Professional Development School Teacher Education Handbook

Baylor University School of Education

Revised – July 2012
Pending PEFX Approval

Office of Professional Practice
http://www.baylor.edu/soe/index.php?id=65702

Teacher Education Handbook
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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. **[Back to Top]**

What are Professional Development Schools?

Professional development schools are innovative institutions formed through partnerships between professional education 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 all children'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. **[Back to Top]**

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. **[Back to Top]**

[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.

Mission

The Mission of Baylor University and Professional Development School Partners is to enhance student learning through teacher quality at all levels. **[Back to Top]**

The Core Functions of a PDS

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

Waco ISD Fully-staffed PDS Campuses

Elementary Campuses

Bell's Hill
2100 Ross; (254) 754-4171

Hillcrest PDS
4225 Pine Avenue; (254) 772-4286

Mountainview
5901 Bishop Drive; (254) 772-2520

Parkdale
6400 Edmond Avenue; (254) 772-2170

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

Secondary Campuses
A. J. Moore Academy
3201 South New Road; (254) 753-6486
University High School
3201 South New Road; (254) 756-1843

Waco ISD Partner Schools

Elementary Campuses
Alta Vista Elementary
3637 Alta Vista Drive; (254) 662-3050
Lake Air Montessori
4601 Cobbs Drive; (254) 752-5951
Provident Heights
2415 Bosque Blvd.; (254) 750-3930
South Waco Elementary
2104 Gurley Lane; (254) 753-6802

Middle School Campuses
G. W. Carver
1601 J.J. Flewellen Road; (254) 757-0787
Tennyson Middle School/Atlas Academy
6100 Tennyson Drive; (254) 772-1440

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

Additional Partner Schools

Connally ISD Partner Schools

Elementary Campuses
Connally Elementary
300 Cadet Way; (254) 799-6277
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

La Vega ISD Partner Schools

Primary Campus
La Vega Primary School
4400 Harrison; (254) 799-6229
Elementary Campus
La Vega Elementary
3100 Wheeler; (254) 799-1721

Midway ISD Fully-staffed PDS Campus

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

Midway ISD Partner Schools

Elementary Campuses
Castleman Creek Elementary
755 South Hewitt Drive; (254) 761-5755
Hewitt Elementary
900 Pantherway; (254) 761-5750
South Bosque Elementary
#1 Wickson Road; (254) 761-5720
Spring Valley Elementary
610 Spring Valley Road; (254) 761-5710
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

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

Robinson ISD Partner Schools

Elementary Campuses

Robinson Elementary
151 Peplow Street; (254) 662-5000

Robinson Primary
541 N. Old Robinson Road; (254) 662-0251

Secondary Campus

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

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Program Information

National Council for the Accreditation of Teacher Education (NCATE)

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) **[Back to Top]**

Texas Education Agency (TEA)

The governing body for teacher certification in Texas is the Texas Education Agency (TEA). **[Back to Top]**

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)

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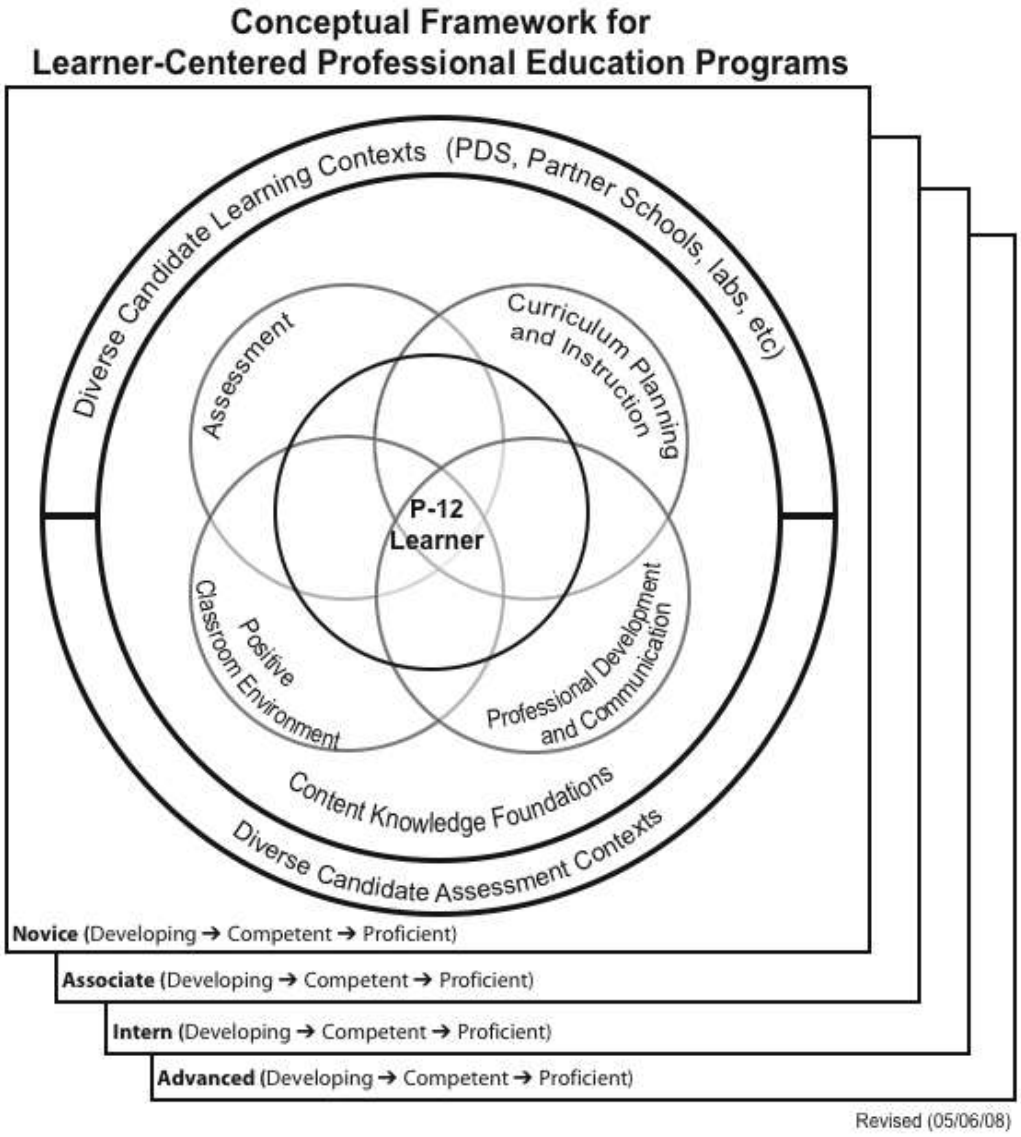
Learner-Centered Educator (Conceptual Framework)



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Benchmarks (Revised May 2005)

STRAND 1: CREATING A POSITIVE LEARNING ENVIRONMENT

- Benchmark 1: Establishes expectations
- Benchmark 2: Arranges space for safety and effective learning
- Benchmark 3: Establishes small and large group procedures, routines, and manages transitions
- Benchmark 4: Prepares and manages materials and technology for effective learning
- Benchmark 5: Keeps progress records in order to match and adapt curriculum to student
- Benchmark 6: Uses reinforcement and correction to increase learning and show respect
- Benchmark 7: Paces lessons and activities to engage students

STRAND 2: ASSESSMENT

- Benchmark 8: Assessment method matches knowledge (curriculum) and student characteristics
- Benchmark 9: Formative assessment provides information regarding student(s)' achievement level
- Benchmark 10: Assessment information is communicated to students, parents, and other professionals

STRAND 3: CURRICULUM PLANNING

- Benchmark 11: Focuses students' attention on the information
- Benchmark 12: Organizes the knowledge when planning instruction
- Benchmark 13: Presents information for instruction that is related to assessment
- Benchmark 14: Guides students' application of knowledge
- Benchmark 15: Provides opportunities for student(s) to use information independently

STRAND 4: PROFESSIONAL DEVELOPMENT AND COMMUNICATION

- Benchmark 16: Participates in professional development
- Benchmark 17: Is proficient in communication with students, parents, and other professionals
- Benchmark 18: Collaborates with parents and other caregivers

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Exhibit 1.g.2 Alignment of Dispositions, Indicators and Benchmarks

	Benchmarks																	
Dispositions/Indicators	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
I. The candidate can create an environment where every student can learn and develop																		
A. Social behaviors are learned and can be taught.	x		x			x	x											
B. The role of the Novice includes teaching appropriate social behaviors.	x		x			x	x											
C. A classroom with clear expectations and positive feedback for appropriate behavior creates an atmosphere for optimal learning.	x	x		x	x	x												
D. Routines and procedures for the management of classroom time, space, materials, and activities promote efficiency and safety.	x	x	x	x			x											
II. The candidate uses every task to acquire information about student learning and development.																		
A. Every task provides information about student learning.								x	x	x								
B. Assessment links to what each student needs to learn or has learned.									x	x								
C. Multiple assessments across settings ensure transfer.									x	x								
D. Assessment assists in flexibly grouping students for instruction.								x	x	x								
III. The candidate uses varied strategies and methods to address each student's diverse needs, the requirements of the task, and the discipline.																		
A. Instruction is based on assessment of student learning.											x	x	x	x	x			
B. The flexible use of a repertoire of methods is needed to meet assessed student needs, the requirements of the task, and the discipline.											x			x	x			
C. The organization of curriculum uses important information from the disciplines, such as facts, concepts, generalizations, strategies, and processes to promote purposeful learning.												x	x	x	x			
D. A range of instructional methods promotes and develops high academic achievement.														x	x			
IV. The candidate values collaboration with others as partners in planning and implementing effective programming.																		
A. Growth as a professional requires reflection and																x	x	

	Benchmarks																	
Dispositions/Indicators	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
study in collaboration with other scholars.																		
B. Parents and guardians are partners in the development of effective programming for their children.																	x	x
C. A teacher is part of the larger professional community, which is nurtured through collegial relationships, and contributes to the system as a whole.																x	x	

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Electronic Portfolio (efolio)

The electronic portfolio serves many purposes during a teacher candidate's degree program. The candidate primarily uses the efolio to document personal and professional development aligned with the program benchmarks. Secondary purposes of the efolio include: a) developing a candidate's technology application skills; b) providing data for program evaluation; and c) supporting a candidate's post-graduation search for professional employment. As the teacher education candidate progresses through the three developmental levels of the certification program (Novice, Teaching Associate, and Intern), the candidate's evidence is presented and reviewed with an iterative process.

Formative efolio reviews are conducted as part of the Novice, Teaching Associate, and Intern experiences. Candidates can view scores and reviewer comments immediately through the efolio assessment link on the Portfolio Support website (http://www.baylor.edu/soe/ps). Formative reviews may be associated with specific course requirements and are generally completed by a single member of the teacher education faculty or PDS personnel.

Summative efolio reviews are conducted at the conclusion of the Novice, Teaching Associate, and Internship experiences. Candidates can view scores and reviewer comments through the efolio assessment link on the Portfolio Support website (http://www.baylor.edu/soe/ps) after the reviews have been validated by program coordinators or other designated individuals. Summative reviews are associated with program benchmarks. At the Intern level they are completed by at least two members of the teacher education faculty or PDS personnel. If the overall benchmark scores of the two reviews fall in two different scoring levels (developing, 1-3; competent, 4-6; or proficient, 7-9), then a third individual will review the efolio.

