire.
- **Tardies –** Candidates participating in the teacher preparation program who are tardy not only miss the initial activities of the class, but are also disruptive to their instructors, classmates and students. Attendance will be monitored each day. Three tardies (campus, seminar, OPP sessions, or professional development) will result in the lowering of the semester grade by one-half letter (e.g., A to A-, A- to B+, B+ to B, etc.).

*Attendance policy is in effect for all classes, TExES diagnostic testing and reviewsessions, group seminars, and orientation sessions. Additional policies and procedures regarding absences may be included in course syllabi and must be followed.

Professional Conduct
In addition to the general information in this handbook, the Baylor candidate should exhibit the behaviors of a professional educator who is committed to teaching to the individual needs of learners in the classroom and to their own personal and professional growth. All Baylor candidates should understand that professional behaviors include, but are not limited to:

- Dressing in an appropriate and professional manner that adheres to campus/district dress codes as well as specific guidelines of the Baylor School of Education including:
  - ➢ Undergarments must be covered at all times. This includes bralettes.
  - ➢ Pierced earrings may be worn on the ears only. All other body piercing jewelry is prohibited.
  - ➢ Candidates must cover tattoos in accordance with school district guidelines.*
- complying with absence policy as outlined in this Handbook and in the course syllabus;
- being prepared to fulfill responsibilities as assigned, requested, and implied;
- treating all students, school and university personnel, and parents with respect;
- being familiar with and following all campus and district policies;
- attending all relevant meetings; and,
- maintaining a positive and professional demeanor.

*Candidates sent home due to dress code violations will be expected to change clothing to meet dress code requirements and return to their assigned campus **immediately;** a one half day unexcused absence will be assessed.

General Expectations
The following general expectations apply to all Baylor Teacher Education candidates. In addition to these there may be certificate/program specific expectations to which candidates are to adhere. Candidates:

- are encouraged to attend or assist with campus extra/co-curricular activities.
- are to plan and schedule observations as needed each semester.
- must complete assigned work on time in accordance with assignment expectations.

Activities may include but are not limited to observing in other classes, conferences with PDS/Partner School faculty, attending ARD meetings, etc.

Days and Hours on PDS/Partner School Campus (Interns)
1. The Office of Professional Practice is responsible for preparing the official version of the calendar for all Internships.
2. The Internship is approximately 15 weeks per semester.
3. The Intern will report to the PDS/Partner School campus for the same hours required by teachers at the campus (i.e., 8:00 am-4:00 pm, 7:30 am-3:30 pm, etc.).

Reporting Dates for Interns
Interns will report to the assigned PDS or Partner will be determined by the campus and district they are assigned to.

Summary of Minimum Intern Expectations*

Fall	Spring
According to assigned to the campus and district Interns are assigned to.	Begin when Baylor Classes begin. (One Semester candidates will begin when local school districts begin.)
Co-teaching and full-teaching responsibilities will be scheduled by each Mentor Teacher to accommodate campus schedules and Mentor Teacher's responsibilities	Co-teaching and full-teaching responsibilities will be scheduled by each Mentor Teacher to accommodate campus schedules and Mentor Teacher's responsibilities
Lead teach, full-day responsibility forfive weeks, in one, two or three segments, depending on campus schedules	Lead teach, full-day responsibility for instruction for four weeks, in one, two or three segments, depending on campus schedules
The duration of the Internship is approximately 15 weeks in the public schoolclassroom, as published in the official Intern calendar distributed by the Office of Professional Practice	The duration of the Internship is approximately 15 weeks in the public school classroom, as published in the official Intern calendar distributed by the Office of Professional Practice

* EC-12 Interns (P.E., Spanish, and Special Education) and Supplemental/Dual certificate candidates may have a split assignment since responsibilities may vary for these candidates.

Baylor University Exit Policy for
Dismissal of Candidates from the Educator Preparation Program

TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

Baylor University is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness include academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the teacher candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to, the following, at the discretion of the Associate Dean of Undergraduate Education* with the advice of the Certificate Team Committee that represents the certification area being sought by the candidate. (*The Director of the Music Education Division and Director of Sport Pedagogy Program will serve in the decision-making capacity in lieu of the Associate Dean of Undergraduate Education for their respective programs).

- Failure to maintain a minimum 2.75 grade point average both overall and in major area of study
- Standard of Conduct/Educator Code of Ethics violation
- Baylor Honor Code violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion
- Failure to earn a minimum of a "B" (3.0) in all teacher education courses.
- Failure to become certified within five years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the Baylor University Educator Preparation Program as described in this document and in accordance with *TAC §228.20(h).*

Components of the Intern Experience

Observing
Much of the first week of the Intern experience will be spent observing the classroom environment, instructional techniques, and interpersonal communication and relationships. As the Intern observes, it will be helpful to take notes for the purpose of asking questions of the Mentor Teacher regarding reasons for interactions and instructional methods. Frequently asking questions of "why" and "how" will provide the Intern with a knowledge base for choosing methods for both instruction and management. During this period of time it will also be helpful to make seating charts. Learning the names of the students is an important step for quickly building relationships and rapport in the classroom.

Assisting
After a short period of time observing, the Intern will be ready to become more involved with the students. The Mentor may give specific suggestions for activities that will help the Intern become more involved. For example:
- Monitor students' work at their desks to give one-to-one assistance
- Distribute papers or materials
- Grade papers
- Check attendance
- Assist with end-of-the-day routines
- Assist students with make-up work

Co-teaching
In co-teaching, candidates are provided with modeling, coaching, and feedback as they develop teaching competencies. Co-teaching allows Mentors to model good teaching and work collaboratively with candidates, helping them understand the complexities of the teaching profession. When co-teaching, Mentors remain in the classroom. This sustained contact with candidates allows for immediate feedback and continuous mentoring.
- One Teach, One Observe
- One Teach, One Assist
- Parallel Teaching
- Supplemental Teaching
- Alternative Teaching
- Station Teaching
- Team Teaching

Co-Teaching allows the Intern to gain some initial experience as a teacher in front of the class with support from the Mentor. It also allows the students to observe the cooperative relationship between the Intern and the Mentor Teacher. Cooperation should be made evident regarding both classroom and instructional management systems.

Teaching
After observing the Mentor model the preparation and teaching of lesson plans in the subject area(s) within the classroom, the Intern will be able to assume the responsibility for planning and teaching a single lesson in a single subject (or period). This lesson plan will be written and submitted to the Mentor Teacher and Intern Supervisor prior to teaching in order to provide the candidate with constructive feedback for revisions and ultimate success.

Lead Teach*
A gradual build-up of teaching responsibility transitions the Intern to the lead teaching responsibility. This means that for four weeks during the fall semester of the Internship and four weeks during the spring semester of the Internship the Intern has the full responsibility of leading the planning for and teaching the whole school day as if the Intern were the regular classroom teacher. Co-teaching with the Mentor is a viable option for the Intern during the lead teaching experience; however, the Intern should totally lead the planning and implementation of the lessons. The Intern will assume all other responsibilities that the teacher has during this time. Upon completion of the lead-teaching assignment, all Interns will be expected to continue teaching, co-teaching, and assisting in their assigned classrooms. Candidates are expected to continue to teach at least half the day (three class periods at high school) after the lead teaching period.

* Please note: If an Intern is:
- Seeking the Dual GT/EC-6 certificate they will follow the requirements on page 42; or
- Participating in a teaching abroad or private school experience during the fall semester, he/she may work with the Intern Supervisor and Mentor Teacher to arrange the lead teaching schedule so that he/she completes four weeks of lead teaching during the fall semester and four weeks of lead teaching during the spring semester.

STAAR

Teaching Associates and Interns will be informed of their responsibilities on these dates by either their University Liaison (for Teaching Associates) or their Intern Supervisor.

Intern Seminars

1. The Intern is required to attend a regularly scheduled two-hour seminar each week. Seminar content will address PPR topics, campus-specific topics, and other topics as needed.
2. All Interns will participate in common seminars scheduled by the Office of Professional Practice. Dates and topics for these common seminars are included in the Intern calendar.
3. Interns seeking GT certification will attend weekly seminars facilitated by their assigned Intern Supervisors who will be faculty certified in both EC-6 Core Subjects and GT education.
4. BU faculty who coordinate EC-12 PE, Special Education, ESL, or GT certificates will communicate schedules of seminars and special events before the semester begins with the University Liaisons and the Site-Based Coordinators on the Interns' assigned campuses. Throughout the year, any changes in this schedule will be communicated in a timely manner.

Supplemental/Dual Certificate Requirements

Dual GT/EC-6 Certification

GT interns will be placed with GT-certified Mentor Teachers who have identified GT students in their classroom. They will teach GT students and non-identified students during their intern experience.

TAs who are seeking a GT/EC-6 dual certificate will need to pass the official PPR and the EC-6 Core Subjects TExES test by August 1st of their Intern year.

Elementary candidates pursuing a GT/EC-6 dual certificate will teach both identified GT students and non-identified students during their TA experience.

<u>TA Expectations</u>

1. TAs will teach 3-4 hours/week distributed over 3-4 days/week for a minimum of 10 weeks/semester.
2. TAs will have consistent contact with one or more groups of students. The groups will contain GT and/or academically advanced students.
3. Regularly scheduled seminars will be held with a dually certified faculty member. The length of time for the seminar will be decided by the dual certificate team.
4. Feedback from university faculty and CIs will be included in the TA time in schools.
5. Planning time with university faculty and CIs will be included in the TA time in schools.
6. TAs will take the diagnostic PPR during the fall semester and the diagnostic EC-6 Core Subjects TExES tests during spring semester.

EC-6/Special Education Supplemental

TA Expectations

1. Teaching Associates pursuing an EC-6/Special Education dual certificate will teach identified special education students and EC-6 general education students during the TA year.

2. Teaching Associates will teach 4-8 hours weekly distributed over 2-4 days for a minimum of 9 weeks per semester.

3. Teaching Associates will teach special education students and general education students in a variety of settings and approaches including, but not limited to, co-teaching, inclusion, and tutoring.

4. Teaching Associates will teach content curriculum including, but not limited to, math, social studies, science and/or English language arts/reading.

5. The course will include a regularly scheduled seminar.

6. Planning time with university faculty and CIs will be included in the Teaching Associate experience.

7. Teaching Associates will take the TExES Diagnostic EC-12 PPR exam during the Fall semester and the TExES Diagnostic EC-6 Core Subjects exam during the Spring semester.

8. Teaching Associates must take the official EC-12 PPR exam by May 31st of their Teaching Associate year in order to advance to Internship.

Special Education EC-12

TA Expectations

1. Teaching Associates will teach 4-8 hours weekly distributed over 2-4 days for a minimum of 9 weeks per semester.

2. In the Fall, Teaching Associates will teach special education students and general education students weekly in a variety of settings and approaches including, but not limited to, co-teaching, inclusion, and tutoring.

3. In the Spring, Teaching Associates will teach special education students in a self-contained special education classroom.

4. In the fall, Teaching Associates will teach content curriculum including, but not limited to, math, social studies, science and/or English language arts/reading.

5. In the Spring, Teaching Associates will teach life skills and functional academic curriculum.

6. The course will include a regularly scheduled seminar.

7. Planning time with university faculty and CIs will be made available during the Teaching Associate semester.

8. Teaching Associates will take the TExES Diagnostic EC-12 PPR exam during the Fall semester and the TExES Diagnostic Special Education exam during the Spring semester.

9. Teaching Associates must take the official EC-12 PPR exam by May 31st of their Teaching Associate year in order to advance to Internship.

English as a Second Language (ESL)

Interns who are seeking the English as a Second Language supplemental certification will work with ESL students on their assigned campus. They will have the opportunity to collaborate with ESL certified teachers as much as possible.

ESL Supplemental Intern Requirements

1. **Document in your Class Background Study in TK20 whether or not you have ESL students in your classroom. If you have ESL students in your class, you will work with those students for your ESL requirement.**

2. If you do not have ESL students indicated on the Class Background Study consult with the Intern Supervisor and Mentor Teacher to determine what teaching experiences with ESL students will be arranged. The minimum time requirement is 18 contact hours teaching ESL students. The Intern should complete the ESL field experience in the first semester of the Intern year. **The 18 hours with ESL students must be teaching hours, not observations and will be documented in TK20.**

3. Take and pass the ESL diagnostic exam. (See schedule from OPP)

4. **Take and pass the ESL Supplemental TExES (154) before you begin the second semester of the Intern year.***

5. **Demonstrate knowledge and application of ESL methods and principles through EBSA entries with evidence as indicated below. ESL EBSA entries should be completed by the end of the first semester of the Intern year.**

    - Benchmarks 1, 2, 3, 4, and 5 should explicitly show support for ESL students through the use of the English Language Proficiency Standards TEKS and sheltered instruction methods such as the SIOP® model.

    - Other benchmarks should demonstrate support for ELs as much as possible.

6. Attend required ESL Supplemental Intern seminars.

Note: Both the PPR and Content TExES for your initial certification must be passed before taking the official ESL Supplemental TExES (154).

*ESL Supplemental Certification Program Director, Rick Strot, is available for consultation, review of teaching videos, or observations. .Rick_Strot@baylor.edu or 254-717-0214.

Observations of Interns

1. Formal observations* will be conducted each semester by the Intern Supervisor and recorded electronically in TK20 on the Candidate Visitation Report (Appendix C). Texas Administrative Code (TAC 228.35(g)) requires
   - an individualized pre-observation conference with the candidate prior to each formal observation;
   - that each formal observation must be a minimum of 45 minutes in duration;
   - that instructional practices observed must be documented;
   - written feedback through an interactive post-conference with the candidate that must be provided within one week; and,
   - that a copy of the written feedback must be provided to the candidate's Mentor Teacher.
2. Final conferences will be documented on the Professional Practice Evaluation Form (Appendix D). These forms will be submitted electronically in TK20 by established deadlines (Appendix A).
3. PDS team members will make frequent informal observations. The observer will provide immediate feedback to the Intern.

Observations of Teaching Associates

1. Two formal observations* will be conducted each semester on the Candidate Visitation Report (Appendix C). These observations are to be done by the Resident Faculty, Clinical Instructor, University Liaison, and/or Site-Based Coordinator. These forms will be submitted in TK20 by the end of each semester.
2. An end-of-semester conference must be held and documented using the Professional Practice Evaluation Form (Appendix D). These forms will be submitted in TK20 by the end of each semester.
3. Informal observations and conferences should be conducted as needed and documentation maintained. These forms will be submitted electronically in TK20 by the end of each semester.
4. The Teaching Associate is responsible for the Class Background Study (Appendix I) once each semester. Due date will be determined by the Professor of Record.

*What constitutes a *formal observation?*
✓ Includes a pre-observation conference documented on the Candidate Visitation Form
✓ includes feedback (opportunity for verbal dialogue between observer and candidate within one week of observation)
✓ Produces written documentation
✓ Covers ENTIRE lesson (from beginning to end of activity for which candidate is responsible, at least 45 minutes)
✓ Relates to course grade

Intern Grade Components

The Intern's grade will be based on the following minimum elements. The PDS faculty may add additional elements identified in the course syllabus.
1. The Intern's performance on all benchmarks and identified characteristics as documented in weekly formal or informal assessments (checklists, ratings, rubrics, etc.)
2. The Intern's ability to modify instruction based on continuous assessment of student progress. Each campus may develop and/or select rubrics/checklists and use these instruments to monitor student progress
3. The Intern's ability to monitor student engagement in the learning task. Each campus may develop and/or select rubrics/checklists and use these instruments to monitor student engagement
4. The Intern's performance in the classroom as documented in feedback provided by PDS/Partner School faculty during formal and informal observations
5. The Intern's professionalism as defined by district/campus policies, as expressed in program benchmarks, and as agreed to in the Intern commitment form (page 61)

Note: The Intern must earn at least a "B" (3.0) in both courses of the 1st semester of the Internship to proceed to the 2nd semester.

Responsibility for Intern Grades

The Intern Supervisor is responsible for supervising Interns on campuses to which they are assigned and is also responsible for maintaining Intern grades.

PDS/Partner School Responsibilities

PDS/Partner School Principal Responsibilities

1. Create a welcoming environment for teacher candidates and PDS/Partner school personnel.
2. Understand and advocate for the Professional Development School philosophy and advocate for PDS/Partner school goals to be aligned with campus goals.
3. Manage the PDS/Partner school funds gathering input from CDMC.
4. Include PDS/Partner school personnel in the CDMC.
5. Support the PDS/Partner school professional development efforts.
6. Invite PDS/Partner school personnel to participate in staff interviews.
7. Collaborate with the University Liaison to interview and recommend for hiring a Site Coordinator.
8. Conduct, in cooperation with the University Liaison, an annual appraisal of the Site Coordinator related to PDS/Partner school responsibilities.
9. Meet regularly, and as needed, with PDS/Partner school personnel.
10. Help identify quality placements (Mentors and Clinical Instructors) for candidates.
11. Encourage creative and flexible scheduling to accommodate the needs of all participants.
12. Participate in an annual PDS/Partner school evaluation and include PDS/Partner school issues in the Campus Improvement Plan (CIP).
13. Identify space for PDS/Partner school activities.

Clinical Instructor Responsibilities

The role of the Clinical Instructor should include, but not be limited to the following:
1. Serve as a role model and coach to provide opportunities for the Teaching Associate(s) in planning, preparing, teaching, and assessing students.
2. Support the Teaching Associate(s) in making the transition from candidate to teacher by clearly sharing authority from the beginning of the semester and in modeling appropriate classroom management strategies.
3. Accept primary responsibility for classroom supervision and evaluation of the Teaching Associate.
4. Initiate co-teaching models with the Teaching Associate(s) as required.
5. Schedule and participate in weekly planning/feedback conferences with Teaching Associate(s).
6. Provide written feedback.
7. Participate in summative evaluations of Teaching Associate(s).
8. Contact the University Liaison should concerns arise.
9. Provide input to Baylor faculty about the Teaching Associates' final grades.

Resident Faculty Responsibilities

The role of the Resident Faculty should include, but not be limited to, the following:
1. Assume collaborative responsibility for Teaching Associate supervision.
2. Work with University Liaison to provide orientation for Instructors and Teaching Associates.
3. Provide instruction in course content areas.
4. Observe classroom instruction and provide written feedback.
5. Conduct bi-monthly conferences with Teaching Associates.
6. Participate in summative evaluations as needed.
7. Consult regularly with PDS and Partner teams.

University Liaison Responsibility (Elementary & Middle School)

The role of the University Liaison should include, but not be limited to, the following:
1. Maintain high level of communication between the University and PDS.
2. In collaboration with Site Coordinator, provide recommendations about candidate placements to Office of Professional Practice (OPP).
3. Provide orientation, with Site Coordinator, for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility, with Site Coordinator, Resident Faculty, and Clinical Instructor, for supervision of Teaching Associates.
5. Conference with Teaching Associates and Clinical Instructors.
6. Observe Teaching Associates informally on a regular basis and formally, as needed by the PDS team.
7. Schedule and participate in midterm and summative evaluations with Clinical Instructor, Site Coordinator, Resident Faculty, and Teaching Associates.
8. Communicate continuously with the Clinical Instructor about the Teaching Associates' schedules and responsibilities.
9. Determine Teaching Associate's final grade with input from Clinical Instructor, Site Coordinator, and Resident Faculty.
10. Co-chair, with Site Coordinator, the monthly campus PDS Steering Committee meeting.
11. Monitor resources required at the PDS.
12. Inform the Campus Decision Making Council of PDS activities monthly.
13. Schedule, with Site Coordinator, all field-based experiences at the PDS, including experiences for Novice groups.
14. Coordinate the assessment of the effectiveness of the PDS experience on the assigned campus.
15. Attend PEF meetings and campus faculty meetings as needed.
16. Attend PDS Coordinating Council meetings.
17. Monitor adherence to the PDS Standards during partnership experiences.

University Liaison Responsibilities (Secondary)

The role of the University Liaison should include, but not be limited to, the following:

1. Maintain high level of communication between the University and PDS.
2. In collaboration with Site Coordinator, provide recommendations about candidate placements to Office of Professional Practice.
3. Provide orientation, with Site Coordinator, for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility, with Site Coordinator, Resident Faculty, and Clinical Instructor, for supervision of Teaching Associates.
5. Conference with Teaching Associates and Clinical Instructors.
6. Observe Teaching Associates informally on a regular basis and formally, as needed by the PDS team.
7. Schedule and participate in midterm and summative evaluations with Clinical Instructor, Site Coordinator, Resident Faculty, and Teaching Associates.
8. Communicate continuously with the Clinical Instructor about the Teaching Associates' schedules and responsibilities.
9. Monitor resources required at the PDS.
10. Schedule, with Site Coordinator, all field-based experiences at the PDS, including experiences for Novice groups.
11. Coordinate the assessment of the effectiveness of the PDS experience on the assigned campus.
12. Attend PEF meetings and campus faculty meetings as needed.
13. Attend PDS Coordinating Council meetings.
14. Monitor adherence to the PDS Standards during partnership experiences.

Site Coordinator Responsibilities (Elementary)

Candidate development is a shared responsibility of all PDS faculty and staff.
1. Maintain high level of communication between the Professional Development School (campus) and university personnel.
2. Collaborate with the University Liaison to provide recommendations about candidate placements to the Office of Professional Practice (OPP).
3. Work with the University Liaison to provide orientation for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility with the University Liaison, Resident Faculty, Clinical Instructors, and Mentors, for supervision of Teaching Associates and Interns.
5. Conference with Teaching Associates, Clinical Instructors, Interns, and Mentors.
6. Observe Teaching Associates and Interns informally on a regular basis and formally as needed by the PDS team. Document observations on the approved forms.
7. Work with the University Liaison to schedule and participate in summative evaluations with Clinical Instructors, Resident Faculty, Mentors, and candidates when requested.
8. Communicate regularly with the Clinical Instructors about the Teaching Associates' schedules and responsibilities.
9. Co-chair the monthly PDS Steering Committee meeting (if the Steering Committee responsibilities have not been assigned to the CDMC).
10. Inform the Campus Decision Making Council of PDS activities at regularly scheduled CDMC meetings.
11. Schedule, with University Liaison and campus Principal, all field-based experiences at the PDS, including experiences for Novice groups.
12. Participate in the assessment of effectiveness of the PDS experience on the assigned campus.
13. Attend campus faculty meetings and Professional Education Faculty (PEF) meetings at Baylor University as needed.
14. Attend PDS Coordinating Council meetings.
15. Monitor adherence to the PDS Standards during partnership experiences.

Site Coordinator Responsibilities (Middle and Secondary)

Candidate development is a shared responsibility of all PDS faculty and staff.
1. Maintain high level of communication between the Professional Development School (campus) and university personnel.
2. Collaborate with the University Liaison to provide recommendations about candidate placements to the Office of Professional Practice (OPP).
3. Work with the University Liaison to provide orientation for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility with the University Liaison, Resident Faculty, Clinical Instructors, and Mentors, for supervision of Teaching Associates and Interns.
5. Conference with Teaching Associates, Clinical Instructors, Interns, and Mentors.
6. Observe Teaching Associates and Interns informally on a regular basis and formally as needed by the PDS team. Document observations on the approved forms.
7. Work with the University Liaison to schedule and participate in midterm and summative evaluations with Clinical Instructors, Resident Faculty, Mentors, and candidates when requested.
8. Communicate regularly with the Clinical Instructors about the Teaching Associates' schedules and responsibilities.
9. Co-chair the monthly PDS Steering Committee meeting (if the Steering Committee responsibilities have not been assigned to the CDMC).
10. Inform the Campus Decision Making Council of PDS activities at regularly scheduled CDMC meetings.
11. Schedule, with University Liaison and campus Principal, all field-based experiences at the PDS, including experiences for Novice groups.
12. Participate in the assessment of effectiveness of the PDS experience on the assigned campus.
13. Attend campus faculty meetings and Professional Education Faculty (PEF) meetings at Baylor University as needed.
14. Attend PDS Coordinating Council meetings.
15. Monitor adherence to the PDS Standards during partnership experiences.