Rubric for efolio Review

The rubric that is used to evaluate the candidate evidence presented in the efolio appears in Appendix N of this document.

Electronic Portfolio (efolio) Expectations

The efolio functions as a "professional" document that will be viewed by a number of individuals (Resident Faculty, Clinical Instructors, Mentor Teachers, future employers, etc.); therefore, candidates should present the highest quality work in a manner that will be accepted by the widest number of reviewers.

Work on the efolio progresses throughout the entire degree experience. Evidence should demonstrate the candidate's ability to address the benchmarks in the unique context associated with each developmental level: the Novice context is working with individual students; the Teaching Associate context is working with small groups; the Intern context is working with entire classes (physical education candidates may work with larger groups earlier in their program).

Candidates are expected to independently edit and maintain their own efolios. It is imperative that candidates keep current backup files on external media ("cloud" backup such as BearSpace, external hard drive, CD, CD-R, flash/pin drive, etc.).

The Portfolio Support team provides technical assistance for developing and maintaining the efolio. Questions about content, e.g., what constitutes evidence for a benchmark, should be directed to BU faculty and/or PDS personnel. Information and appointments are available via the http://www.baylor.edu/soe/ps web site or by emailing Portfolio_Support@baylor.edu. TED1112 students receive technical support via the Instructional Technology Lab and therefore may be directed to their instructor if they contact general portfolio support.

Standards for Electronic Portfolios (efolios)

All efolios, whether based on the templates provided on the Portfolio Support website (http://www.baylor.edu/soe/ps) or independently designed by the candidate, must meet the following design and content standards. Examples of the standards are presented in the templates. Technical assistance for meeting the standards may be obtained by contacting the Portfolio Support Team.

Design Standards (see templates for examples of the following items)

A. The design is consistent and conveys a professional image throughout
   1. Appearance and function is consistent in multiple browsers (e.g. Internet Explorer, Mozilla FireFox, Google Chrome, and Safari)
   2. Appearance and function is consistent on both Windows and Macintosh platforms

B. Background color (including texture or pattern)
   1. Is lighter than the text
   2. Is consistent throughout the entire efolio

C. Font (size, style, and color)
   1. Is no smaller than the default size <font size=3>
   2. Is darker than the background color (including texture or pattern)
   3. Is easily read against the background

D. Digital images (photos, scanned images, clip art, animated gifs, etc.)
   1. Are the appropriate size within the page/screen
   2. Are scanned or converted to the appropriate resolution (72 or 96 dpi)
   3. Have been “optimized” for use on the Internet by using a digital image editor (e.g. Fireworks or Photoshop) to reduce the image file size to less than 45k
   4. Serve a specific purpose
   5. Are appropriately credited when copied from an external source

E. Navigation (buttons, arrows, links, directions)
   1. Provides direct navigation links to the home page and to each benchmark page from every other benchmark page (see template for an example)
   2. Appears in the same location on pages with similar functions
   3. Uses embedded links within a longer page or multiple links to independent pages to minimize the need for scrolling
   4. Works properly

Content Standards (see templates for examples of the following items)

A. The content conveys a professional image with all text having been carefully proofed for spelling and grammatical errors

B. Home (First) page contents must include:
   1. Candidate's personal photo appropriate for professional use (dimensions are no smaller than 200 x 300 pixels and no larger than 300 x 500 pixels; resolution = 96 dpi);
   2. Candidate's expected graduation date;
   3. Date of most recent major revision to efolio (minor editing of pages need not be reflected in revision date; additions of evidence or corrections requested by faculty should be reflected in the revision date); and
   4. An index list of all benchmarks listed by domain and linked to individual benchmark pages (may be in a different structure than the consistent navigation required on all individual benchmark pages as describe in E.2. in the Design Standards).

C. Individual benchmark page contents must include:
   1. The full text of the benchmark with its assigned number;
   2. Narrative that relates evidence to benchmark in the appropriate context (Novice, Teaching Associate, and Intern);
   3. Evidence based on primary sources and, where appropriate, demonstrated in terms of student performance; and,
   4. The relationship between the narrative and evidence should be clearly identifiable through hyperlinks, highlighting, or some other method employed by the candidate; reviewers will not make assumptions about how the evidence is related to the narrative.

D. Identity of students* must be protected by:
   1. When necessary blurring faces visible in photographs/video and
   2. Changing student names.

*Each student in Waco ISD completes a "Student Agreement for Acceptable Use of the Electronic Communications System and Photography Permissions Form." A copy of this form is to be maintained in the student's cumulative folder. The candidate is responsible for verifying whether the student's image can be used without modification.

Electronic Portfolio (efolio) Support Team

TED1112 Instructional Technology Lab students receive support via their course instructor. For all others, the efolio support team is housed in the School of Education Media Center (Draper 212) and provides workshop-based instruction, individual tutoring, web-based resources, phone support, and email support to teacher education candidates working on their efolios. The efolio support team can be reached by web at http://www.baylor.edu/soe/ps, by email at Portfolio_Support@baylor.edu, or by phone at (254) 710-6159.

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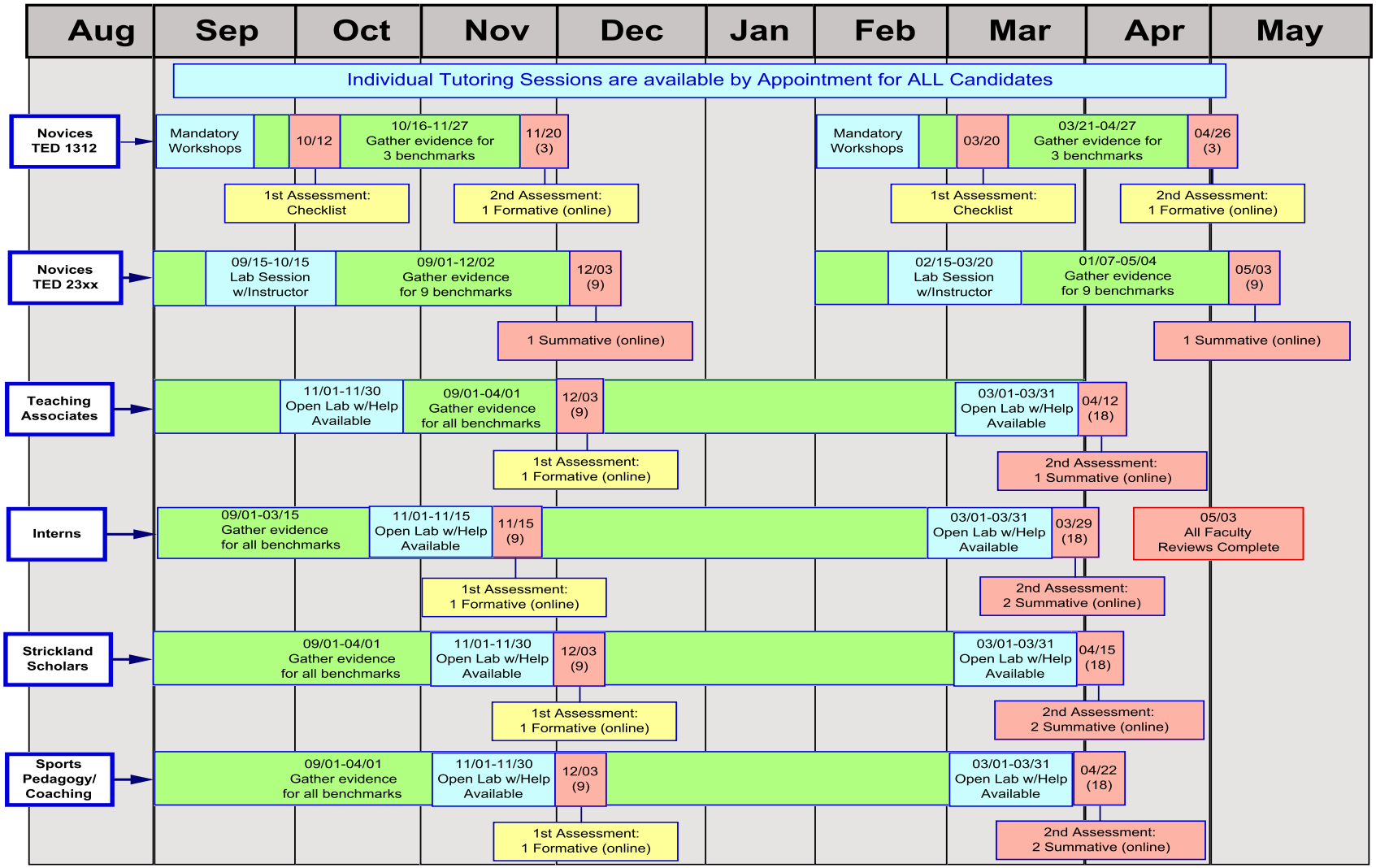
eFolio Activity Calendar
2012-2013



Except for summative Intern reviews, all faculty reviews are to be completed online within one week of the due date listed. **Candidate due date will be determined by course faculty.**

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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**	**Outcome**
Prior to registration for each TED 1312	HS grad	Accredited HS/16 credits as 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		
	efolio review	Formative assessment			
Exceptions:					

Entry to TEACHING ASSOCIATE level? (end of Novice Experiences/Sophomore year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers** **Data flow**	**Communicated to Candidates**	**Outcome**
Semester candidate **completes** TED 23x0	GPA (overall)	2.6	Review of candidate records by Degree Plans, Advising, & Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Permission to enroll in TED 36x0 courses
	GPA (TEP)	2.6			
	Course completion	TED 1312, TED 23x0 12 credit hours in content area			
	Junior status	60 credit hours			
	Bio/Data update	Updated by 12th class day each term	From Professional Practice to TED 22x0 instructors	By one of evaluators in an individual conference	
	efolio review	summative benchmark assessment; evidence for limited number of benchmarks (nine)	From TED 23x0 instructors to Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	
Exceptions:		*The dual certificate GT/Elementary candidates will not take TED 1312 and enter the sequence during their sophomore year.*			

Decision Points in the Teacher Ed Program

Entry to INTERN level? (end of Teaching Associate Experiences/Junior Year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers** **Data flow**	**Communicated to Candidates**	**Outcome**
Semester candidate **completes** TED 36xx, 3340, 3341, 338x (not including 3380), 339x	GPA (overall)	2.6	Review of candidate records by Degree Plans, Advising, & Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Permission to enroll in TED 46xx courses
	GPA (TEP)	2.6			
	TED 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x	3.0 each semester in each class			
	Course completion	TED 1312, TED 23x0, TED 36x0, TED 36x1 TED 3340, TED 3341, 338x (not including 3380), 339x 18 credit hours in content area	From Professional Practice to TED 36xx, TED 3340, and TED 3341, 338x (not including 3380), 339x instructors		
	Bio/Data update	Updated by 12th class day each term	2 or 3 faculty from certificate team, one of whom has taught candidate; efolio assessment system to Professional Practice	By one of evaluators in an individual conference	
	efolio review	summative benchmark assessment; mean rating equal to or greater than 4 (on 9-point scale)	From Professional Practice to University Liaisons	Conference with University Liaisons	
Exceptions	TExES testing	Must take all appropriate TExES **diagnostic** tests			
		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.			