PDS Commitment Forms

PDS Teaching Associate Commitment 2021-2022

I, the undersigned, commit to full participation in the following ways:

1. **Maintaining the academic requirements for the Internship, including a 2.75 overall GPA, a 2.75 GPA in all required subcategories of my degree plan, and a "B" (3.0) each semester in TED 3335, 3342, 3362, 3370, 36X0, 36X1, 338X (with the exception of TED 3380), 339X, 4336. EDP 3650, 3660, 3362, or 3379.**

2. Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth. I understand that professional behaviors include, but are not limited to:
a. dressing in an appropriate manner that adheres to campus dress code guidelines;
b. completing assigned work on time in accordance with assignment expectations;
c. complying with the absence and tardy policy as outlined in the handbook;
d. being prepared to fulfill my responsibilities as assigned, requested, and implied;
e. treating all personnel, students, and parents with respect;
f. being familiar with relevant campus and district policies;
g. maintaining a positive and professional demeanor; and
h. practicing professional ethics and maintaining confidentiality.

3. Engaging in self-learning and self-improvement. For example, I will ask questions, seek   information, be open to ideas and suggestions, keep my defenses down, and learn to recognize and state my own strengths as well as areas in which I need to improve.
4. Believing that an effective teacher is constantly in the process of "becoming" more effective.
5. Believing that all children can learn.
6. Believing that all participants in the PDS TA experience (including Clinical Instructors, support staff, Resident Faculty, teacher education candidates, and students) will be both teachers and learners.
7. Understanding that this program is developmental and focuses on continual improvement.
8. Participating in program improvement and research. I agree to participate in the evaluation of the program to provide information and data important to the evaluation process. I agree to be audio and/or videotaped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or classes at conferences and at workshops.

I understand that I will not move forward in the program if I fail to meet the "Decision Points" in Teacher Education Program. I have read and understand the candidate appeals process.

_____   _____

TA Name (Printed)   E-mail Address

_____   _____

TA Signature   Date

Cell Phone #_____

Clinical Instructor Commitment 2021-2022

I, the undersigned, commit to the following:

1. Fully participating in the PDS Program
2. Modeling professionalism. I will exhibit the behaviors of a professional educator who is committed to teaching to the individual needs of learners in the classroom and to my own personal and professional growth. Professional behaviors include, but are not limited to:

a. Modeling and maintaining a positive attitude
b. Planning, providing support and giving feedback to the candidate through formal observations, verbal comments, reflection journals and other methods to develop teaching skills
c. Treating all personnel with respect, practicing professional ethics and maintaining confidentiality
d. Working cooperatively with the Site Coordinator and University Liaison at fully staffed PDS sites.
e. Participating in research endeavors including action research with Baylor Teaching Associates and attending training sessions designated for Clinical Instructors.
f. Allowing candidates time to teach my students as outlined in the program and evaluating them using benchmarks and the mentoring process in a timely manner

_____   _____
Teacher Name (printed)   E-mail address

_____   _____
Cell Phone   Grade Level/Subject(s) Teaching

_____   _____
Campus   District

_____   _____
Teacher Signature   Date

PDS Intern Commitment 2021-2022

I, the undersigned, commit to full participation in the Internship in the following ways:

1.   Maintaining the academic requirements for the Internship, including a 2.75 overall GPA, a 2.75 GPA in all required subcategories of my degree plan, and a "B" (3.0) each semester in TED 46X0, 44X1, 46X2, 46X3, EDP 46X0, 46X1, 46X2, and 46X3. Earning at least a "B" (3.0) in both portions of the 1st semester of the Internship to proceed to the 2nd semester.

2.   Attending and successfully completing Adult CPR/First Aid Training seminars prior to the beginning of my Internship.

3.   Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth. I understand that professional behaviors include, but are not limited to:

a.   dressing in an appropriate manner that adheres to campus dress code guidelines;
b.   completing assigned work on time in accordance with assignment expectations;
c.   complying with the absence and tardy policy as outlined in the handbook;
d.   being prepared to fulfill my responsibilities as assigned, requested, and implied;
e.   treating all personnel, students, and parents with respect;
f.   being familiar with all campus and district policies;
g.   attending all faculty, planning, and other relevant campus meetings;
h.   participating in school events beyond the regular school-day hours;
i.   maintaining a positive and professional demeanor throughout the school day;
j.   practicing professional ethics and maintaining confidentiality; and
k.   meeting all district health and legal requirements.

4.   Engaging in self-learning and self-improvement. For example, I will ask questions, seek information, be open to ideas and suggestions, keep my defenses down, and learn to recognize and state my own strengths as well as areas in which I need to improve.

5.   Believing that an effective teacher is constantly in the process of "becoming" more effective.

6.   Believing that all children can learn.

7.   Believing that all participants in the PDS Internship (including Mentor Teachers, support staff, Resident Faculty, teacher education candidates, and students) will be both teachers and learners.

8.   Understanding that this program is developmental and focuses on continual improvement.

9.   Participating in program improvement and research. I agree to participate in the evaluation of the program to provide information and data important to the evaluation process. I agree to be audio and/or videotaped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or classes at conferences and at workshops.

10.   Understanding that candidate membership in one of the professional teacher organizations that includes professional educator liability insurance is highly recommended. In the absence of such a membership, I understand that liability insurance through a private insurance carrier is also an option and is highly recommended.

11.   Attending the initial teacher workday at the beginning of the Fall Semester, arriving at school in the mornings at the time required of teachers, and staying on campus throughout the day as required of teachers.

I understand that I will not move forward in the program if I fail to meet the "Decision Points" in Teacher Education Program. I have read and understand the candidate appeals process.

_____   _____
Intern Name (Printed)   E-mail Address

_____   _____
Intern Signature   Date

Home Phone # _____   Cell Phone #_____

Mentor Commitment 2021-2022

I, the undersigned, commit to the following:

1. Fully participating in the PDS Program
2. Modeling professionalism. I will exhibit the behaviors of a professional educator who is committed to teaching to the individual needs of learners in the classroom and to my own personal and professional growth. Professional behaviors include, but are not limited to:

a. Modeling and maintaining a positive attitude
b. Planning, providing support and giving feedback to the candidate through formal observations, verbal comments, reflection journals and other methods to develop teaching skills
c. Treating all personnel with respect, practicing professional ethics and maintaining confidentiality
d. Working cooperatively with the Site Coordinator and University Liaison at fully staffed PDS sites.
e. Participating in research endeavors including action research with Baylor Teaching Associates and Interns that reflect best practices and attending training sessions designated for Clinical Instructors and Mentor Teachers as well as the Spring Research Symposium.
f. Allowing candidates time to teach my students as outlined in the program and evaluating them using benchmarks and the mentoring process in a timely manner
g. Attending Co-teach training and working with candidates using co-teach strategies including:

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental
- Alternative
- Team Teaching

_____   _____
Teacher Name (printed)   E-mail address

_____   _____
Cell Phone   Grade Level/Subject(s) Teaching

_____   _____
Campus   District

_____   _____
Teacher Signature   Date

Professional Information

Personnel Definitions

Clinical Faculty

Clinical Instructor – A school-based teacher who works in conjunction with Resident Faculty members to implement field-based instruction by modeling classroom practices that support benchmark expectations for teacher education candidates. Responsibilities include observing and coaching candidates. Teaching Associates co-teach with Clinical Instructors in PDSs.

Mentor Teacher – A school-based teacher in a PDS who is the supervising teacher for an Intern. The Mentor Teacher models classroom practices that support the benchmark expectations for Interns. Responsibilities include co-planning, co-teaching, and observing/conferencing with the Intern. An Intern Supervisor collaborates with the Mentor Teacher on deciding the Intern's readiness for increased responsibilities and on the Intern's evaluations and final grades.

Site Coordinator – A school-based representative with primary responsibility for the teacher education candidates in the PDS. He/she performs such functions as facilitating placements of candidates, supporting candidates, Clinical Instructors, and Mentor Teachers, helping with the supervision of candidates and the Site Coordinator may co-teach courses in collaboration with university-based faculty. Responsibilities include observing and conferencing with candidates when applicable.

University Faculty

Director of Professional Practice - The university-based representative who supports the work of all PDSs in the partnership and fosters the development of new PDS partnerships. Responsibilities include serving as the Baylor liaison between the university and school districts in partnership activities, as well as the facilitation of candidate field placements and the design and implementation of Memorandums of Understanding.

Intern Supervisor – The Intern Supervisor is a university-based representative who supervises candidates during the year-long Internship. Responsibilities include planning and implementing, providing feedback, observing and conferencing with candidates and determining final course grades.

The Resident Faculty Member – A university-based representative who teaches field-based courses and supervises candidates as they instruct students at the PDS and partner school sites.

University Liaison – A university-based representative who has primary responsibility for facilitating communication between the University and the PDS campus. The University Liaison works with the Site-Based Coordinator to facilitate placement and supervision of candidates, teaches site-based courses (at the EC-6 and 4-8 levels), participates in professional development initiatives on site, and is a member of the Campus Decision Making Committee. Responsibilities include observing and conferencing with candidates.

PDS Community

Campus Decision Making Committee (CDMC – A campus committee that is composed of faculty, community members, and the Baylor University Liaison for the PDS. This committee provides guidance for the activities and events on that particular campus.

Coordinating Council – A guiding council that is composed of Site-Based Coordinators, University Liaisons, administrative representatives, and partnership liaisons from both institutions. Its purpose is to coordinate the activities where all schools are involved and to provide leadership for the program. It is co-chaired by the Director of Professional Practice and the partnership liaisons from Waco ISD and Midway ISD.

Steering Committee (campus) – PDS steering committees may be stand alone committees that provide PDS information to members of the CDMC or may be part of the CDMC itself.

District Information

Waco ISD Information [provided courtesy of Waco ISD]

[Waco ISD District Map](#)

[Waco ISD District Calendar](#)

[Waco ISD Policy Manual](#)

[Waco ISD Sexual Harassment Information](#)

Connally ISD Information [provided courtesy of Connally ISD]

[Connally ISD Map](#)

[Connally ISD District Calendar](#)

[Connally ISD District Policy Manual](#)

[Connally ISD District Employee Handbook](#)

[Connally ISD Sexual Harassment Information](#)

Midway ISD Information [provided courtesy of Midway ISD]

[Midway ISD District Map](#)

[Midway ISD District Calendar](#)

[Midway ISD District Policy Manual](#)

[Midway ISD District Employee Handbook](#)

[Midway ISD Sexual Harassment Information](#)

Robinson ISD Information [provided courtesy of Robinson ISD]

[Robinson ISD Map](#)

[Robinson ISD District Calendar](#)

[Robinson ISD District Policy Manual](#)

[Robinson ISD District Employee Handbook](#)

Glossary

Assessments – the techniques to analyze candidate and student accomplishments against specific goals and criteria including paper-pencil tests, exhibits, interviews, surveys, and observations. Good assessment requires a balance of techniques because each technique is limited and prone to error.

Candidates – individuals admitted to or enrolled in programs for the initial or advanced preparation of teachers and other professional educators.

Clinical Practice – candidates' intensive, long-term school experience in a PDS. Cohorts of candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the instructional and school-based professional roles for which they are preparing. Mentoring and supervision are provided to candidates collaboratively by university and school faculty.

Co-teaching – two teachers working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. *Copyright 2015, The Academy for Co-Teaching and Collaboration at St. Cloud State University & TWH Consulting.*

Dispositions – the values, commitments, and professional ethics that influence practices and behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as, the educator's own professional growth. Dispositions are guided by knowledge bases, beliefs, and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Diversity – differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and the geographic region in which they live.

Equity – the commitment of PDS partnership to developing the professional skills, knowledge, and dispositions associated with providing equitable opportunities to learn for all students including those in underserved, economically disadvantaged schools.

Field Experiences – a variety of early and on-going field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences occur in off-campus settings such as schools, community centers, museums, or homeless shelters, as well as in PDS and Partner Schools.