Decision Points in the Teacher Ed Program

Entry to INDUCTION level? (end of Internship/Senior year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data flow**	**Communicated to Candidates**	**Outcome**
Semester the candidate **completes** TED 46x3	GPA (overall)	2.6	Review of candidate records by Degree Plans, Advising, & Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Recommendation for graduation and issuing TExES testing approval.
	GPA (TED)	2.6			
	Course completion	TED 1312, 23x0, 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x 46x0, 46x1, 46x2, 46x3			
	Bio/Data update	Updated by 12th class day each term Updated prior to graduation with "permanent" address	From Professional Practice to University Liaisons		
	efolio review **[also a SACS assessment]***	Summative benchmark assessment; mean rating equal to or greater than 4 (on 9-point scale)	2 or 3 faculty from certificate team, one of whom has taught candidate; efolio assessment system to Professional Practice	By one of evaluators in an individual conference	
	TExES testing	Must score 80% overall and no domains lower than 75% of all appropriate TExES tests	From Professional Practice to University Liaisons	Conference with University Liaisons	
Exceptions		*Certificate programs may have different "course completion" requirements (to be specified by certificate faculty) failure to achieve a composite score of 80% or better on all appropriate TExES diagnostic tests, will result in lower grade for TED 46x2/46x3*			

***SACS assessments:**

100% of candidates will receive an average rating of 4 (competent) or higher in each of the four strands; 75% will receive an average rating of 7 (proficient) or higher in each of the four strands; the efolios assessment system uses a 9-point scale MT/IS completes Professional Practice Evaluation Form in the last semester of Internship;100% of candidates will receive an average rating of 2 (competent) or higher in each of the four strands; 75% will receive an average rating of 3 (proficient) or higher in each of the four strands; the Professional Practice Evaluation Form uses a 3-point scale.

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Office of Professional Practice

Located in Draper 101, the Office of Professional Practice is responsible for coordinating the work of the PDS partnership to facilitate candidate placement, testing, and certification. Phone (254) 710-4680. Email: Professional_Practice@baylor.edu.

Director of Professional Practice: Dr. Krystal Goree, Krystal_Goree@baylor.edu (254) 710-4172
Assistant Director/Certification Officer: Sandra Parnell, Sandra_Parnell@baylor.edu (254) 710-6153
Program Assessment Support Specialist: Michael Kusler, Michael_Kusler@baylor.edu (254) 710-3190

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.
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Applying to the Teacher Education Program

Teacher Education candidates must complete and submit a formal application the semester prior to beginning their Teaching Associate experience. The application form may be retrieved at http://www.baylor.edu/soe/index.php?id=65702 and must be turned in to the Office of Professional Practice by November 1, 2012 for candidates beginning as Teaching Associates in spring of 2013 and by April 1, 2013 for candidates beginning as Teaching Associate in fall of 2013.

Information for Teacher Certification/TExES Testing

In order to facilitate communication between the Office of Professional Practice and teacher candidates, candidates must maintain current contact information in the OPP. All candidates entering their Teaching Associate year must fill out the Information for Teacher Certification (Appendix M) to submit information required for TExES testing and recommendation for certification to the Office of Professional Practice (Draper 101).

TExES Exams

Texas Examinations of Educator Standards (TExES exams) are scheduled and administered by the Texas Education Agency (TEA) according to the schedule provided on the TExES website www.texes.ets.org. TExES exam frameworks are available through the candidate BLACKBOARD community websites and the TExES website http://www.texes.ets.org/.

Qualifying to take a TExES Exam

TEA allows each teacher preparation program to determine when candidates in that program qualify to take a TExES exam. The Teacher Education Faculty has established the following qualification for a Baylor teacher education candidate: **In order for a candidate to qualify to take an official TExES exam, the candidate must pass the appropriate diagnostic test(s) (the PPR or content area test) with an overall score of 80% and no domain score lower than 75%.**

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 appropriate review session.

Teacher education candidates who need accommodations for the diagnostic and official TExES exams must contact Michael Kusler in the Office of Professional Practice a minimum of 30 days before the 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 ETS in order to receive accommodation s on official TExES exams. Candidates may not ask for accommodations on diagnostic testing unless they will be requesting the same accommodations for the official exams.

Candidates register for a TExES exam according to the policies and procedures described on the ETS website (TExES Exam Registration). In order for a candidate to register for an official TExES exam, the candidate must obtain approval from the Office of Professional Practice (Draper 101).

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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.

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

First, you must establish your personal account with TEA. Establishing your account will provide you with a TEA ID number. All information entered into your ETS account must correspond to your TEA account information.

1. Go to **www.tea.state.tx.us**
2. Click on "Educator Login" (right side of the page in red)
3. Click on "New User? Create New Account"
4. Fill in your Last Name, Social Security Number, Date of Birth, and you click on "Candidate participating in an Educator Preparation Program".
5. Complete your Educator Profile. At the top of the page will be your TEA ID# (write this number down to register for the TExES test)
6. Go to the ETS website at **www.texes.ets.org**
7. Click register
8. Scroll down and click "New User"

9. You will be asked for the following information:
    - TEA ID#
    - First Name
    - Middle Initial
    - Last Name
    - Date of Birth
    - E-mail
10. Click next
11. You may register for either a Paper Based Test (PBT) or a Computer Administered Test (CAT)
12. Complete the registration process and pay online

(Candidates may also register by phone or via paper registration. Registration bulletins are available on the ETS website.)

For questions, please contact Michael Kusler (Michael_Kusler@baylor.edu) in Draper 101, (254-710-3190). **[Back to Top]**

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, and state testing requirements candidates may apply for certification via the Texas Education Agency website (www.tea.state.tx.us).

For questions, please contact Sandra Parnell (Sandra_Parnell@baylor.edu) in Draper 101 (254-710-6153).

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Procedure for Applying for a Teaching Certificate

(Do not apply for certification until you have been instructed to do so during your Intern year.)

1. Go to **www.tea.state.tx.us**
2. Click on “Educator Login” (right side of the page in red)
3. Click on “Application” then on “Standard Certificate Texas Program”
2. Click on the link for “Apply for My Certification”
3. Follow the instructions to apply for certification.
4. Pay by credit card online or print the fee remittance form, and mail with the appropriate payment ($77 fee).
5. Begin the criminal background check process while on-line:
    - The criminal background check fee is $39.50(non-refundable).
    - The applicant will receive an email from SBEC that will contain a document (FAST Fingerprint Pass) that will allow them to use the vendor’s digital services.

- The applicant will be required to make an appointment with the vendor and present the document (FAST Fingerprint Pass) at their fingerprint appointment.
- Applicants will be required to pay the vendor a fee of $9.95 for the fingerprinting service.

It is in the candidate's best interest to complete the certification process as soon as possible. Significant delays in completing the certification process may subject the candidate to additional requirements and/or testing that are implemented between the time a candidate qualifies for certification and the time at which the candidate applies for a certificate and completes the certification process. [Back to Top]

Certificate/Program Coordinators

Elementary	Barbara Purdum-Cassidy
Middle School	Randy Wood
Secondary	Madelon McCall
Special Education EC-12	Pat Arredondo
Physical Education EC-12	Karen Fredenburg
Music EC-12	Georgia Green
Deaf Education EC-12	Lewis Lummer and Lori Wrzesinski
Family and Consumer Science	Mary Elliott
Business Education	John Knue

Supplementary/Dual Certificate Program Coordinators

ESL	Rick Strot
Gifted and Talented	Susan Johnsen
Special Education	Pat Arredondo

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Candidate Information

Due Process

1. The Advising Office will notify candidates by the second week in June if they *do not* qualify to be classified as a Teaching Associate or Intern.
2. Candidates have the right to appeal within 15 days of notification.
3. Three Teacher Education Faculty members (one faculty member must be in the certification area of the Candidate) will be appointed by the Moderator of the Professional Education Faculty to conduct a hearing.
4. The Hearing Panel will notify the Candidate of the finding by July 15. **[Back to Top]**

Baylor University School of Education

TA Calendar*
2012 – 2013
Fall 2012

Month	Date	Time	Description	Location
August	20		First day of Baylor classes	Baylor University
	22		Pre-Assessment TA PPR Testing 4-8, 8-12 candidates Pre-Assessment TA EC-6 Generalist testing	Draper 139 Draper 207
	24		Pre-Assessment TA PPR Testing EC-6 candidates	Draper 207
	27		First day of class for Waco ISD	
	29		First day of class for Midway ISD	
September	3		Labor Day – Baylor Holiday	
	7 – 8		Differentiation Conference	5th Floor Cashion Building
October	8		*Student/Teacher Holiday – WISD; Staff development/Comp Day - MISD*	
	15		TAIR - 4-8 and 8-12 ELAR	Baylor University
	16		TAIR - EC-6	5th Floor Cashion Building
	19		Fall Break Weekend	Baylor University
	27		T-Cubed Conference – Teachers Teaching with Technology Regional Conference	University High School
November	16		Last day for TAs to work with students	
	19	7:45-11:00	Diagnostic TExES PPR test – All certification levels	TBD
	21 – 25		Thanksgiving Holiday	
	26	7:45-11:00	Review for TExES PPR – All certification levels (for those who do not score 80% overall with no domain below 75%)	TBD
	28	7:45-11:00	2nd Diagnostic TExES PPR – All certification levels (for those who do not score 80% overall with no domain below 75%)	TBD
December	3		Last day of class for Baylor students	
	15		Baylor Graduation	Baylor University

Spring 2012

Month	Date	Time	Description	Location
January	14		First day of classes	Baylor University
	21		MLK Holiday	
March	11 – 15		Spring Break	
	29 – April 1		Easter Holiday	
April	9		Research Symposium	5th floor Cashion Building
	12		Last day for TAs to work with students	
	15 – 24	7:45-11:00	Diagnostic TExES Content Area testing and reviews (Dates per availability of rooms)	TBD
	18		Diadeloso	Baylor University
	29	7:45 – 11:00	Intern Orientation – **Attendance Required**	5th floor Cashion Building
	30	7:45 – 10:45	Intern Orientation – **Attendance Required**	5th floor Cashion Building
May	1	7:45 – 11:00	Intern Orientation – **Attendance Required**	5th floor Cashion Building
	3		Last day of Baylor classes	
	17 - 18		Graduation	

Approved by PEFX 2/15/12

*** This calendar is subject to change.**

- **Calendar may be adjusted due to TAKS/STAAR testing dates.**

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Intern Calendar *
2012 – 2013

Fall 2012

Month	Date	Time	Description	Location
August	20	8:30 – 4:00	Intern Orientation – **Intern Attendance Required** Baylor Classes Begin	TBD
	21	8:30 – 4:00	Intern Orientation – **Intern Attendance Required**	TBD
	22	8:30 – 4:00	Intern Orientation – **Intern Attendance Required**	Barfield – Bill Daniels Student Center
	23		Interns report to campuses – First day in schools **CPR/FIRST AID CERTIFICATE DUE IN THE OFFICE OF PROFESSIONAL PRACTICE**	Draper 101
	27		Connally, La Vega, and Waco ISD Classes Begin	
	29		Midway and Robinson ISD Classes Begin	
September	3		Labor Day Holiday – Baylor Holiday	
	7	2:30 – 4:00	ESL Seminar – **Required attendance for all Interns seeking ESL Certification**	Draper 139
	7 – 8		Differentiation Conference	5th Floor Cashion Building
	28	2:30 – 4:00	ESL Seminar – **Required attendance for all Interns seeking ESL Certification**	Draper 139
October	12	8:15 – 12:00	Career Services – Resume Writing - **Intern attendance required**	5th Floor Cashion Building
	15		TAIR Conference - **4-8 and 8-12 ELAR Intern Attendance Required**	Baylor University
	16		TAIR Conference - **EC-6 Intern Attendance Required**	5th Floor Cashion Building
	19		Fall Break Weekend – Baylor	
	27		T-Cubed Conference – Teachers Teaching with Technology Regional Conference	University High School
November	2	5:00	Resume to be uploaded on Hire-A-Bear website	
	7		Teaching Abroad – Australia and London – Depart	
	16		LAST DAY FOR INTERNS IN FALL UNLESS MAKEUP DAYS ARE NECESSARY	
	21 – 23		Thanksgiving Holiday	
December	3		Last day of Baylor classes	
	7		Australia Teaching Abroad – Return	
	8		England Teaching Abroad – Return	
	15		Baylor Graduation	