Inquiry – the collaboration of PDS partners engaging in examining and assessing their practices and the outcomes achieved by studying phenomena directly related to the teaching/learning process; PDS partners and candidates monitor their own work in order to improve their performance. Participants raise specific questions, seek to answer them systematically, use their findings to inform practice, and relate their findings to others. PDS inquiry supports change at the individual, the classroom, and the institutional level. The Interstate New Teacher Assessment and Support Consortium (NTASC), is a project of the Council of the Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. The criteria are knowledge bases, empirical research, disciplined inquiry, informed theory, and the wisdom of practice undergirds the practice in a professional development school partnership.

Multiple School PDS Partnership – a PDS partnership in which more than one P–12 school participates. The partnership exists among all the PDSs and a professional education unit. All members of a multiple school PDS Partnership share goals, policies, and expectations for outcomes. Together they form a learning community, collaborate among the multiple sites, have common mechanisms for accountability and quality assurance, and are committed to diversity and equity. The multiple school PDS partnership has developed roles, structures, and resources appropriate to its mission. Sites in a multiple school PDS partnership are engaged in common PDS work.

The National Board for Professional Teacher Standards (NBPTS) – an organization of teachers and other educators that have developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

Other Professional Personnel - educators who provide professional services other than teaching in schools and the university. They include, but are not limited to, principals, reading specialists, and supervisors, school library media specialists, school psychologists, school superintendents, instructional technology specialists, deans, associate deans, and department chairs.

Partner Schools – P–12 schools that are a part of the PDS partnership's extended community but are not themselves PDSs.

Professional Development School (PDS) – a P–12 school, or schools, in partnership with a professional education unit with a mission to prepare new teachers and other educators, support professional development, support inquiry directed at the improvement of professional practice, and improve student learning.

PDS Agreement – an agreement which commits the P–12 school or schools, school district, teacher union or professional education association, the professional education unit, and university to the mission of a PDS partnership.

PDS Partnership – a special relationship between a professional education unit in a college or university and a P–12 school or schools whose purpose is to support the preparation of new teachers and other educators, professional development, inquiry directed at the improvement of professional practice, and improved student learning in the context of PDSs and the professional education unit. The PDS partnership includes other partner institutions, specifically, i.e., the university, the school district, and the professional education association or teacher union.

PDS Partner Institutions – the institutions that are party to the PDS Partnership agreement (i.e. professional education unit, university, school(s), school district, teacher union or professional education association).

PDS Participants – PDS partners, candidates, students in the PDS(s), and other members of the PDS partnership extended community (arts and sciences faculty, parents and families, members of the community).

PDS Staff – staff and university faculty and other professional personnel with principal responsibility for carrying out the work of the PDS Partnership. School faculty are licensed in the fields they teach or supervise.

PDS Work – professional work undertaken by PDS partners and candidates that simultaneously focuses on meeting students' needs and supporting the learning of faculty and candidates. Such work is characterized by collaboration, inquiry, accountability, and learning in the context of practice.

Standards – a unique role that PDSs have in the preparation and development of professionals and school reform. Dedicated to the support of good teaching and learning, they serve as "standards bearing institutions" - committed to implementing professional standards for teachers, curriculum content standards, student learning standards, and school and university standards.

Appendices

Appendix A: Due Dates for TK20 (Interns)

Appendix B: Absence Documentation Form

Appendix C: Candidate Visitation Report (Assessment)

Appendix D: Professional Practice Evaluation Forms (Preliminary & Summative for Interns & Teaching Associates)

Appendix E: Feedback on Professional Development and Communication (Assessment)

Appendix F: Candidate/Student Interactions

Appendix G: Candidate Engagement

Appendix H: Observation of Questioning Techniques

Appendix I: Class Background Study

Appendix J: ESL Documentation Record

Appendix K: Electronic Benchmark Sefl-Assessment (EBSA) Rubric

Appendix L: Rubric for Assessing TED Benchmarks

Appendix A – Due Dates for TK20 (Interns)

Fall 2021 Due Dates to OPP for <u>First Semester Year-Long Interns</u> in Midway ISD

Item	Due Date	Completed
August - Feedback on Professional Development and Communication	September 3rd	
September - Feedback on Professional Development and Communication	October 1st	
1st Formal Observation by Intern Supervisor **(done between 8/17/21 - 10/13/21)**	October 13th	
October - Feedback on Professional Development and Communication	November 5th	
2nd Formal Observation by Intern Supervisor **(done between 10/14/21 – 11/18/21)** PPEF Class Background Study by all candidates seeking ESL or ESL documentation of hours in TK20 November - Feedback on Professional Development and Communication	November 18th	
EBSA Assessment	December 13th	

If candidates are going abroad in November observation dates are as follows:
1st observation – Due September 27th
2nd observation – Due November 9th

Fall 2021 Due Date for <u>2nd Semester (Off-Cycle) Interns</u> in Midway ISD

Item	Due Date	Completed
August - Feedback on Professional Development and Communication	September 3rd	
1st Formal Observation by Intern Supervisor **(done between 8/17/21- 9/22/21)**	September 22nd	
September - Feedback on Professional Development and Communication	October 1st	
2nd Formal Observation by Intern Supervisor **(done between 9/23/21 – 11/1/21)**	November 1st	
October - Feedback on Professional Development and Communication	November 5th	
3rd Formal Observation by Intern Supervisor **(done between 11/2/21 – 11/18/21)** PPEF Class Background Study by all candidates seeking ESL or ESL documentation of hours in TK20 November - Feedback on Professional Development and Communication	November 18th	
EBSA Assessment on	December 13th	

If candidates are going abroad in November observation dates are as follows:
1st observation – Due September 13th , 2nd observation – Due October 7th, 3rd observation – Due November 9th

Fall 2021 Due Date <u>One Semester Interns</u> in All Districts

Item	Due Date	Completed
August - Feedback on Professional Development and Communication	September 3rd	
1st Formal Observation by Intern Supervisor **(done between first day of class in district - 9/22/21)**	September 22nd	
September - Feedback on Professional Development and Communication	October 1st	
2nd Formal Observation by Intern Supervisor **(done between 9/23/21 – 11/1/21)**	November 1st	
October - Feedback on Professional Development and Communication	November 5th	
November - Feedback on Professional Development and Communication	December 3rd	
3rd Formal Observation by Intern Supervisor **(done between 11/2/21 – 12/14/21)** PPEF	December 14th	
EBSA Assessment	December 13th	

Fall 2021 Due Dates to OPP for <u>First Semester Year-Long Interns</u> in Waco & Robinson ISDs

Item	Due Date	Completed
August - Feedback on Professional Development and Communication	September 3rd	
September - Feedback on Professional Development and Communication	October 1st	
1st Formal Observation by Intern Supervisor **(done between 8/23/21- 10/5/21)**	October 5th	
October - Feedback on Professional Development and Communication	November 5th	
2nd Formal Observation by Intern Supervisor **(done between 10/6/21 – 11/18/21)** PPEF Class Background Study by all candidates seeking ESL or ESL documentation of hours in TK20 November - Feedback on Professional Development and Communication	November 18th	
EBSA Assessment	December 13th	

If candidates are going abroad in November observation dates are as follows:
1st observation – Due September 29th
2nd observation – Due November 9th

Fall 2021 Due Date for <u>2nd Semester (Off-Cycle)</u> Interns in Waco and Robinson ISDs

Item	Due Date	Completed
August - Feedback on Professional Development and Communication	September 3rd	
1st Formal Observation by Intern Supervisor **(done between 8/23/21- 9/21/21)**	September 21st	
September - Feedback on Professional Development and Communication	October 1st	
2nd Formal Observation by Intern Supervisor **(done between 9/22/21 – 10/18/21)**	October 18th	
October - Feedback on Professional Development and Communication	November 5th	
3rd Formal Observation by Intern Supervisor **(done between 10/19/21 – 11/18/21)** PPEF Class Background Study by all candidates seeking ESL or ESL documentation of hours November - Feedback on Professional Development and Communication	November 18th	
EBSA Assessment on	December 13th	

If candidates are going abroad in November observation dates are as follows:
1st observation – Due September 16th , 2nd observation – Due October 13th, 3rd observation – Due November 9th

Spring 2022 Due Dates to OPP for <u>2nd Semester Year Long Interns</u>

Item	Due Date	Completed
January - Feedback on Professional Development and Communication	January 28th	
1st Formal Observation by Intern Supervisor **(done between 1/18/22 – 2/14/22)**	February 14th	
Action Research Proposal	February 7th	
February - Feedback on Professional Development and Communication	February 25th	
Action Research Synopsis	March 21st	
2nd Formal Observation by Intern Supervisor **(done between 2/15/22 – 3/22/22)**	March 22nd	
Words of Wisdom and Candidate Photos for Symposium	March 24th	
Final Synopsis due by Intern Supervisor to OPP	March 19th	
March - Feedback on Professional Development and Communication	April 1st	
3rd Formal Observation by Intern Supervisor **(done between 3/23/22 – 4/21/22)** PPEF April - Feedback on Professional Development and Communication	April 21st	
EBSA Assessment	May 6th	

Spring 2022 Due Dates to OPP for <u>One Semester Interns</u>

Item	Due Date	Completed
January - Feedback on Professional Development and Communication	January 28th	
1st Formal Observation by Intern Supervisor **(done between 1/4/22 – 2/8/22)**	February 8th	
Action Research Proposal	February 10th	
February - Feedback on Professional Development and Communication	February 25th	
Action Research Synopsis	March 21st	
Words of Wisdom and Candidate Photos for Symposium	March 24th	
2nd Formal Observation by Intern Supervisor **(done between 2/9/22 – 3/23/22**	March 23rd	
March - Feedback on Professional Development and Communication	April 1st	
April - Feedback on Professional Development and Communication	May 1st	
3rd Formal Observation by Intern Supervisor **(done between 3/24/22 – 5/3/22)** PPEF Class Background Study by all candidates seeking ESL or ESL documentation of hours	May 3rd	
EBSA Assessment	May 6th	

Spring 2022 Due Dates to OPP for <u>1st Semester (Off-Cycle) Interns</u>

Item	Due Date	Completed
January - Feedback on Professional Development and Communication	January 28th	
Action Research Proposal	February 8th	
February - Feedback on Professional Development and Communication	February 25th	
1st Formal Observation by Intern Supervisor **(done between 1/11/22 – 3/1/22)**	March 1st	
Action Research Synopsis	March 21st	
Words of Wisdom and Candidate Photos for Symposium	March 24th	
March - Feedback on Professional Development and Communication	April 1st	
2nd Formal Observation by Intern Supervisor **(done between 3/2/22 – 4/21/22)** PPEF Class Background Study by all candidates seeking ESL or ESL documentation of hours April - Feedback on Professional Development and Communication	April 21st	
EBSA Assessment	May 6th	

Appendix B – Absence Documentation Form

Name: _____

Course: _____

Date of Absence: _____

Reason for Absence:

_____

_____

_____

_____

Please attach a copy of the email to your Mentor/CI or UL/Intern Supervisor to this form and upload it into TK20 as soon as possible following your absence.

Appendix C– Candidate Visitation Report

Baylor University School of Education
Candidate Visitation Report

Candidate: _____ **Formal**_____ **Informal**_____

Observation Date: _____ **Time:** _____to_____

In Person Observation_____ **Virtual Observation** _____ **Campus:** _____

Grade/Content Area Observed: _____**Observer**_____

Provide specific feedback as related to observed benchmarks and associated characteristics.