Spring 2013

January	14		Baylor Classes Begin – **All Baylor Interns return to schools**	
	21		MLK Holiday – Baylor	
	25	8:15 – 12:00 1:00 – 2:30	Mock Interview Seminar - **Intern attendance required** ESL Seminar – **Required attendance for all NEW Interns seeking ESL Certification**	5th Floor Cashion Building Draper 139
February	22	8:00 – 12:00 1:00 – 2:30	Teacher Job Fair Preparation Seminar – Intern attendance required ESL Seminar – **Required attendance for all NEW Interns seeking ESL Certification**	5th Floor Cashion Building Draper 139
March	5	9:30 – 9:50 10:00 – 12:00 12:00 – 3:00	Teacher Job Fair – **INTERN ATTENDANCE REQUIRED** Registration – (Bring your Baylor ID) Teacher Job Fair Interviews with districts interviewing on site	 Lobby between Hankamer and Cashion 5th Floor Cashion Building
	11 – 15		Spring Break – Baylor and all school districts	
	29 – April 1		Easter Holiday – Baylor	
April	9		Research Symposium - **Intern attendance required**	5th Floor Cashion Building
	18		Diadeloso – Interns have the day off	Baylor University
	26	8:15 – 12:00	Final Evaluation / Survey Seminar- **Intern attendance required** LAST DAY FOR INTERNS IN SPRING UNLESS MAKEUP DAYS ARE NECESSARY	5th Floor Cashion Building
May	3		Last Day of Baylor Classes	
	17 – 18		Graduation	

Approved by PEFX 2/15/12

***THIS CALENDAR IS SUBJECT TO CHANGE.**

- **Calendar may be adjusted due to TAKS/STAAR testing dates.**
- **Candidates are required to follow the calendar of their assigned school districts with regard to teacher in-service days, staff development, and work days that are not Baylor holidays.**

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Code of Ethics and Standard Practices for Texas Educators
[Excerpted from the Texas Administrative Code, Title 19, Part 7, Chapter 247]
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.
(2) Ethical Conduct Toward Professional Colleagues.
(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
(3) Ethical Conduct Toward Students.
(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

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General Candidate Guidelines

The following guidelines apply to all Teaching Associates and Interns and are provided to facilitate 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.

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/TA is assigned.
3. Teacher preparation 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 254-710-4680.
4. 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, La Vega ISD, Midway ISD, and Robinson ISD policies DHC, FNCJ, FFG. Additional district information on sexual harassment may be found on pages 54-55 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 contact the Intern Supervisor, Site Based Coordinator, University Liaison, or a Baylor Resident Faculty. 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) SOE Associate Dean for Student and Information Services; 2) Director of SOE Office of Professional Practice, 3) District Director of Human Resources, and 4) Campus Principal. Failure to report a suspected incident of inappropriate conduct with sexual overtones may violate federal and state law.
5. Baylor candidates will follow the Baylor calendar regarding holidays.
6. H.B. 383 Section 151.001 of the Family Code is amended by adding subsection (e) that 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.

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Absence Policy for Teaching Associates and Interns*

- **Personal absences –** A maximum of three personal absences per semester will be allowed without grade penalty. Candidate may request a personal leave for no more than three consecutive days. Personal leave will not be approved for the day before or the day after a school holiday or for professional development days. (Deviation appeals may be made through the normal academic appeals process.)
- **Excused absences –** 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 K) Only excused absences may be made up.
- **Unexcused absences –** For each unexcused absence, after three personal absences during a semester, the semester grade will be dropped one half letter grade. (e.g. A to B+,B+ to B, etc.). Unexcused absences may not be made up.
- **Tardies –** 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 B+, B+ to B, etc).
- Baylor candidates must notify the Clinical Instructor or Mentor Teacher first and then the Professor of Record when they are going to be absent. Documentation of an absence is required by the next seminar meeting. (Appendix L) Only excused absences may be made up.
- Absences due to official university events will be coordinated through the Office of Professional Practice and the certificate team.
- During the second semester of the Internship, candidates may request up to two days for employment 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.

***Attendance policy is in effect for all classes, TExES diagnostic testing and review sessions, group seminars, and Orientation Sessions. Additional policies and procedures regarding absences may be included in course syllabi and must be followed. **[Back to Top]**

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 his or her own personal and professional growth. All Baylor candidates should understand that professional behaviors include, but are not limited to:

- dressing in an appropriate manner that adheres to the campus/district dress code and Baylor 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 policies.
- attending all relevant meetings.
- maintaining a positive and professional demeanor.

In addition Baylor Interns:

- will attend and participate in other teaching responsibilities and school functions such as parent conferences, faculty meetings, grade level meetings, ARDs, etc.
- will shadow the Mentor Teacher for duty assignments (bus duty, hall duty, lunch duty, etc.)

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General Expectations

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

- are encouraged to attend or assist with campus extra/co-curricular activities.
- are to arrange observations as needed each semester.
- are expected to keep their portfolios updated.
- must complete assigned work on time in accordance with assignment expectations.
- are to continue teaching at least half the day (three class periods at high school level) after completing the full-teach requirements and remain involved in the daily routine of the classroom.

During the required hours on campus, the Intern who is not engaged in lead-teaching or co-teaching activities will remain engaged in activities as directed by the PDS/Partnership faculty. Activities may include but are not limited to observing in other classes, conferences with PDS/Partner School faculty, etc.

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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.). **[Back to Top]**

Reporting Dates for Interns

Interns will report to the assigned PDS or Partner school on August 23, 2012 following Intern Orientation.

Summary of Minimum Intern Expectations*

Fall	Spring
Begin Monday, August 20, 2012.	Begin when Baylor Classes begin.
Co-teaching and lead-teaching responsibilities will be scheduled by each Mentor Teacher to accommodate campus schedules and Mentor Teacher's responsibilities	Co-teaching and lead-teaching responsibilities will be scheduled by each Mentor Teacher to accommodate campus schedules and Mentor Teacher's responsibilities
Lead teacher, full-day responsibility for five one-week blocks of instruction	Lead teacher, 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 school classroom, 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
After the Internship (approximately15 weeks) and prior to the conclusion of the Baylor semester, the Intern will complete and/or present the ePortfolio and receive feedback	After the Internship (approximately15 weeks) and prior to the conclusion of the Baylor semester, the Intern will complete and/or present the ePortfolio and receive feedback
Final exams for fall will emphasize ePortfolio work and completion of Internship requirements	Final exams for spring will emphasize ePortfolio work and completion of Internship requirements

* 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. **[Back to Top]**

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 one's own 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 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

Teaming

To initiate the Intern's teaching experience, the Intern may share the responsibility for planning and teaching a selected lesson with his/her Mentor Teacher. This may be done in a number of ways. For example:

1. The Intern may present the lesson "warm-up" and motivation while the Mentor teaches the new skill.
2. The class can be divided into two groups with both the Intern and the Mentor taking a group for instruction.
3. The instructional time can be divided so that one person does the introduction and presentation of skills and the other carries out the independent practice and evaluation segments of the lesson.
4. One person may present the lesson content while the other supervises cooperative group work.

Teaming allows the Intern to gain some initial experience in front of the class with support from the Mentor Teacher. 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 receive constructive feedback for revisions and ultimate success.

Full Teach

A gradual build up of teaching responsibility leads to the full teach responsibility. This means that for five 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 planning for and teaching the whole school day as if the Intern were the regular classroom teacher. The Intern will assume all other responsibilities that the teacher has during this time. Upon completion of the full-teach assignment all Interns will be expected to continue 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 full teach period.

***** Please note: If an Intern is participating in a teaching abroad experience during the fall semester, he/she may work with the Intern Supervisor and Mentor Teacher to arrange the full teach schedule so that he/she completes four weeks of full teach during the fall semester and five weeks of full teach during the spring semester.

Day on Campus

All Certificate Teams will respond to the candidates' request for time on campus during the Intern year by providing one day a week for candidates to participate in on-campus professional development (e.g. seminars, e-folio, etc).

TAKS/STAAR

Certificate Teams, with input from the Coordinating Council and PDSs and Partner Schools, will determine the appropriate activities during TAKS/STAAR testing when candidates are not on assigned campuses and take responsibility for the experience of the Interns. **[Back to Top]**

Intern Seminars

1. The Intern is required to attend a regularly scheduled three-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. These include topics such as resume writing and Career Fair. Dates for these common seminars are included in the calendar.
3. EC-12 Physical Education and Special Education Seminars
   EC-12 PE and Special Education Interns will participate in regular weekly half-day seminars coordinated by the EC-12 certification teams. On special occasions, PE Interns may meet with other groups.
4. Interns seeking GT certification will attend weekly seminars facilitated by their assigned Intern Supervisors who will be faculty certified in the GT certification area.

5. 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. **[Back to Top]**

Supplemental/Dual Certificate Requirements

Dual GT/EC-6 Certification

GT interns will be placed with GT-certified Mentor Teachers for at least one semester.

TAs who are seeking a GT/EC-6 dual certificate will need to pass the official PPR and the Generalist or Content TExES by May 31st of their TA year.

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

TA expectations

1. TAs will teach 3-4 hours/wk distributed over 3-4 days/wk for a minimum of 10 weeks/semester.
2. TAs will have consistent contact with one or more groups of students.
3. A regularly scheduled seminar will be held once a week. 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 enter evidence for efolio.
7. TAs will take the PPR during the fall semester and the Generalist or Content TExES during spring semester.

Intern expectations

1. Interns seeking the GT/EC-6 dual certificate will have lead-teacher responsibility for five weeks in the fall and in the spring because of a split placement. During one semester of their Intern year, they will be assigned to a GT resource room teacher, during the other semester, to a general education teacher.
2. GT Interns will participate in the dual certificate Intern seminars.
3. Interns will enroll in an additional GT course each semester of their Internship.

EC-6/Special Education Supplemental TA Expectations:

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

2. TAs will teach 4-6 hours weekly distributed over 4 days for a minimum of 9 weeks per semester.

3. TAs will teach SPED students and sixth grade general education students weekly as tutors in a special education math resource classroom and as assistants in general education classrooms.

4. TAs will teach content curriculum including math, social studies, science and/or English language arts/reading.

5. A regularly scheduled seminar will be led once a week by SPED faculty.

6. Planning time with university faculty and CIs will be included in the TA time in schools.

7. TAs will take the TExES Diagnostic EC-12 PPR exam during the fall semester and the TExES Diagnostic EC-6 Generalist exam during the spring semester. The official TExES Special Education Supplemental exam will be taken before the spring semester of the Intern year.