Pre-Observation Notes:

Strand 1 – Instructional Design
Benchmark 1: Learner Development: The preservice teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, cultural, emotional, and physical areas, and designs developmentally appropriate and challenging learning experiences. (*Observable Characteristics: 1.1 Designs learning experiences that consider individual differences, including the following: Cognitive, Cultural, Physical, Social, Emotional, Linguistic)*   **Benchmark 2: Content Knowledge:** The preservice teacher understands the central concepts, methods of the discipline/content area, role of inquiry in each discipline, and the national and state standards used in the discipline he or she teaches and designs learning experiences that make these aspects of the discipline meaningful for students. *(Observable Characteristics*: *2.1 Aligns content knowledge within and/or across disciplines using standards and types of knowledge. 2.2 Sequences content knowledge according to students' strengths and needs. 2.3 Conveys accurate content knowledge.)*   **Benchmark 3: Assessment:** The preservice teacher designs multiple methods of assessment to monitor student progress and engage learners in monitoring their own progress. *(Observable Characteristics: 3.1 Designs varied assessments that are aligned to learning objectives, monitor student progress, minimize bias, and engage learners in monitoring their own progress.)*   **Benchmark 4: Planning for Instruction:** The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy. *(Observable Characteristics: 4.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.)*

Strand 2 – Implementation of Instruction

Benchmark 5: Instructional Strategies: The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections. *(Observable Characteristics: 5.1 Engages students in varied learning strategies to address relevant issues through interdisciplinary connections at the individual, local, and/or global level. 5.2 Implements developmentally, culturally, and linguistically appropriate instructional strategies and associated instructional roles. 5.3 Implements instructional resources to achieve learning goals. 5.4 Provides opportunities for all students to apply and generalize knowledge and engage in higher-level thinking. Strategies may include the following: critical thinking, creativity, communication, collaborative problem-solving, problem-based, project-based, and/or inquiry-based learning. 5.5 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information.)*

Benchmark 6: Assessment Monitoring and Adjustment: The preservice teacher implements multiple methods of assessment to formally and informally collect, analyze, and use student progress data to make needed lesson adjustments. *(Observable Characteristics: 6.1 Uses a variety of real-time data) to adjust instructional approaches that address the needs of the students and the learning environment.)*

Strand 3 – Learning Environment

Benchmark 7: Learning Environments: The preservice teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. *(Observable Characteristics: 7.1 Establishes expectations that encourage a safe, positive, and inclusive learning environment by addressing the following: Cognitive, Physical, Social-emotional. 7.2 Arranges space to support a safe and effective learning environment. 7.3 Manages the learning environments to engage students. 7.4 Uses effective behavior management strategies.)*

Strand 4 – Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership: The preservice teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, parents, caregivers, and community members. *(Observable Characteristics: 8.1 Collaborates with students to promote student growth and development and to build positive relationships. 8.5 Communicates effectively and professionally.)*

Additional Comments:

Follow-Up Conference

Follow-up Conference Date: _____**Time:** _____to_____

Follow-up Comments:

Candidate Signature_____

Faculty Signature_____

Appendix D – Preliminary Professional Practice Evaluation Form - Intern

Baylor University
School of Education

Candidate_____BU ID_____

Date_____Time_____to_____

Campus_____Grade Level_____Subject_____

0 = No Evidence   1 = Developing   2 = Competent   3 = Proficient

Strand 1 – Instructional Design

Benchmark 1: Learner Development   0   1   2   3

The preservice teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, cultural, emotional, and physical areas, and designs developmentally appropriate and challenging learning experiences.
Characteristics:
1.1 Designs learning experiences that consider individual differences, including the following: Cognitive, Cultural, Physical, Social, Emotional, Linguistic
Comments:_____

_____

_____

Benchmark 2: Content Knowledge   0   1   2   3
The preservice teacher understands the central concepts, methods of the discipline/content area, role of inquiry in each discipline, and the national and state standards used in the discipline he or she teaches and designs learning experiences that make these aspects of the discipline meaningful for students.
Characteristics:
2.1 Aligns content knowledge within and/or across disciplines using standards and types of knowledge.
2.2 Sequences content knowledge according to students' strengths and needs.
2.3 Conveys accurate content knowledge

Comments:_____

_____

_____

Benchmark 3: Assessment   0   1   2   3
The preservice teacher designs multiple methods of assessment to monitor student progress and engage learners in monitoring their own progress.
Characteristics:
3.1 Designs varied assessments that are aligned to learning objectives, monitor student progress, minimize bias, and engage learners in monitoring their own progress.
3.2 Designs appropriate accommodations in assessments (e.g., testing conditions) to address students with exceptionalities and/or language learning needs.
3.3 Analyzes and interprets the results from pre-assessments, formative assessments and summative assessment, to plan instruction, differentiate learning experiences, and evaluate each student's progress.

Comments:

Benchmark 4: Planning for Instruction   0   1   2   3

The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy.
Characteristics:
4.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of the learning activities.
4.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.
4.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have specialized expertise to meet the needs of each student

Comments:

Strand 2 – Implementation of Instruction

Benchmark 5: Instructional Strategies   0   1   2   3

The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections.
Characteristics:
5.1 Engages students in varied learning strategies to address relevant issues through interdisciplinary connections at the individual, local, and/or global level (focus on content and context).
5.2 Implements developmentally, culturally, and linguistically appropriate instructional strategies and associated instructional roles (e.g., instructor, facilitator, coach) to achieve learning goals (focus on individual learner needs).
5.3 Implements instructional resources (manipulatives, primary source documents, Vernier probes, etc.) to achieve learning goals (focus on resources).
5.4 Provides opportunities for all students to apply and generalize knowledge and engage in higher-level thinking. Strategies may include the following (focus on process): critical thinking, creativity, communication, collaborative problem-solving, problem-based, project-based, and/or inquiry-based learning.
5.5 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information.

Comments:

Benchmark 6: Assessment Monitoring and Adjustment   0   1   2   3

The preservice teacher implements multiple methods of assessment to formally and informally collect, analyze, and use student progress data to make needed lesson adjustments.
Characteristics:
6.1 Uses a variety of real-time data (qualitative and/or quantitative) to adjust instructional approaches that address the needs of the students and the learning environment

Comments:

Strand 3 – Learning Environment

Benchmark 7: Learning Environments   0   1   2   3

The preservice teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Characteristics:
7.1 Establishes expectations that encourage a safe, positive, and inclusive learning environment by addressing the following: Cognitive, Physical, Social-emotional.
7.2 Arranges space to support a safe and effective learning environment.
7.3 Manages the learning environments to engage students.
7.4 Uses effective behavior management strategies.

Comments:

Strand 4 – Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership   0   1   2   3

The preservice teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, parents, caregivers, and community members.
Characteristics:
8.1 Collaborates with students to promote student growth and development and to build positive relationships
8.2 Collaborates with the instructional team and other school professionals to promote student growth and development and to build positive relationships.
8.3 Collaborates with caregivers and the community to promote student growth and development and to build positive relationships.
8.4 Communicates assessment of student progress to students, teachers, and caregivers.
8.5 Communicates effectively and professionally
8.6 Displays leadership qualities in collaborative professional settings.

Comments:

Benchmark 9: Professional Learning and Ethical Practice   0   1   2   3

The preservice teacher engages in ongoing professional learning connected to reflection and feedback and adapts practice based upon their professional growth in knowledge and skills.
Characteristics:
9.1 Engages in self-reflection to identify areas of strengths and weaknesses in professional growth and responds appropriately to feedback by making necessary modifications.
9.2 Sets, modifies, and meets short- and long-term professional goals based on self-assessment, feedback, and analysis of student learning.
9.3 Engages in professional development opportunities aligned to short- and long-term professional goals.
9.4 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code.

Comments:

Additional comments:

Candidate Signature

Mentor/CI Signature

Faculty Signature

Preliminary Professional Practice Evaluation Form – Teaching Associates
Baylor University
School of Education

Candidate_____BU ID_____

Date_____Time_____to_____

Campus_____Grade Level_____Subject_____

0 = No Evidence   1 = Developing   2 = Competent   3 = Proficient

Strand 1 – Instructional Design

Benchmark 1: Learner Development   0   1   2   3
The preservice teacher understands how learners grow and develop, recognizing that patterns of learning
and development vary individually within and across the cognitive, linguistic, social, cultural, emotional,
and physical areas, and designs developmentally appropriate and challenging learning experiences.
Characteristics:
1.1Designs learning experiences that consider individual differences, including the following: Cognitive, Cultural,
Physical, Social, Emotional, Linguistic
Comments:_____

_____

_____

Benchmark 2: Content Knowledge   0   1   2   3
The preservice teacher understands the central concepts, methods of the discipline/content area, role of inquiry
in each discipline, and the national and state standards used in the discipline he or she teaches and designs
learning experiences that make these aspects of the discipline meaningful for students.
Characteristics:
2.1 Aligns content knowledge within and/or across disciplines using standards and types of knowledge.
2.2 Sequences content knowledge according to students' strengths and needs.
2.3 Conveys accurate content knowledge

Comments:_____

_____

_____

Benchmark 3: Assessment
This benchmark is not applicable to Teaching Associates

Benchmark 4: Planning for Instruction   0   1   2   3
The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon
knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy.
Characteristics:
4.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of the learning
activities.
4.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.
4.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have
specialized expertise to meet the needs of each student

Comments:

Strand 2 – Implementation of Instruction

Benchmark 5: Instructional Strategies   0   1   2   3

The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections.
Characteristics:
5.1 Engages students in varied learning strategies to address relevant issues through interdisciplinary connections at the individual, local, and/or global level (focus on content and context).
5.2 Implements developmentally, culturally, and linguistically appropriate instructional strategies and associated instructional roles (e.g., instructor, facilitator, coach) to achieve learning goals (focus on individual learner needs).
5.3 Implements instructional resources (manipulatives, primary source documents, Vernier probes, etc.) to achieve learning goals (focus on resources).
5.4 Provides opportunities for all students to apply and generalize knowledge and engage in higher-level thinking. Strategies may include the following (focus on process): critical thinking, creativity, communication, collaborative problem-solving, problem-based, project-based, and/or inquiry-based learning.
5.5 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information.

Comments:

Benchmark 6: Assessment Monitoring and Adjustment
This benchmark is not applicable to Teaching Associates.

Strand 3 – Learning Environment

Benchmark 7: Learning Environments   0   1   2   3

The preservice teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Characteristics:
7.1 Establishes expectations that encourage a safe, positive, and inclusive learning environment by addressing the following: Cognitive, Physical, Social-emotional.
7.2 Arranges space to support a safe and effective learning environment.
7.3 Manages the learning environments to engage students.
7.4 Uses effective behavior management strategies.

Comments:

Strand 4 – Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership
This benchmark is not applicable to Teaching Associates.
Benchmark 9: Professional Learning and Ethical Practice
This benchmark is not applicable to Teaching Associates.

Additional comments:

_____

_____

_____

_____

_____

Candidate Signature_____

Clinical Instructor Signature_____

Faculty Signature_____

Summative Professional Practice Evaluation Form - Intern
Baylor University
School of Education

Candidate_____BU ID_____Date_____

Campus_____Grade Level_____Subject_____

0 = No Evidence   1 = Developing   2 = Competent   3 = Proficient

Strand 1 – Instructional Design

<u>Benchmark 1: Learner Development</u>   0   1   2   3

The preservice teacher understands how learners grow and develop, recognizing that patterns of learning
and development vary individually within and across the cognitive, linguistic, social, cultural, emotional, and
physical areas, and designs developmentally appropriate and challenging learning experiences.
Characteristics:
1.1 Designs learning experiences that consider individual differences, including the following: Cognitive,
Cultural, Physical, Social, Emotional, Linguistic
Comments:_____

_____

_____

<u>Benchmark 2: Content Knowledge</u>   0   1   2   3
The preservice teacher understands the central concepts, methods of the discipline/content area,
role of inquiry in each discipline, and the national and state standards used in the discipline he or
she teaches and designs learning experiences that make these aspects of the discipline meaningful for students.
Characteristics:
2.1 Aligns content knowledge within and/or across disciplines using standards and types of knowledge.
2.2 Sequences content knowledge according to students' strengths and needs.
2.3 Conveys accurate content knowledge

Comments:_____

_____

_____

<u>Benchmark 3: Assessment</u>   0   1   2   3
The preservice teacher designs multiple methods of assessment to monitor student progress and engage
learners in monitoring their own progress.
Characteristics:
3.1 Designs varied assessments that are aligned to learning objectives, monitor student progress,
minimize bias, and engage learners in monitoring their own progress.
3.2 Designs appropriate accommodations in assessments (e.g., testing conditions) to address students with
exceptionalities and/or language learning needs.
3.3 Analyzes and interprets the results from pre-assessments, formative assessments and summative
assessment, to plan instruction, differentiate learning experiences, and evaluate each student's progress.

Comments:_____

_____

_____

Benchmark 4: Planning for Instruction   0   1   2   3

The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy.
Characteristics:
4.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of the learning activities.
4.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.
4.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have specialized expertise to meet the needs of each student

Comments:

Strand 2 – Implementation of Instruction

Benchmark 5: Instructional Strategies   0   1   2   3

The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections.
Characteristics:
5.1 Engages students in varied learning strategies to address relevant issues through interdisciplinary connections at the individual, local, and/or global level (focus on content and context).
5.2 Implements developmentally, culturally, and linguistically appropriate instructional strategies and associated instructional roles (e.g., instructor, facilitator, coach) to achieve learning goals (focus on individual learner needs).
5.3 Implements instructional resources (manipulatives, primary source documents, Vernier probes, etc.) to achieve learning goals (focus on resources).
5.4 Provides opportunities for all students to apply and generalize knowledge and engage in higher-level thinking. Strategies may include the following (focus on process): critical thinking, creativity, communication, collaborative problem-solving, problem-based, project-based, and/or inquiry-based learning.
5.5 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information.

Comments:

Benchmark 6: Assessment Monitoring and Adjustment   0   1   2   3

The preservice teacher implements multiple methods of assessment to formally and informally collect, analyze, and use student progress data to make needed lesson adjustments.
Characteristics:
6.1 Uses a variety of real-time data (qualitative and/or quantitative) to adjust instructional approaches that address the needs of the students and the learning environment

Comments:

Strand 3 – Learning Environment

Benchmark 7: Learning Environments   0   1   2   3

The preservice teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Characteristics:
7.1 Establishes expectations that encourage a safe, positive, and inclusive learning environment by addressing the following: Cognitive, Physical, Social-emotional.
7.2 Arranges space to support a safe and effective learning environment.
7.3 Manages the learning environments to engage students.
7.4 Uses effective behavior management strategies.

Comments:

Strand 4 – Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership   0   1   2   3

The preservice teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, parents, caregivers, and community members.
Characteristics:
8.1 Collaborates with students to promote student growth and development and to build positive relationships
8.2 Collaborates with the instructional team and other school professionals to promote student growth and development and to build positive relationships.
8.3 Collaborates with caregivers and the community to promote student growth and development and to build positive relationships.
8.4 Communicates assessment of student progress to students, teachers, and caregivers.
8.5 Communicates effectively and professionally
8.6 Displays leadership qualities in collaborative professional settings.

Comments:

Benchmark 9: Professional Learning and Ethical Practice   0   1   2   3

The preservice teacher engages in ongoing professional learning connected to reflection and feedback and adapts practice based upon their professional growth in knowledge and skills.
Characteristics:
9.1 Engages in self-reflection to identify areas of strengths and weaknesses in professional growth and responds appropriately to feedback by making necessary modifications.
9.2 Sets, modifies, and meets short- and long-term professional goals based on self-assessment, feedback, and analysis of student learning.
9.3 Engages in professional development opportunities aligned to short- and long-term professional goals.
9.4 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code.

Comments:

Additional comments:

_____

_____

_____

Candidate Signature _____

Faculty Signature _____

Mentor Signature _____

Summative Professional Practice Evaluation Form – Teaching Associates
Baylor University
School of Education

Candidate_____BU ID_____Date_____

Campus_____Grade Level_____Subject_____

0 = No Evidence   1 = Developing   2 = Competent   3 = Proficient

Strand 1 – Instructional Design

Benchmark 1: Learner Development   0   1   2   3

The preservice teacher understands how learners grow and develop, recognizing that patterns of learning
and development vary individually within and across the cognitive, linguistic, social, cultural, emotional,
and physical areas, and designs developmentally appropriate and challenging learning experiences.
Characteristics:
1.1 Designs learning experiences that consider individual differences, including the following: Cognitive, Cultural,
Physical, Social, Emotional, Linguistic
Comments:_____

_____

_____

Benchmark 2: Content Knowledge   0   1   2   3

The preservice teacher understands the central concepts, methods of the discipline/content area, role of inquiry
in each discipline, and the national and state standards used in the discipline he or she teaches and designs
learning experiences that make these aspects of the discipline meaningful for students.
Characteristics:
2.1 Aligns content knowledge within and/or across disciplines using standards and types of knowledge.
2.2 Sequences content knowledge according to students' strengths and needs.
2.3 Conveys accurate content knowledge

Comments:_____

_____

_____

Benchmark 3: Assessment
This benchmark is not applicable to Teaching Associates

Benchmark 4: Planning for Instruction   0   1   2   3

The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon
knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy.
Characteristics:
4.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of the learning
activities.
4.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.
4.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have
specialized expertise to meet the needs of each student

Comments:

Strand 2 – Implementation of Instruction

Benchmark 5: Instructional Strategies   0   1   2   3

The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections.
Characteristics:
5.1 Engages students in varied learning strategies to address relevant issues through interdisciplinary connections at the individual, local, and/or global level (focus on content and context).
5.2 Implements developmentally, culturally, and linguistically appropriate instructional strategies and associated instructional roles (e.g., instructor, facilitator, coach) to achieve learning goals (focus on individual learner needs).
5.3 Implements instructional resources (manipulatives, primary source documents, Vernier probes, etc.) to achieve learning goals (focus on resources).
5.4 Provides opportunities for all students to apply and generalize knowledge and engage in higher-level thinking. Strategies may include the following (focus on process): critical thinking, creativity, communication, collaborative problem-solving, problem-based, project-based, and/or inquiry-based learning.
5.5 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information.

Comments:

Benchmark 6: Assessment Monitoring and Adjustment
This benchmark is not applicable to Teaching Associates.

Strand 3 – Learning Environment

Benchmark 7: Learning Environments   0   1   2   3

The preservice teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Characteristics:
7.1 Establishes expectations that encourage a safe, positive, and inclusive learning environment by addressing the following: Cognitive, Physical, Social-emotional.
7.2 Arranges space to support a safe and effective learning environment.
7.3 Manages the learning environments to engage students.
7.4 Uses effective behavior management strategies.

Comments:

Strand 4 – Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership
This benchmark is not applicable to Teaching Associates.
Benchmark 9: Professional Learning and Ethical Practice
This benchmark is not applicable to Teaching Associates.

Additional comments:

Candidate Signature _____

Clinical Instructor Signature _____

Faculty/University Liaison Signature _____

Appendix E - Feedback on Professional Development and Communication

Candidate_____Date_____

Mentor/Clinical Instructor (signature) _____

Candidate (signature) _____

_____The Intern Supervisor acknowledges they have reviewed the Candidate and Mentor's Feedback on Professional Development and Communication form.

Date _____

√   Candidate is showing expected progress.
√-   Candidate needs assistance in this area.
C   Conference is needed with the clinical instructor/mentor and resident faculty/intern coordinator.

Mentor	**Candidate**	**Intern Supervisor**	
_____	_____	_____	Dependability
_____	_____	_____	Punctuality
_____	_____	_____	Professionalism
_____	_____	_____	Planning and preparation
_____	_____	_____	Lesson Implementation
_____	_____	_____	Seeks assistance and resources from CI/Mentor as needed
_____	_____	_____	Seeks and uses feedback to improve
_____	_____	_____	Is positive with students
_____	_____	_____	Respects confidentiality in conversations about students/parents
_____	_____	_____	Communication
_____	_____	_____	Is positive with peers, parents and other professionals
_____	_____	_____	Professional ethics (i.e., Honor Code, Ethics for Educators Code)

Other comments by Mentor, Candidate, and/or Intern Supervisor:

Appendix F – Candidate/Student Interactions

Instructor: _____ Date: _____

Time Observed: _____ Observer: _____

Academic Corrections	Behavior Corrections

Specific Corrections	General Corrections

Total # of Corrections:

Academic Praises	Behavior Praises

Specific Praises	General Praises

Total # of Praises:

Total: _____ Praises to _____ Corrections Comments:

Appendix G – Candidate Engagement

Engagement: 10-minute sample (10 points for each observation)

	Setting S, G, I	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Type of Task	Comments
:30									
1:00									
1:30									
2:00									
2:30									
3:00									
3:30									
4:00									
4:30									
5:00									
5:30									
6:00									
6:30									
7:00									
7:30									
8:00									
8:30									
9:00									
9:30									
10:00									

Every 30 seconds, observe each of six randomly selected students. Observe each student for 5 seconds during the minute.

Codes:

%_____+ =   On Task--following directions, looking at teacher
%_____– =   Off Task--not engaged
%_____W =   Waiting--raising hand
%_____S =   Small Group--smaller than whole class
%_____G =   Whole Group
%_____I =   Independent--one student working alone
%_____H =   Hands-on
%_____P =   Paper/pencil
%_____D =   Discussion
%_____L =   Lecture
%_____O =   Other

Student # 1:_____% on task_____% off task
Student # 2:_____% on task_____% off task
Student # 3:_____% on task_____% off task
Student # 4:_____% on task_____% off task
Student # 5:_____% on task_____% off task
Student # 6:_____% on task_____% off task

Total engagement_____% on task;_____%off task

Appendix H – Observations of Questioning Techniques

Candidate: _____

Instructor:_____   Date: _____

Time Observed:_____   Observer: _____

Ten minute sample: _____

Teacher Questions	Code	R	Student Questions	Code

Codes for Bloom's Taxonomy of Educational Objectives (Bloom, 1956):
%_____**(K)** *Knowledge*: (Possible verb examples: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state)
%_____**(C)** *Comprehension*: (Possible verb examples: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate)
%_____**(AP)** *Application*: (Possible verb examples: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write)
%_____**(AN)** *Analysis*: (Possible verb examples: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test)
%_____**(S)** *Synthesis* (Possible verb examples: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write)
%_____**(E)** *Evaluation*: (Possible verb examples: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate)

Codes for New taxonomy of Educational Objectives (Marzano, 2000):
***Remembering* (R);** ***Understanding* (U);** ***Applying* (A);** ***Analyzing* (ANA);** ***Evaluating* (EV);** ***Creating* (CR)**

Appendix I – Class Background Study

Baylor Candidate:

District: **Campus:**

Mentor:

Grade level(s): **Subject(s):** **Date:**

Directions to the Candidate: With guidance from your mentor, respond to the following questions for the class background study.

1. How many students are in your class? _____

Female _____ *Male* _____

2. Approximate age range of your students (1b):

3. Describe the general instructional levels represented by the students in this class (e.g., advanced, average, below grade level, mixed).

4. Approximately how many students are in each of the following language categories?

English proficient _____

English language learner _____

5. Approximately how many students have been identified as having the following special needs?

Attention deficit/hyperactivity disorder _____

Blindness or visual impairment _____

Deafness or hard of hearing _____

Developmental impairment _____

Emotional disability _____

Giftedness _____

Learning disability _____

Physical disability _____

504 modifications _____

Multiple impairments _____

Other: _____

6. Approximately how many students are represented in the following ethnic groups?

Asian _____

African American _____

Hispanic _____

White _____

Other: _____

7. How do you become familiar with what your students already know and are able to do?

Content-based pretests

Individualized educational plans (IEP) Permanent records _____

Standardized tests _____

Strategies for accessing prior knowledge (e.g., KWL charts) _____

Student surveys _____

Other: _____

8. How do you become familiar with your students' individual interests and cultural backgrounds?

Extracurricular activities _____

Family/caregiver contact _____

Getting-acquainted activities _____

Interest inventories _____

Student writing/journals _____

Student-teacher email _____

Other: _____

9. What resource persons are available to you in planning instruction?

Administrators ⎯⎯⎯⎯

Counselors ⎯⎯⎯⎯

Department/grade-level chair ⎯⎯⎯⎯

Diagnosticians ⎯⎯⎯⎯

Education service center staff ⎯⎯⎯⎯

Librarian/media center staff ⎯⎯⎯⎯

Mentor ⎯⎯⎯⎯

Special education/inclusion teachers_____Educator

preparation faculty ⎯⎯⎯⎯

Team members ⎯⎯⎯⎯

Others: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

10. What resources are available to students needing assistance?

Administrators ⎯⎯⎯⎯

Counselors ⎯⎯⎯⎯

Special education/inclusion teachers ⎯⎯

Librarian/media center staff ⎯⎯⎯⎯

School nurse ⎯⎯⎯⎯

Outside agencies ⎯⎯⎯⎯

Social workers ⎯⎯⎯⎯

Others: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

11. Describe how you establish and implement important classroom routines and procedures (e.g., distribution and collection of materials, transition between activities).