SPED Intern Expectations

1. Interns seeking the Elementary/ SPED dual certificate will have lead-teacher responsibility for four - five weeks in the fall and in the spring because of a split placement.

2. During one semester candidates will be assigned to a SPED-certified Mentor; during the second semester, the Interns will be assigned to an EC-6 general education Mentor serving SPED students inclusively.

3. SPED Interns will participate in Intern seminars led by SPED faculty/supervisor.

4. Interns will complete the official TExES Special Education Supplemental exam before the spring semester of the Intern year.

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English as a Second Language (ESL)*

ESL Interns will be placed with ESL-certified teachers whenever possible. They will have the opportunity to work with English Learners (ELs)*. (Note: For Interns working in ESL pullout or tutoring placements a minimum of 18 contact hours will be required.)

Intern Requirements

Document in your TxBESS Class Background Study (# 4) that you have Limited English Proficiency (LEP)* students in your classroom.

If you are not teaching LEP students immediately consult your Intern Supervisor and OPP to determine what teaching experiences with ESL students will be arranged for you. (18 contact hours minimum)

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

2. Take and pass the ESL Supplemental TExES (154).
   Note: You must pass both the PPR and Content TExES for your initial certification before taking the ESL Supplemental TExES (154).Demonstrate knowledge and application of ESL methods and principles through E-portfolio entries with evidence.
   - Benchmarks 12, 13, and 14 should explicitly show your support for ELs through the use of the English Language Proficiency Standards TEKS and sheltered instruction methods such as the SIOP® model.
   - Benchmark 18 should demonstrate advocacy and regard for ELs and their families in the context of teaching and professional standards.
   - Other benchmarks should demonstrate support for ELs as much as possible.

3. Attend required ESL Supplemental Intern seminars (see schedule in the Teacher Education Handbook from OPP).

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

*Terminology note: ESL is the acronym commonly used in the State of Texas for this certification; EL is the acronym commonly used in federal and professional publications; LEP (Limited English Proficient) is an acronym used on state forms to classify students as bilingual. They are synonymous.

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Observations of Interns

1. All certificate teams will conduct a minimum of one TxBESS (Texas Beginning Educator Support System) evaluation of each candidate during the first semester. A second TxBESS evaluation may be required during the second semster at the recommendation of the candidate's Intern Supervisor. TxBESS forms may be retrieved from BLACKBOARD (Appendix F). These forms will be submitted to the OPP at the end of each semester.
2. Two formal observations will be conducted each semester by the Intern Supervisor and recorded on Candidate Visitation Report (Appendix C). These forms will be submitted to the OPP at the end of each semester.
3. Midterm and final conferences will be documented on the Professional Practice Evaluation Form (Appendix D). These forms will be submitted to the OPP at the end of each semester.
4. PDS team members will make frequent informal observations. The observer will provide immediate feedback to the Intern. **[Back to Top]**

Observations of Teaching Associates

1. Two formal observations* will be done 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 to the OPP at 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 to the OPP at the end of each semester.
3. Informal observations and conferences should be conducted as needed and documentation maintained. These forms will also be submitted to the OPP at the end of each semester.
4. The Teaching Associate is responsible for the Class Background Study on TxBESS once during the TA experience. Due date will be determined by the Professor of Record. TxBESS forms may be retrieved from BLACKBOARD (Appendix F).

* What constitutes a *formal observation?*
  - ✓ includes feedback (opportunity for verbal dialogue between observer and candidate)
  - ✓ produces written documentation
  - ✓ covers ENTIRE lesson (from beginning to end of activity for which candidate is responsible)
  - ✓ relates to course grade

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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 or rubrics, etc.).

2. The Intern's ability to modify instruction based on continuous assessment of student progress. Each campus will 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 will 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 performance on the TExES Diagnostic Tests. Prior to completing the Intern year, the candidate must pass their diagnostic test both PPR and content with an 80% overall and no domain lower than 75%.
6. 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 44). **[Back to Top]**

Semester Exams

At the conclusion of each semester of the Internship experience, the Intern's semester exam will consist of the following items:

1. The Intern's reflection and presentation of the ePortfolio.
2. The PDS/Partner School faculty's assessment of the Intern's ePortfolio.
3. A conference with the PDS/Partner School team members. **[Back to Top]**

Responsibility for Intern Grades

1. The university faculty responsible for supervising Interns on each campus is also responsible for maintaining Intern grades.
2. EC-12 PE, Special Education, ESL, and GT program coordinators, in consultation with other members of the PDS/Partner School team, are responsible for maintaining Intern grades in these specialized programs.

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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. **[Back to Top]**

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 mid-term and summative evaluations of Teaching Associate(s).
8. Contact the University Liaison should concerns arise.
9. Provide input to University Liaison about the Teaching Associates' final grades.

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Mentor Teacher Responsibilities

The role of the Mentor Teacher should include, but not be limited to the following:

1. Serve as a role model and coach to provide opportunities for the Intern in planning, preparing, teaching, and assessing student performance.
2. Support the Intern in making the transition from candidate to teacher by clearly sharing authority from the beginning of the semester and by modeling appropriate classroom management strategies.
3. Accept primary responsibility for classroom supervision of the Intern.
4. Initiate co-teaching models with the Intern.
5. Schedule and participate in weekly planning conferences.
6. Provide written and verbal feedback.
7. Complete mid-term and final evaluations.
8. Contact the Intern Supervisor should any concerns arise.
9. Consult PDS or Partner team to resolve concerns related to Interns on the assigned campus.
10. Conduct one TxBESS appraisal on the Intern. The second appraisal on the Intern should be completed by the Intern Supervisor.
11. Conduct two formal observations that are at least 45 minutes in durations and document findings on the Candidate Visitation Report form. **[Back to Top]**

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 mid-term and summative evaluations with PDS and Partner teams.
7. Consult regularly with PDS and Partner teams. **[Back to Top]**

University Liaison Responsibilities

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 input to Intern Supervisor for orientation of Mentors and Interns, and for weekly Intern seminars, and assist as needed.
4. Provide orientation, with Site Coordinator, for Clinical Instructors and Teaching Associates.
5. Assume collaborative responsibility, with Site Coordinator, Resident Faculty, and Clinical Instructor, for supervision of Teaching Associates.
6. Conference with Teaching Associates and Clinical Instructors.
7. Observe Teaching Associates informally on a regular basis and formally, as needed by the PDS team.

8. Schedule and participate in midterm and summative evaluations with Clinical Instructor, Site Coordinator, Resident Faculty, and Teaching Associates.
9. Communicate continuously with the Clinical Instructor about the Teaching Associates' schedules and responsibilities.
10. Determine Teaching Associate's final grade, with input from Clinical Instructor, Site Coordinator, and Resident Faculty.
11. Co-chair, with Site Coordinator, the monthly campus PDS Steering Committee meeting.
12. Monitor budgeting and resources required at the PDS.
13. Inform the Campus Decision Making Council of PDS activities monthly.
14. Schedule, with Site Coordinator, all field-based experiences at the PDS, including experiences for Novice groups.
15. Coordinate the assessment of the effectiveness of the PDS experience on the assigned campus.
16. Attend PEF meetings and campus faculty meetings as needed.
17. Attend PDS Coordinating Council meetings.
18. Monitor adherence to the PDS Standards during partnership experiences. **[Back to Top]**

Site Coordinator Responsibilities

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.
3. Provide input to Intern Supervisor for orientation of Mentors and Interns and for weekly Intern seminars as needed.
4. Work with the University Liaison to provide orientation for Clinical Instructors and Teaching Associates.
5. Assume collaborative responsibility with the University Liaison, Resident Faculty, Clinical Instructors, and Mentors, for supervision of Teaching Associates and Interns.
6. Conference with Teaching Associates, Clinical Instructors, Interns, and Mentors.
7. Observe Teaching Associates and Interns informally on a regular basis and formally as needed by the PDS team. Document observations on the approved forms.
8. Work with the University Liaison to schedule and participate in midterm and summative evaluations with Clinical Instructors, Resident Faculty, Mentors, and candidates.
9. Communicate regularly with the Clinical Instructors about the Teaching Associates' schedules and responsibilities.
10. Co-chair the monthly PDS Steering Committee meeting (if the Steering Committee responsibilities have not been assigned to the CDMC).
11. Work with the University Liaison and campus Principal to monitor PDS funds and resources.
12. Inform the Campus Decision Making Council of PDS activities at regularly scheduled CDMC meetings.

13. Schedule, with University Liaison and campus Principal, all field-based experiences at the PDS, including experiences for Novice groups.
14. Participate in the assessment of effectiveness of the PDS experience on the assigned campus.
15. Attend campus faculty meetings and Professional Education Faculty (TPEF) meetings at Baylor University as needed.
16. Attend PDS Coordinating Council meetings.
17. Monitor adherence to the PDS Standards during partnership experiences. **[Back to Top]**

Intern Supervisor Responsibilities

The Intern Supervisor is the teacher of record for the Interns to whom they are assigned. At some PDS sites the University Liaison also serves as the Intern Supervisor. An Intern Supervisor may be assigned to PDS sites and/or to Partner Schools.

The role of the Intern Supervisor should include, but not be limited to, the following:

1. Supervise Interns in collaboration with PDS and Partner school team personnel.
2. Communicate with other PDS and Partner school team personnel on a regular basis to facilitate program consistency and shared decision-making.
3. Provide Mentor and Intern orientation (in collaboration with University Liaison and Site-Based Coordinator when applicable.)
4. Conduct bi-monthly conferences with Interns, including other PDS and Partner school team personnel in conferences when applicable.
5. Conduct a minimum of two formal 45 minute observations each semester (one during the first six weeks of the semester) and provide written and verbal feedback following each observation. (Informal observations may be conducted as needed.) All observations must be documented on approved forms. Note: For candidates participating in only one semester of Internship, a minimum of three 45 minute observations must be conducted by the Intern Supervisor during the semester.
6. Design, schedule, and conduct weekly Intern seminars.
7. Deliver course content with input from the PDS and Partner school team personnel.
8. Conduct mid-semester and end-of-semester conferences with each Intern and Mentor, collaborating with Site Coordinator and University Liaison as needed.
9. Compute each Intern's final grade with input from the PDS and Partner school teams.
10. Consult with PDS or Partner school teams to resolve issues related to Interns on the assigned campus(es).
11. Evaluate candidate performance on e-portfolios each semester.
12. Attend certificate level meetings as scheduled.

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PDS Teaching Associate Commitment
2012-2013

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

1. **Maintaining the academic requirements for the Internship, including a 2.6 overall GPA, a 2.6 GPA in all required subcategories of my degree plan, and a 3.0 each semester in TED 3340, 3341, 36X0, 36X1, 338X (with the exception of TED 3380), and 339X.**
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 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 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.
9. Continuing the development of my ePortfolio for evaluation with a summative benchmark assessment; mean rating equal to or greater than 4 (on 9 point scale).

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
Home Phone # _____	Cell Phone #_____

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PDS Teaching Associate Commitment
2012-2013

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

1. **Maintaining the academic requirements for the Internship, including a 2.6 overall GPA, a 2.6 GPA in all required subcategories of my degree plan, and a 3.0 each semester in TED 3340, 3341, 36X0, 36X1, 338X (with the exception of TED 3380), and 339X.**
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 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 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.
9. Continuing the development of my ePortfolio for evaluation with a summative benchmark assessment; mean rating equal to or greater than 4 (on 9 point scale).