12. Describe how you establish and maintain standards of conduct (e.g., posting rules and consequences, implementing school policies).

13. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect (e.g., greeting students, modeling courtesy).

14. How do you encourage students to take responsibility for their own learning?

15. How do you coordinate learning activities with other colleagues (e.g., same grade level/content area teachers, special education teachers, language acquisition teachers)?

16. What else is important to you about the background of your students?

Appendix J – ESL Documentation Record

ESL Documentation Record

(For candidates who do not have ESL students in their classroom)

Candidate name:_____ **Semester/year:** _____

Campus:_____**Assignment:** _____

Intern Supervisor:_____**ESL Teacher:** _____

Brief Overall Description of ESL experience and other comments:

ESL field experience log for:_____

Contact Date	ESL Contact Hours	Lesson, ESL experience, or other ELL student activities	Signature of Candidate	Signature of ESL teacher
Total Hours:				

Appendix K – Electronic Benchmark Self-Assessment (EBSA) Rubric

Electronic Benchmark Self-Assessment (EBSA) Rubric
Overall Score (obtained by calculating the average of the criteria scores): _____

	Developing = 1, 2, 3	Competent = 4, 5, 6	Proficient = 7, 8, 9	Score
Evidence • **List of Sources** • **Alignment with Benchmarks**	• EBSA includes a list of dated sources of evidence for few or no required benchmarks. • Evidence source lists are not aligned with all or most corresponding benchmarks (i.e., most provided lists and/or most components of each evidence list are not appropriate sources of evidence for the benchmarks).	• EBSA includes a list of dated sources of evidence for most required benchmarks. • Evidence source lists are limited in their alignment with corresponding benchmarks (i.e., some evidence is not specific and/or is not an appropriate source of evidence for the benchmarks).	• EBSA includes a list of dated sources of evidence for each required benchmark. • Evidence source lists are well-aligned with all or most corresponding benchmarks (i.e., the evidence is specific and an appropriate source of evidence for the benchmarks).	Criteria Score
Reflective Narrative • **Alignment with Benchmarks** • **Alignment with Self-Rating**	• Reflective narratives for all or most benchmarks do not align with the corresponding benchmarks and/or do not include an appropriate personal description of the benchmarks and the importance of understanding and implementing the benchmarks. • Reflective narratives for all or most benchmarks do not align with the evidence and/or the self-determined ratings (i.e., the reflective narratives for all or most benchmarks do not include specific verbiage linking the evidence and the self-determined ratings).	• Reflective narratives are limited in their alignment with corresponding benchmarks and/or their inclusion of personal descriptions and the importance of understanding and implementing the benchmarks (i.e., reflective narratives for some benchmarks align with the corresponding benchmarks and/or some reflective narratives include an appropriate personal description of the benchmarks and the importance of understanding and implementing each benchmarks). • Reflective narratives are limited in their alignment with evidence and/or self-determined ratings (i.e., there is limited alignment between the reflective narratives, evidence, and self-determined ratings and/or a limited number of reflective narratives include specific verbiage linking the evidence and the self-determined ratings).	• Reflective narratives are well-aligned with all or most corresponding benchmarks and include both a well-developed personal description of each benchmark and the importance of understanding and implementing each benchmark. • Reflective narratives for all or most benchmarks are well-aligned with both the evidence and the self-determined ratings (i.e., the reflective narratives include specific verbiage linking the evidence and the self-determined ratings).	Criteria Score X 2
Writing Conventions • **Writing Style** • **Spelling/Grammar**	• All or most reflective narratives fail to utilize a personal, professional writing style and/or fail to include appropriate educator/education terminology. • Reflective narratives contain numerous spelling and/or grammatical errors.	• Some reflective narratives utilize of a personal, professional writing style and/or include appropriate educator/education terminology. • Reflective narratives contain some spelling and/or grammatical errors.	• All or most reflective narratives are written using a personal, professional writing style and include appropriate educator/education terminology.	Criteria Score

			Reflective narratives contain a minimal number of spelling and/or grammatical errors.	
Participation and Response to Feedback • 3-Way Conference* • EBSA	• Candidate failed to engage and/or failed to participate in a professional manner during most or all of the 3-way conference. • Candidate failed to accept, discuss, and/or respond in a professional, appropriate manner to all or most feedback provided during the 3-way conference. • Candidate failed to accept, discuss, and/or respond in a professional, appropriate manner to all or most diagnostic EBSA feedback.	• Candidate engaged and participated in a professional manner during most of the 3-way conference. • Candidate accepted, discussed, and responded in a professional, appropriate manner to most feedback provided during the 3-way conference. • Candidate accepted, discussed, and responded in a professional, appropriate manner to most diagnostic EBSA feedback	• Candidate remained actively engaged and participated in a professional manner throughout the entirety of the 3-way conference. • Candidate accepted, discussed, and responded in a professional, appropriate manner to all feedback provided during the 3-way conference. • Candidate accepted, discussed, and responded in a professional, appropriate manner to all diagnostic EBSA feedback.	Criteria Score

*An inability to participate in a 3-way conference due to circumstances outside of your control will not result in a reduction in your evaluation.

Appendix L – Rubric for Assessing School of Education Benchmarks

Strand 1 – Instructional Design

Benchmark 1: Learner Development
The preservice teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, cultural, emotional, and physical areas, and designs developmentally appropriate and challenging learning experiences.

Characteristics	No Evidence	Developing	Competent	Proficient
1.1 Designs learning experiences that consider individual differences, including the following: • Cognitive • Cultural • Physical • Social • Emotional • Linguistic *TEA Standards: 1.B(i), 1.C(i), 2.B(ii), 2.B(iii), 2.C(i), 2.C(ii), 2.c(iii)* *T-TESS Dimensions: 1.1, 1.3, 2.1, 2.4*	No evidence that students' strengths, needs, and differences are considered in aligning activities, resources, technology, and/or instructional materials to support the learning objectives.	Students' strengths, needs, and differences are rarely considered in aligning activities, resources, technology, and/or instructional materials to support the learning objectives.	Students' strengths, needs, and differences are often considered in aligning activities, resources, technology, and/or instructional materials to support the learning objectives.	Students' strengths, needs, and differences are consistently considered in aligning activities, resources, technology, and/or instructional materials to support the learning objectives.

Benchmark 2: Content Knowledge
The preservice teacher understands the central concepts, methods of the discipline/content area, role of inquiry in each discipline, and the national and state standards used in the discipline he or she teaches and designs learning experiences that make these aspects of the discipline meaningful for students.

Characteristics	No Evidence	Developing	Competent	Proficient
2.1 Aligns content knowledge within and/or across disciplines using standards and types of knowledge. *TEA Standards:1.A(i), 1.A(iii),* *1.B(iii),* *1.E(i), 3.A(i), 3B, 3.C(i), 3.C(ii)* *T-TESS Dimensions: 1.1, 1.3, 2.2*	No evidence that learning experiences (declarative, procedural, and strategic) align to the standards and learning outcomes..	Creates learning experiences (declarative, procedural, and strategic) which rarely align to the standards and learning outcomes.	Creates learning experiences (declarative, procedural, and strategic) that often align to the standards and learning outcomes..	Creates learning experiences (declarative, procedural, and strategic) that consistently align to the standards and learning outcomes..

	No Evidence	Developing	Competent	Proficient
2.2 Sequences content knowledge according to students' strengths and needs. *TEA Standards: 1.A(i), 1.A(ii), 1.B(ii), 1.C,3.B(i), 3.B(ii)* *T-TESS Dimensions: 1.1, 1.3, 2.2*	No evidence of sequenced learning progressions that support the standards and methods of the discipline.	Rarely sequences learning progressions that support the standards and methods of the discipline.	Often sequences learning progressions that demonstrate an understanding of the standards and methods of the discipline.	Consistently sequences learning progressions that demonstrate an understanding of the standards and methods of the discipline.
2.3 Conveys accurate content knowledge. *TEA Standards: 1A, 1C, 1E, 1F, 2C, 3A,3B, 3C* *T-TESS Dimensions: 2.2*	No evidence that instruction communicates content knowledge.	Instruction communicates inaccurate or limited content knowledge.	Instruction communicates accurate content knowledge.	Instruction communicates in-depth or extensive content knowledge (i.e. answers why questions).

Benchmark 3: Assessment Design

The preservice teacher designs multiple methods of assessment to monitor student progress and engage learners in monitoring their own progress.

Characteristics	*No Evidence*	*Developing*	*Competent*	*Proficient*
3.1 Designs varied assessments that are aligned to learning objectives, monitor student progress, minimize bias, and engage learners in monitoring their ownprogress. *TEA Standards:1.F(i), 5.B(i), 5B(ii)T-TESS Dimensions: 1.2, 2.4*	No evidence of designing varied assessments that are aligned to learning objectives, monitor student progress, minimize bias, and/or engage learners in monitoring their own progress.	Rarely designs varied assessments that are aligned to learning objectives, monitor student progress, minimize bias, and engage learners in monitoring their own progress.	Often designs varied assessments that are aligned to learning objectives, monitor student progress, minimize bias, and engage learners in monitoring their own progress.	Consistently designs varied assessments that are aligned to learning objectives, monitor student progress, minimize bias, and engage learners in monitoring their own progress.
3.2 Designs appropriate accommodations in assessments (e.g., testing conditions) toaddress students with exceptionalities and/or language learning needs. *TEA Standards: 5.D(i)* *T-TESS Dimensions: 1.1, 2.4, 2.5*	No evidence of designing appropriate accommodations in assessments (e.g., testing conditions) to address students with exceptionalities and/or language learning needs.	Rarely designs appropriate accommodations in assessments (e.g., testing conditions) to address students with exceptionalities and/or language learning needs.	Often designs appropriate accommodations in assessments (e.g., testing conditions) to address students with exceptionalities and/or language learning needs.	Consistently designs appropriate accommodations in assessments (e.g., testing conditions) to address students with exceptionalities and/or language learning needs.

3.3 Analyzes and interprets the resultsfrom pre-assessments, formative assessments and summativeassessment, to plan instruction, differentiate learning experiences, andevaluate each student's progress. *TEA Standards: 1.F, 5.B(i), 5.C(i)* *T-TESS Dimensions: 1.2, 2.1, 2.4, 2.5*	No evidence that assessment results are analyzed and used for planning instruction.	Assessment results are rarely analyzed and used for planning instruction.	Assessment results are often analyzed and used for planning instruction.	Assessment information is systematically gathered, analyzed, and consistently used to plan instruction, differentiate learning experiences, and evaluate each student's progress.

Benchmark 4: Planning for Instruction

The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, andpedagogy.

Characteristics	*No Evidence*	*Developing*	*Competent*	*Proficient*
4.1 Plans instruction that addresses contentstandards, learning objectives, scope and sequence, and pacing of the learning activities. *TEA Standards: 1.A((ii),* *1.B(i), 3.BT-TESS* *Dimensions:1.1, 1.3, 2.4*	No evidence of planning instruction based on content standards, learning objectives, scope and sequence, and/or pacing of learning activities.	Rarely plans instruction based on content standards, learning objectives, scope and sequence, and/or pacing of learning activities.	Often plans instruction based on content standards, learning objectives, scope and sequence, and/or pacing of learning activities.	Consistently plans instruction based on content standards, learning objectives, scope and sequence, and/or pacing of learning activities.
4.2 Selects appropriate accommodations,strategies, technology, resources, and materials to differentiate for individual learners. *TEA Standards:1.C, 1.F(iii), 2.A,* *2.B(ii),* *2.C(iii), 4.A(iii), 5.A(ii)* *T-TESS Dimensions: 1.4, 2.4*	No evidence of selecting appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.	Rarely selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.	Often selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.	Consistently selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.
4.3 Collaboratively plans with others suchas special educators, gifted educators, content specialists, counselors, etc. who have specialized expertise to meet the needs of each student. *TEA Standards: 3.A(ii),* *6.B(ii)T-TESS*	No evidence of planning instruction by collaborating with others who have specialized expertise to meet the needs of each student.	Rarely plans instruction by collaborating with others who have specialized expertise to meet the needs of each student.	Often plans instruction by collaborating with others who have specialized expertise to meet the needs of each student.	Consistently plans instruction by collaborating with a broad range of professionals and specialists.