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
Home Phone # _____	Cell Phone #_____

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PDS Intern Commitment
2012-2013

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

1. **Maintaining the academic requirements for the Internship, including a 2.6 overall GPA, a 2.6 GPA in all required subcategories of my degree plan, and a 3.0 each semester in TED 46X0, 44X1, 46X2, and 46X3.**
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 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 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.
12. Completing my ePortfolio for evaluation with a summative benchmark assessment; mean rating equal to or greater than 4 (on 9 point scale).

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 #_____

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PDS Intern Commitment
2012-2013

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

1. **Maintaining the academic requirements for the Internship, including a 2.6 overall GPA, a 2.6 GPA in all required subcategories of my degree plan, and a 3.0 each semester in TED 46X0, 44X1, 46X2, and 46X3.**
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 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 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.
12. Completing my ePortfolio for evaluation with a summative benchmark assessment; mean rating equal to or greater than 4 (on 9 point scale).

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 #

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Clinical Instructor and Mentor Teacher Commitment
2012-2013

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 TxBESS mentoring process in a timely manner

_____ _____

Teacher Name (printed) E-mail address

_____ _____

Teacher Signature Date

_____ _____

Campus District

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Clinical Instructor and Mentor Teacher Commitment
2012-2013

I, the undersigned, commit to the following:

3. Fully participating in the PDS Program
4. 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:

    g. Modeling and maintaining a positive attitude
    h. Planning, providing support and giving feedback to the candidate through formal observations, verbal comments, reflection journals and other methods to develop teaching skills
    i. Treating all personnel with respect, practicing professional ethics and maintaining confidentiality
    j. Working cooperatively with the Site Coordinator and University Liaison at fully staffed PDS sites.
    k. 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.
    l. Allowing candidates time to teach my students as outlined in the program and evaluating them using benchmarks and the TxBESS mentoring process in a timely manner

_____ _____

Teacher Name (printed) E-mail address

_____ _____

Teacher Signature Date

_____ _____

Campus District

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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. The Mentor Teacher is 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. A Resident Faculty member collaborates with the Mentor Teacher and the Site Coordinator on deciding the Intern's readiness for increased responsibilities and on the Intern's evaluations and final grades.

Site Coordinator. The Site Coordinator is the school-based representative with primary responsibility for the teacher education candidates in the PDS. Performs such functions as facilitating placements of candidates, supporting candidates and Mentor Teachers, supervising candidates and co-teaching courses in collaboration with university-based faculty. Responsibilities include observing and conferencing with candidates and assisting with Intern seminars.

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University Faculty

Director of Professional Practice. The Director of Professional Practice is the university-based representative who supports the work of all PDSs in the partnership and fosters the development of new PDS partnerships.

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

The Resident Faculty Member. The Resident Faculty Member is university-based representative who teaches field-based courses and supervises candidates as they instruct students at the PDS.

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University Liaison. The University Liaison is the 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, 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). Each campus has a CDMC 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. The PDS Coordinating Council is composed of Site-Based Coordinators, University Liaisons, Intern Supervisors, and administrative representatives 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 a representative from WISD.

Steering Committee (campus). Some PDS sites have a separate steering committee to oversee PDS activities. On other campuses, the CDMC functions in this role.

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Waco ISD Information [provided courtesy of Waco ISD]

Waco ISD District Map

Waco ISD District Calendar

Waco ISD Student Promotion Policy

Waco ISD Employee Dress and Grooming
(p. 54 in employee handbook)

Waco ISD Policy Manual

Waco ISD District Employee Handbook

Waco ISD Sexual Harassment Information

Connally ISD Information [provided courtesy of Connally ISD]

Connally ISD Map

Connally ISD District Calendar

Connally ISD Student Promotion Policy (page 35 of the Secondary and Elementary Handbooks)

Connally ISD Employee Dress and Grooming (page 53 of Employee Handbook)

Connally ISD District Policy Manual

Connally ISD District Employee Handbook

Connally ISD Sexual Harassment Information:
The Sexual Harassment information is located in the Employee Handbook in the Employee Conduct and Welfare Section: pages 30.

La Vega ISD Information [provided courtesy of La Vega ISD]

La Vega ISD District Map

La Vega ISD District Calendar *(under the About Us link)*

La Vega ISD Student Promotion Policy *(Page 51 of the Elementary Handbook, page 33 of the High School Handbook, page 40 of the Junior High Handbook)*

La Vega ISD Employee Dress and Grooming *(Page 46 of Employee Handbook)*

La Vega ISD Policy Manual

La Vega ISD District Employee Handbook

La Vega ISD Sexual Harassment Information:
The Sexual Harassment information is located on page 50 of the Employee Handbook. (http://www.lavegaisd.org/apps/pages/index.jsp?uREC_ID=119471&type=d&pREC_ID=233616)

Midway ISD Information [provided courtesy of Midway ISD]

Midway ISD Map

Midway ISD District Calendar

Midway ISD Student Promotion Policy
(p.15 in student handbook)

Midway ISD Employee Dress and Grooming *(page 35 of Employee Handbook)*

Midway ISD District Policy Manual

Midway ISD District Employee Handbook

Midway ISD Sexual Harassment Information:
(The Sexual Harassment Information is begins on page 38 of the Employee Handbook)

Robinson ISD Information [provided courtesy of Robinson ISD]

Robinson ISD Map

Robinson ISD District Calendar

Robinson ISD Student Promotion Policy *(Page 34 of High School Handbook, page 30 of the Junior High Handbook)*

Robinson ISD Employee Dress and Grooming *(information is included in the Employee Handbook)*

Robinson ISD District Policy Manual

Robinson ISD District Employee Handbook

Robinson ISD Sexual Harassment Information:
*(The Sexual Harassment Information is located on page 39 of the Employee Handbook)***[Back to Top]**

Glossary

[Adapted from the *NCATE Standards for Professional Development Schools*]

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.

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. PDS partnerships are committed 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. In a PDS partners engage collaboratively 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.

NBPTS. The National Board for Professional Teacher Standards (NBPTS) is 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. Includes 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. School 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. PDSs have a unique role 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: TA checklist

Appendix B: Intern checklist

Appendix C: Candidate Visitation Report (Assessment)

Appendix D: Professional Practice Evaluation Form (Assessment)

Appendix E: Feedback on Professional Development and Communication (Assessment

Appendix F: TxBESS

Appendix G: Action Research Documents

Appendix H: Candidate/Student Interactions

Appendix I: Candidate Engagement

Appendix J: Observation of Questioning Techniques

Appendix K: Absence Documentation

Appendix L: Lead Teach Record

Appendix M: Information for Teacher Certification/TExES Testing

Appendix N: Rubric for Assessing TED Benchmarks

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Appendix A

TA Checklist

Item	Date Completed
TExES Diagnostic PPR Test	
Completion of Official TExES PPR Test	
TExES Diagnostic Content Area Test (ex: EC-6 Generalist, 4-8 Science, 8-12 Social Studies, EC-12 SPED)	
Completion of Official TExES Content Area Test	
Attendance - Spring Intern Orientation/Evaluation Seminar	

Required Observations	Fall	Spring
2 Formal Observations (on Candidate Visitation Report Form)		
TxBESS (Class Background Study)		
1 Professional Practice Evaluation Form (end of semester conference)		
Feedback on Professional Development and Communication (as needed)		

Appendix B

Intern Checklist

Item	Date Completed
CPR/First Aid Training documentation	
TExES Diagnostic PPR Test	
Completion of Official TExES PPR Test	
TExES Diagnostic Content Area Test (ex: EC-6 Generalist, 4-8 Math, 8-12 Social Studies, EC-12 SPED)	
Completion of Official TExES Content Area Test	
TExES Diagnostic Supplemental Certificate Test (ESL, G/T, and Special Education if applicable)	
Completion of Official TExES Supplemental Certificate Test (ESL, G/T, and Special Education if applicable)	
Attendance at Resume Writing Seminar	
Resume Submitted to Career Services on Hire A Bear	
Attendance at TAIR Conference (ELAR 4-8 and 8-12 on October 15, 2012 and EC-6 on October 16, 2012)	
Attendance at Mock Interview Seminar	
Attendance at Preparation for Teacher Job Fair Seminar	
Attendance at Teacher Job Fair	
Attendance at Final Evaluation Seminar	
Application for Teacher Certification (www.tea.state.tx.us)	
Fingerprinting (www.tea.state.tx.us)	
Check with Mr. Ken Tebbe about graduation	

Required Documentation to be turned into the Office of Professional Practice	Fall	Spring
TxBESS Activity Profile (**All elements**: Class Background Study, Plan for Learning, Data Collection Notes, Learning Reflection, Statement of Professional Responsibilities, Mentor Questionnaire, Data Summary, and Action Plan) Required only in first semester of Internship unless determined by BU faculty that TxBESS observation would benefit candidate during second semester		
2 Formal 45 minute Observations each semester (Candidate Visitation Report form) These must be done by the Intern Supervisor		
2 Professional Practice Evaluation Forms each semester(midterm/final 3-way conferences; final 3-way conference may include efolio)		
Feedback on Professional Development and Communication Forms (monthly)		

Appendix C

Baylor University School of Education
Candidate Visitation Report

Candidate: _____BU ID _____ Formal_____ Informal_____

Observation Date: _____Time: _____to_____ Campus: _____

Follow-up Conference Date: _____Time: _____to_____

Grade/Content Area: _____Observer_____

Strand I: **Creating a Positive Learning Environment:** 1. establishes expectations; 2. arranges space for safety and effective learning; 3. establishes small and large group procedures, routines, and manages transitions; 4. prepares and manages materials and technology for effective learning; 5. keeps progress records in order to match and adapt curriculum to student; 6. uses reinforcement and correction that increases learning and shows respect; 7. paces lessons and activities to engage students.

Strand II: **Assessment**: 8. assessment method matches knowledge (curriculum) and student characteristics; 9. formative assessment provides information regarding student(s)' achievement level; 10. assessment information is communicated to students, parents, and other professionals.

Strand III: **Curriculum Planning:** 11. focuses students' attention on the information; 12. organizes the knowledge when planning instruction; 13. presents information for instruction that is related to assessment; 14. guides students' application of knowledge; 15. provides opportunities for students to use information independently.

Strand IV: **Professional Development and Communication:** 16. participates in professional development; 17. is proficient in communication with students, parents, and other professionals; 18. collaborates with parents and caregivers.

Additional Comments:

Candidate Signature_____ Faculty Signature_____

White copy – Candidate Yellow Copy – Office of Professional Practice Pink Copy – Supervisor Goldenrod - Observer

*TAC 228.35 A copy of all formal Intern evaluations must be submitted to the campus principal.

Appendix D

Professional Practice Evaluation Form
Baylor University
School of Education

Candidate_____BU ID_____ Date_____Time_____to_____

_____Intern _____TA _____Novice Campus_____ Grade Level_____ Subject_____

Semester ☐ **Fall** ☐ **Spring** ☐ **Summer** ☐ **Midterm** ☐ **Final**

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

Strand 1: Creating a Positive Learning Environment

1. Establishes expectations.	NE	1	2	3	
2. Arranges space for safety and effective learning.		NE	1	2	3
3. Establishes small and large group procedures, routines, and manages transitions.	NE	1	2	3	
4. Prepares and manages materials and technology for effective learning.	NE	1	2	3	
5. Keeps progress records in order to match and adapt curriculum to student.	NE	1	2	3	
6. Uses reinforcement and correction to increase learning and show respect.	NE	1	2	3	
7. Paces lessons and activities to engage students.		NE	1	2	3

Comments:_____

_____

Strand 2: Assessment

8. Assessment method matches knowledge (curriculum) and student characteristics.	NE	1	2	3	
9. Formative assessment provides information regarding student(s)' achievement level.	NE	1	2	3	
10. Assessment information is communicated to students, parents, and other professionals.	NE	1	2	3	

Comments:_____

_____

Strand 3: Curriculum Planning

11. Focuses students' attention on the information.		NE	1	2	3
12. Organizes the knowledge when planning instruction.	NE	1	2	3	
13. Presents information for instruction that is related to assessment.	NE	1	2	3	
14. Guides students' application of knowledge.	NE	1	2	3	
15. Provides opportunities for students to use information independently	NE	1	2	3	

Comments:_____

_____

Strand 4: Professional Development and Communication

16. Participates in professional development.		NE	1	2	3
17. Is proficient in communication with students, parents, and other professionals.	NE	1	2	3	
18. Collaborates with parents and other caregivers.		NE	1	2	3

Comments:_____

_____

Additional comments:_____

_____

_____

_____

Candidate Signature_____

Faculty Signature_____ **Faculty Signature**_____

White Copy – Candidate **Yellow Copy – Office of Professional Practice** **Pink Copy – Baylor Faculty**

Appendix E

Professional Practice
Baylor University
School of Education
Feedback on Professional Development and Communication

Candidate_____ Date_____

Mentor/Clinical Instructor (signature) _____

Candidate (signature) _____

BU Faculty (signature) _____

√ 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.

Instructor	**Candidate**	**BU Faculty**	
_____	_____	_____	Dependability
_____	_____	_____	Punctuality
_____	_____	_____	Reliability
_____	_____	_____	Professionalism
_____	_____	_____	Planning and preparation
_____	_____	_____	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 instructor and/or candidate:

White copy – Candidate Yellow Copy – Office of Professional Practice Pink Copy – Baylor Faculty Goldenrod – Observer

Appendix F

Class Background Study

Teacher: _____

District: _____ **Campus:** _____

Mentor: _____

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

Directions to the beginning teacher: With guidance from your mentor, respond to the following questions for the class that will be the focus of the *TxBESS Activity Profile*. Note that the numerals and letters in parentheses following each question refer to the related standard in the *TxBESS Framework*.

1. How many students are in your class? (1b) ____

   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). (1b)

4. Approximately how many students are in each of the following language categories? (1b)

   English proficient _____

   English language learner

   ____

5. Approximately how many students have been identified as having the following special needs? (1b)

   Attention deficit/hyperactivity disorder _____

   Blindness or visual impairment _____

   Deafness or hard of hearing _____

   Developmental impairment _____

   Emotional disability _____

   Giftedness _____

   Learning disability _____

   Physical disability _____

   504 modifications _____

6. Approximately how many students are represented in the following ethnic groups? (1b)

   Asian _____

   African American _____

   Hispanic _____

   White _____

   Other: _____

7. How do you become familiar with what your students already know and are able to do? (1b)

   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? (1b)

   Extracurricular activities _____

   Family/caregiver contact _____

   Getting-acquainted activities _____

   Interest inventories _____

   Student writing/journals _____

   Student-teacher email _____

   Other: _____

Multiple impairments _____

Other: _____

9. What resource persons are available to you in planning instruction? (1d)

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? (4f)

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). (2c)

12. Describe how you establish and maintain standards of conduct (e.g., posting rules and consequences, implementing school policies). (2d)

13. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect (e.g., greeting students, modeling courtesy). (2a)

14. How do you encourage students to take responsibility for their own learning? (2b)

15. How do you coordinate learning activities with other colleagues (e.g., same grade level/content area teachers, special education teachers, language acquisition teachers)? (4d)

16. What else is important to you about the background of your students? (1b)

Plan for Learning

Teacher: _____
Mentor: _____
Date: _____

Directions to the beginning teacher: With guidance from your mentor, complete this plan for the class your Mentor will observe. Note that the numerals and letters in parentheses following each question refer to the related standards in the *TxBESS Framework*.

STANDARDS-BASED INSTRUCTION	
PLAN	**RATIONALE**
Describe the key knowledge and skills (objectives) you intend for students to learn in this lesson. (1c)	Why are these objectives appropriate for these students at this time? (1c) Describe how these objectives build on previous lessons and how they lead to future lessons. (1a, 2b)
ASSESSMENT STRATEGIES	
PLAN	**RATIONALE**
How do you plan to assess how well the students have achieved the learning/objectives in <u>this</u> lesson? (1f) Check all that apply. _____ Observation _____ Written test (e.g., multiple choice, true/false) _____ Oral report _____ Performance _____ Individual or group project _____ Portfolio entry _____ Conference _____ Student self-assessment _____ Peer assessment	Why have you chosen these approaches for assessment for <u>this</u> lesson? (1f) How do these assessment approaches support your long-term assessment plan? (1f)

____ Rubric ____ Other: _____	

INSTRUCTIONAL DELIVERY	
PLAN	**RATIONALE**
Describe your instructional delivery. Address each of the following questions. • What instructional strategies will you use for this lesson? Include estimates of time allocations. (1e)	Address each of the following questions. • Why have you chosen these instructional strategies? (1e)
• How will the students be grouped for instruction? (1e)	• Why have you chosen this grouping of students? (1e)
• What activities have you planned for your students? (1e)	• Why have you chosen these activities? (1e)
• What instructional materials, resources, and technology will you use? **Attach a copy of instructional artifacts.** (1d)	• Why have you chosen these instructional materials and resources? (1d)
• What modifications will you make for identified students with special needs? (1c)	• Why have you chosen these modifications? (1c)
• How will you accommodate different instructional levels and learning styles of students in your class? (1c)	• Why have you chosen these accommodations? (1c)

Data Collection Notes

Cluster 1: Planning for Learner-centered Instruction

Data	Beginning Teacher Reflection
1a: Demonstrating Knowledge of Content and Pedagogy (Content knowledge; Prerequisite relationships; Content-specific pedagogy)—See Plan for Learning	
1b: Demonstrating Knowledge of Students (Characteristics of age group; Students' varied approaches to learning; Students' skills and knowledge; Students' interests and cultural heritages)—See Class Background Study, Plan for Learning	
1c: Selecting Key Knowledge and Skills (Significance; Clarity; Suitability for diverse students)—See Plan for Learning, Learning Reflection	
1d: Demonstrating Knowledge of Materials, Resources, and Technology (Materials/resources; Technology)—See Class Background Study, Plan for Learning, Instructional Artifacts, Learning Reflection	
1e: Designing Activities That Promote Student Learning (Learning activities; Learning groups; Lesson structure)—See Plan for Learning, Learning Reflection, Instructional Artifacts	

1f: Planning to Assess Student Learning (Assessment content and methods; Criteria)—See Plan for Learning, Learning Reflection	

Data Collection Notes (cont'd)

Cluster 2: A Classroom Environment That Promotes Equity, Excellence, and Learning

Data	Beginning Teacher Reflection
2a: Creating an Environment of Rapport and Respect (Teacher interaction with students; Student interaction)—See Class Background Study	
2b: Establishing a Culture for Learning (Importance of content; Expectations for learning and achievement)—See Class Background Study	
2c: Managing Classroom Procedures (Transitions; Materials and supplies; Non-instructional duties; Volunteers and paraprofessionals)—See Class Background Study	
2d: Managing Student Behavior (Expectations; Monitoring of student behavior; Response to student behavior)—See Class Background Study	

2e: Organizing Physical Space (Environmental considerations in support of learning; Safety and arrangement of furniture; Accessibility to learning and use of physical resources)	

Data Collection Notes (cont'd)

Cluster 3: Instruction and Communication

Data	Beginning Teacher Reflection
3a: Communicating Clearly and Accurately (Directions and procedures; Oral and written language; Student communication)	
3b: Using Questioning and Discussion Techniques (Quality of questions/discussion techniques; Student participation)—See Learning Reflection	
3c: Engaging Students in Learning (Representation of content; Activities and assignments; Grouping of students; Materials, resources, and technology; Structure, sequencing, and pacing)—See Instructional Artifacts, Learning Reflection	
3d: Assessing Student Learning (Implementation of assessment; Use for planning; Quality and timeliness of feedback)—See Instructional Artifacts, Learning Reflection	

3e: Demonstrating Flexibility and Responsiveness (Lesson adjustment; Response to students; Persistence)	

Data Collection Notes (cont'd)

Cluster 4: Professionalism

Data	Beginning Teacher Reflection
4a: Reflecting on Teaching (Accuracy; Use in future teaching)—See Learning Reflection	
4b: Maintaining Accurate Records (Student progress in learning; Non-instructional records)—See Statement of Professional Responsibilities, Instructional Artifacts	
4c: Communicating with Families/Caregivers (Information about the instructional program; Information about individual students; Engagement of families/caregivers in the instructional program)—See Statement of Professional Responsibilities, Instructional Artifacts	
4d: Contributing to the School (Relationships with colleagues; Service to the school)—See Statement of Professional Responsibilities, Class Background Study, Mentor Questionnaire	
4e: Growing and Developing Professionally (Enhancement of content knowledge and pedagogical skill; Participation in beginning teacher support)—See Mentor Questionnaire	

4f: Serving as an Advocate for Students (Decision-making; Student advocacy)—See Class Background Study, Statement of Professional Responsibilities, Mentor Questionnaire	

Learning Reflection

Teacher: _____

Mentor: _____

Date: _____

Directions to the beginning teacher: Complete the Learning Reflection immediately following your observed lesson. You may wish to refer to the *TxBESS Framework* to add details to your reflection.

GENERAL REFLECTION
Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS
Did you depart in any way from your lesson plan? If so, how? Why? (3e, 4a)

FUTURE PLANNING
What might you change the next time you teach this lesson? (4a)

Learning Reflection (cont'd)

INSTRUCTIONAL DELIVERY—Respond to these questions for each aspect.		
	*How were the following aspects of your instructional delivery effective **for all students**? How was delivery similar or different to what you had planned? (4a)*	*What might you do differently to improve the lesson?(4a)*
Key Knowledge and Skills (1c, 3c)		
Instructional Strategies (1e, 3b, 3c)		
Student Grouping (1e, 3c)		

Materials, Resources, and Technology (1d, 3c)		
Assessment (1f, 3d)		

Statement of Professional Responsibilities

Teacher: _____

Mentor: _____

Date: _____

Directions to the beginning teacher: Complete the following three sections and attach artifacts as directed.