Dimensions: 4.3. 4.4				

Strand 2: Implementation of Instruction

Benchmark 5 Instructional Strategies

The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections.

Characteristics	*No Evidence*	*Developing*	*Competent*	*Proficient*
5.1 Engages students in varied learning strategies to address relevant issues through interdisciplinary connections at theindividual, local, and/or global level (focuson content and context). *TEA Standards:1.A(iii), 1.B(i), 1.D(ii), 1.E(i), 1.E(ii), 2B(iii)* *T-TESS Dimensions: 1.1, 1.4, 2.2*	No evidence of utilizing varied learning strategies to address relevant issues through interdisciplinary connections.	Rarely uses varied learning strategies to address relevant issues through interdisciplinary connections.	Often uses varied learning strategies to address relevant issues through interdisciplinary connections.	Consistently uses varied learning strategies to address relevant issues through interdisciplinary connections.
5.2 Implements developmentally, culturally, and linguistically appropriate instructional strategies and associated instructional roles (e.g., instructor, facilitator, coach) to achieve learning goals (focus on individual learner needs). TEA Standards: 1.B(ii), 1.C(i), 2.A, 2.B(i), 2.B(iii) T-TESS Dimensions: 1.1, 1.3, 1.4, 2.4	No evidence of implementing and adjusting instructional strategies and roles to achieve learning goals.	Rarely implements and adjusts developmentally, culturally, and linguistically appropriate instructional strategies and roles to achieve learning goals.	Often implements and adjusts developmentally, culturally, and linguistically appropriate instructional strategies and roles to achieve learning goals.	Consistently implements and adjusts developmentally, culturally, and linguistically appropriate instructional strategies and roles to achieve learning goals.
5.3 Implements instructional resources (manipulatives, primary source documents, Vernier probes, etc.) to achieve learning goals (focus on resources). TEA Standards: 1.B(iii), 1.E(iii), T-TESS Dimensions: 1.1, 1.3, 1.4, 2.2, 2.4	No evidence of using, modifying, and adapting instructional resources to achieve learning goals.	Rarely uses, modifies, and adapts instructional resources to achieve learning goals.	Often uses, modifies, and adapts instructional resources to achieve learning goals.	Consistently uses, modifies, and adapts instructional resources to achieve learning goals.

	No Evidence	Developing	Competent	Proficient
5.4 Provides opportunities for all students to apply and generalize knowledge and engage in higher-levelthinking. Strategies may include the following (focus on process): • critical thinking • creativity • communication • collaborative problem-solving • problem-based, project-based,and/or inquiry-based learning *TEA Standards: 1.B(ii), 1.B(iii), 1.C(i),1.E, 2.C(iii), 3.B(ii)* *T-TESS Dimensions: 1.1, 1.3, 1.4, 2.1, 2.3, 2.4*	No evidence of using a variety of strategies and resources that provide opportunities for all students to apply and generalize knowledge and engage in higher-level thinking.	Rarely uses a variety of strategies and resources that provide opportunities for all students to apply and generalize knowledge and engage in higher-level thinking.	Often uses a variety of strategies and resources that provide opportunities for all students to apply and generalize knowledge and engage in higher-level thinking.	Consistently uses a variety of strategies and resources that provide opportunities for all students to apply and generalize knowledge and engage in higher-level thinking.
5.5 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information. *TEA Standards: 1.E* *T-TESS Dimensions: 1.4, 2.2, 2.4*	No evidence of using technology tools to engage students in learning.	Uses technology tools to engage students in learning.	Guides students in selecting appropriate technology tools that promote and engage students in learning.	Engages students in their selection of a range of appropriate technology tools that generate, synthesize, and communicate information to promote learning.

Benchmark 6: Assessment Monitoring and Adjustment

The preservice teacher implements multiple methods of assessment to formally and informally collect, analyze, and use student progress data to make needed lesson adjustments.

Characteristics	*No Evidence*	*Developing*	*Competent*	*Proficient*
6.1 Uses a variety of real-time data (qualitative and/or quantitative) to adjustinstructional approaches that address theneeds of the students and the learning environment. *TEA Standards: 1.F, 5.A, 5.C, 5.D* *T-TESS Dimensions: 2.5,*	No evidence that instructional approaches are examined or adjusted in relation to student performance.	Instructional approaches are rarely examined and adjusted in relation to student performance.	Instructional approaches are often examined and adjusted in relation to student performance and candidate seeks guidance from school/university-related faculty.	Instructional approaches are consistently examined and adjusted in relation to student performance.

Strand 3: Learning Environment

Benchmark 7: Learning Environments

The preservice teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Characteristics	No Evidence	Developing	Competent	Proficient
7.1 Establishes expectations that encouragea safe, positive, and inclusive learning environment by addressing the following: • Cognitive • Physical • Social-emotional *TEA Standards: 1.D(iii), 4.A(i), 4.A(ii), 4.A(iii), 4,B(i), 4.B(ii)* *T-TESS Dimensions: 2.1, 2.3, 3.1, 3.2*	No evidence that expectations for a safe, positive, and inclusive learning environment are established.	Expectations for a safe, positive, and inclusive learning environment are rarely established.	Expectations for a safe, positive, and inclusive learning environment are often established.	Expectations for a safe, positive, and inclusive learning environment are consistently established.
7.2 Arranges space to support a safe andeffective learning environment. *TEA Standards:4.B(i), 4.B(ii)T-TESS Dimensions: 3.1*	No evidence that the space is arranged to support a safe, effective learning environment.	Space in the learning environment is rarely arranged for the use of safe and effective routines which support student learning.	Space in the learning environment is often arranged for the use of safe and effective routines which support student learning.	Space in the learning environment is consistently arranged for the use of safe and effective routines which support student learning.
7.3 Manages the learning environments toengage students. *TEA Standards:1.D, T-TESS Dimensions: 1.4, 3.1, 3.3*	No evidence that the learning environment is managed to engage students in the learning process.	The learning environment is rarely managed to engage students in the learning process.	The learning environment is often managed to engage students in the learning process.	The learning environment is consistently managed to engage students in the learning process.
7.4 Uses effective behavior management strategies. *TEA Standards:4.A, 4.C, 4.D(I).4.D(ii), 4.D(iii)* *T-TESS Dimensions: 3.2*	No evidence of implementation of effective strategies which manage behaviors.	Rarely implements effective strategies which manage behaviors so that students follow expectations and the learning experience is uninterrupted.	Often implements effective strategies which manage behaviors so that students follow expectations and the learning experience is uninterrupted.	Consistently implements effective strategies which manage behaviors so that students follow expectations and the learning experience is uninterrupted.

Strand 4: Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership

The preservice teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, parents, caregivers, and community members.

Characteristics	*No Evidence*	*Developing*	*Competent*	*Proficient*
8.1 Collaborates with students to promotestudent growth and development and to build positive relationships. *TEA Standards: 4.A,* *T-TESS Dimensions: 2.1, 2.3, 3.3, 4.4*	No evidence of communicating with students to promote growth and development and to build positive relationships.	Rarely communicates with students to promote student growth and development and to build positive relationships.	Often communicates with students to promote student growth and development and to build positive relationships.	Consistently communicates with students to promote student growth and development and to build positive relationships.
8.2 Collaborates with the instructional team and other school professionals to promote student growth and developmentand to build positive relationships. *TEA Standards: 6.B(i), 6.B(ii),* *6.D(iii)T-TESS Dimensions: 4.3*	No evidence of communicating with the instructional team and other school professionals to promote student growth.	Rarely communicates with the instructional team and other school professionals to promote student growth.	Often communicates with the instructional team and other school professionals to promote student growth.	Consistently communicates with the instructional team and other school professionals to promote student growth.
8.3 Collaborates with caregivers and the community to promote student growth anddevelopment and to build positive relationships. *TEA Standards:6.C(i), 6.D(ii),* *6.D(iii)T-TESS Dimensions: 4.4*	No evidence of collaborating with caregivers and the community to promote student growth.	Rarely collaborates with caregivers and the community to promote student growth.	Often collaborates with caregivers and the community to promote student growth.	C Consistently collaborates with caregivers and the community to promote student growth.
8.4 Communicates assessment of studentprogress to students, teachers, and caregivers. *TEA Standards: 1.F(ii), 4.D(iv),* *5.B(iii)T-TESS Dimensions: 1.2,* *4.4*	No evidence that student progress is communicated to students, teachers, and/or caregivers.	Student progress is rarely communicated to students, teachers, and/or caregivers or only generally relates to students' strengths and needs.	Student progress is often communicated to students, teachers, and/or caregivers and includes specific feedback related to students' strengths and needs.	Specific feedback related to students' strengths and needs is consistently communicated to students, teachers, and/or caregivers.

8.5 Communicates effectively andprofessionally. *TEA Standards: 1.D, 6.C(i), 6.D(ii)T-TESS Dimensions: 2.3, 3.2, 4.4*	No evidence that oral and written communication display depth, clarity, and/or correct mechanics.	Oral and written communication rarely display depth, clarity, and/or correct mechanics.	Oral and written communication often display depth, clarity, and/or correct mechanics.	Oral and written communication consistently display depth, clarity, and/or correct mechanics.
8.6 Displays leadership qualities incollaborative professional settings. *TEA Standards: 6.C(ii)* *T-TESS Dimensions: 4.3, 4.4*	No evidence of leadership qualities in any professional settings.	Leadership qualities displayed in professional settings among peers (e.g., university-based/classroom).	Leadership qualities displayed in professional school environment (e.g., field-based/PLC).	Leadership in professional settings outside the local school environment (e.g., state, regional, national conferences).

Benchmark 9: Professional Learning and Ethical Practice

The preservice teacher engages in ongoing professional learning connected to reflection and feedback and adapts practice based upon their professional growth in knowledge and skills.

Characteristics	*No Evidence*	*Developing*	*Competent*	*Proficient*
9.1 Engages in self-reflection toidentify areas of strengths and weaknesses in professional growth and responds appropriately tofeedback by making necessary modifications. *TEA Standards:6.A(i),6.B(i),* *T-TESS Dimensions: 1.2, 2.2, 4.2, 4.3*	No evidence of engaging in self-reflection.	Engages in self-reflection and rarely responds to feedback.	Reflects accurately, self-identifying strengths and weaknesses regarding professional growth, but responds to feedback inconsistently.	Reflects accurately, self-identifying strengths and weaknesses regarding professional growth, and responds consistently to feedback.
9.2 Sets, modifies, and meets short- and long-term professional goals based on self-assessment, feedback, and analysis of student learning. *TEA Standards:* *5.B(i),5.D,T-TESS* *Dimensions: 4.2*	No evidence of setting, modifying, or meeting short- and long-term goals.	Sets short-term goals based on self-assessment, reflection and feedback, but instructional practices remain unimproved over time.	Sets short- and long-term professional goals based on self-assessment, reflection, and feedback, resulting in visible changes in practice.	Sets short- and long-term professional goals based on self-assessment, reflection, feedback, and student needs resulting in improvement of practice and student performance.
9.3 Engages in professional developmentopportunities aligned to short- and long- term professional goals. *TEA Standards: 3.A(iii), 6.A(ii), 6.A(iii),6.B(ii)* *T-TESS Dimensions: 4.2, 4.3*	No evidence of attending required professional development activities.	Attends required activities and meetings that somewhat align with short- and long-term professional goals.	Attends and participates in required professional development activities and meetings that align with short- and long-term professional goals.	Attends and participates in required professional development activities and meetings and seeks additional professional development opportunities that align to short- and long-term professional goals.

9.4 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code. *TEA Standards:* *6.D(i) T-TESS* *Dimensions: 4.1*	No evidence of exhibiting ethical and professional behavior.	Regularly exhibits ethical and professional behavior.	Consistently exhibits ethical and professional behavior.	Consistently exhibits and advocates for ethical and professional behavior.