MAINTAINING RECORDS

Describe your record-keeping procedures. Provide two samples of your record-keeping systems (e.g., attendance records, grade books, or financial records such as accounts of lunch money). At least one sample must be an instruction-related record. Be sure to remove identifying information, such as students' last names. (4b)

FAMILY/CAREGIVER COMMUNICATION

What types of information do you communicate to the families/caregivers of students in your class? Provide two samples of your communications with families/caregivers (e.g., notes about individual students, newsletters, and communication logs). Be sure to remove identifying information, such as students' last names. (4c)

PROFESSIONAL GROWTH

List professional development activities in which you have participated since being hired for this teaching position (e.g., attending workshops, beginning teacher orientation, consulting with colleagues or your mentor, joining a professional organization). (4d)

Mentor Questionnaire

Teacher: _____

Mentor: _____

Date: _____

Directions to the mentor: Answer the following three questions.

1. List examples you have observed of the beginning teacher's professional interactions with colleagues. Include examples of how the beginning teacher has participated in activities designed for beginning teacher support. (4d, 4e)

2. List examples of the beginning teacher's participation in school activities. (4d)

3. List examples of the beginning teacher's efforts to advocate for students and/or respond to student needs/concerns. (4f)

Data Summary

Cluster 1: Planning for Learner-centered Instruction

Standards and Elements	Circle performance level. If D, check reason.		
Standard 1a: Demonstrating Knowledge of Content and Pedagogy	**D**	**C**	**P**
Content Knowledge: Teacher displays a lack of understanding of the structure of the discipline, or the teacher makes content errors.			
Prerequisite Relationships: Teacher displays a lack of understanding of knowledge and skills students must already have in order to learn the identified content.			
Content-specific Pedagogy: Teacher displays a lack of understanding of pedagogical strategies used to promote student learning of the content.			

Standard 1b: Demonstrating Knowledge of Students	D	C	P
Characteristics of Age Group: Teacher's plans are not aligned with the developmental characteristics of the age group.			
Students' Varied Approaches to Learning: Teacher's plans do not reflect knowledge of the different approaches to learning that students exhibit.			
Students' Skills and Knowledge: Teacher's plans do not reflect understanding of students' prior knowledge and skills.			
Students' Interests and Cultural Heritages: Teacher's plans do not reflect knowledge of student interests and/or cultural heritages that would further enhance student learning.			
Standard 1c: Selecting Key Knowledge and Skills	**D**	**C**	**P**
Significance: Selected knowledge and skills are trivial, represent low expectations for students, or require little or no conceptual understanding.			
Clarity: Key knowledge and skills are not discernible.			
Suitability for Diverse Students: Teacher selects key knowledge and skills that are not aligned with students' needs.			
Standard 1d: Demonstrating Knowledge of Materials, Resources, and Technology	**D**	**C**	**P**
Materials/Resources: Teacher's plans do not indicate an awareness of school or district resources that would assist in teaching and in student learning, or teacher inappropriately uses materials and resources.			
Technology: Teacher's plans do not indicate an awareness of technology that would assist in teaching and student learning, or teacher inappropriately uses technology.			
Standard 1e: Designing Activities That Promote Student Learning	**D**	**C**	**P**
Learning Activities: The planned activities do not support key knowledge and skills, or they lack coherence.			
Learning Groups: The planned activities do not include meaningful groupings of students.			
Lesson Structure: The planned activities have no defined structure or an illogical sequence.			
Standard 1f: Planning to Assess Student Learning	**D**	**C**	**P**
Assessment Content and Methods: The content identified for assessment and/or the assessment methodology are not aligned with key knowledge and skills and/or activities; or little or no evidence of assessment plans are present.			
Criteria: The criteria identified for the assessment are not aligned with the key knowledge and skills and/or activities.			

Data Summary

Cluster 2: A Classroom Environment That Promotes Equity, Excellence, and Learning

Standards and Elements	Circle performance level. If D, check reason.		
Standard 2a: Creating an Environment of Rapport and Respect	**D**	**C**	**P**
Teacher Interaction with Students: Classroom interactions between the teacher and students are disrespectful or inappropriate (e.g., sarcasm,			

putdowns, physical contact, conflict).			
Student Interaction: Classroom interactions among students are disrespectful or inappropriate (e.g., sarcasm, putdowns, physical contact, conflict).			
Standard 2b: Establishing a Culture for Learning	**D**	**C**	**P**
Importance of Content: Teacher demonstrates a low level of commitment to the content.			
Expectations for Learning and Achievement: Teacher demonstrates low expectations for student achievement. Student products are not evident or do not reflect relevant learning.			
Standard 2c: Managing Classroom Procedures	**D**	**C**	**P**
Transitions: Transition procedures are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Materials and Supplies: Procedures for handling materials and supplies are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Non-instructional Duties: Procedures for handling non-instructional duties are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Volunteers and Paraprofessionals: Procedures for volunteers and paraprofessionals are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Standard 2d: Managing Student Behavior	**D**	**C**	**P**
Expectations: Student behavior reflects teacher's lack of clear expectations.			
Monitoring of Student Behavior: Student behavior reflects teacher's lack of monitoring of student behavior.			
Response to Student Behavior: Teacher responds inappropriately to student behavior, resulting in loss of learning time.			
Standard 2e: Organizing Physical Space	**D**	**C**	**P**
Environmental Considerations in Support of Learning: The classroom's physical arrangement does not support the lesson.			
Safety and Arrangement of Furniture: The teacher fails to use standard safety procedures in the physical environment.			
Accessibility to Learning and Use of Physical Resources: The physical arrangement does not support the learning of all students. Some aspects of the lesson may be physically inaccessible for some students.			

Data Summary

Cluster 3: Instruction and Communication

Standards and Elements	Circle performance level. If D, check reason.		
Standard 3a: Communicating Clearly and Accurately	**D**	**C**	**P**
Directions and Procedures: Teacher's oral and/or written directions and procedures are unclear.			
Oral and Written Language: Teacher's oral and/or written communication contains errors, is unclear, and/or is inappropriate for students.			
Student Communication: Teacher's communication does not facilitate appropriate teacher-student or student-student exchanges.			
Standard 3b: Using Questioning and Discussion Techniques	**D**	**C**	**P**
Quality of Questions/Discussion Techniques: Teacher asks low-level questions in a recitation format, resulting in trivialized student participation.			
Student Participation: Students' responses do not reflect new learning.			
Standard 3c: Engaging Students in Learning	**D**	**C**	**P**
Representation of Content: Many students are not engaged in significant learning as a result of poor representation of content.			
Activities and Assignments: Many students are not engaged in significant learning as a result of inappropriate activities and assignments.			
Grouping of Students: Many students are not engaged in significant learning as a result of inappropriate grouping.			
Materials, Resources, and Technology: Many students are not engaged in significant learning as a result of inappropriate use of materials and resources.			
Structure, Sequencing, and Pacing: Many students are not engaged in significant learning as a result of a lack of lesson structure and/or inappropriate sequencing and pacing.			
Standard 3d: Assessing Student Learning	**D**	**C**	**P**
Implementation of Assessment: Assessment is not aligned with the lesson.			
Use for Planning: Assessment results are not used to plan future instruction.			
Quality and Timeliness of Feedback: Students do not use the teacher's feedback, if and when given.			
Standard 3e: Demonstrating Flexibility and Responsiveness	**D**	**C**	**P**
Lesson Adjustment: Teacher adheres to the instructional plan in spite of a lack of student understanding or interest.			
Response to Students: Teacher ignores students' questions.			
Persistence: Teacher assumes little or no responsibility when students fail to understand.			

Data Summary

Cluster 4: Professionalism

Standards and Elements	Circle performance level. If D, check reason.		
Standard 4a: Reflecting on Teaching	**D**	**C**	**P**
Accuracy: Teacher does not know whether a lesson was effective or achieved its purpose, and/or misjudges the success of a lesson.			
Use in Future Teaching: Teacher does not offer suggestions for how a lesson may be improved in the future.			
Standard 4b: Maintaining Accurate Records	**D**	**C**	**P**
Student Progress in Learning: Teacher has no system or a haphazard system for maintaining academic records, resulting in errors and confusion.			
Non-instructional Records: Teacher has no system or a haphazard system for maintaining non-instructional records, resulting in errors and confusion.			
Standard 4c: Communicating with Families/Caregivers	**D**	**C**	**P**
Information about the Instructional Program: Teacher provides little or no information about the instructional program to families/caregivers.			
Information about Individual Students: Teacher provides little or no information about individual students to their families/caregivers.			
Engagement of Families/Caregivers in the Instructional Program: Teacher makes few or no attempts to engage families/caregivers to initiate communication in regard to the instructional program and/or classroom activities.			
Standard 4d: Contributing to the School	**D**	**C**	**P**
Relationships with Colleagues: Teacher maintains minimal relationships with colleagues.			
Service to the School: Teacher does not consistently fulfill contractual and/or professional obligations.			
Standard 4e: Growing and Developing Professionally	**D**	**C**	**P**
Enhancement of Content Knowledge and Pedagogical Skill: Teacher does not participate in professional development activities.			
Participation in Beginning Teacher Support: Teacher does not participate in support activities designed for beginning teacher support.			
Standard 4f: Serving as an Advocate for Students	**D**	**C**	**P**
Decision Making: Teacher does not use critical data to identify necessary actions in support of student growth or to meet individual student needs.			
Student Advocacy: The teacher does not take action once a need is identified.			

Action Plan

Teacher: _____

Mentor: _____

Date: _____

Standards Chosen for Further Development	Action(s) To Be Taken	Mentor Responsibilities	Beginning Teacher Responsibilities	Timeline	Success Indicators

Appendix G

Intention to Participate in Action Research Symposium

Name of Candidate submitting form:

Instructor (s) of record:

Course(s) TED:

Type of Project: Individual __ or Group___ : # in group _____

Email Address for contact person:

Title of the Research Study (if known):

General topic or area of interest of inquiry:

Last Name, First	**Classification** (N,TA,I)	**Campus**	**Certification Level**

Due Date: February 18, 2013
Submitted to: Sandra Parnell (hard copy placed in Sandra Parnell's box or digital copy emailed to Sandra_Parnell@Baylor.edu
*Digital version located on Novice, TA, Intern, Intern Supervisor, and PEF Blackboard

Checklist for Research Monograph

Final Copy must be emailed by Faculty of Record by 5:00pm on March 19, 2113 to khassell@wacoisd.org

Rationale/Introduction

_____ Does the rationale/introduction describe the context of my wondering/problem? (e.g., classroom setting, subject area, management system, assessments, curriculum, etc.)

_____ Does the rationale/introduction describe the significance of my wondering/problem? (e. g., how might it be useful in differentiation?)

_____ Does the rationale/introduction include citations of relevant research, models, theories?

Question/Wondering (You may elect to do a quantitative, qualitative or mixed-methods study.)

_____ Does the research question relate to differentiation?

_____ If you are going to be using numbers to answer your question (quantitative study), can your question be answered with a yes or no?

_____ If you are going to be using words to answer your question (qualitative study), does your question have more than one possible answer?

_____ Does your question describe the relationship between two variables (e.g., How does flexible grouping affect mathematics performance [qualitative]? Does flexible grouping affect mathematics performance[quantitative])?

Methodology

_____ Did you describe your participants? (e.g., number of children, grade level, gender, ethnicity, income level?)

_____ Did you describe the assessments that you used in collecting your data? (e.g., type of observations, formal tests, informal tests, TAKS, etc.)

_____ Did you describe the steps in your procedure? (e.g., What did you do first, second, third, etc.?)

_____ Did you describe how you analyzed your data? (e.g., patterns and themes, descriptive statistics, comparisons across observations, correlations, applied behavior analysis, etc.)

_____ Did you show how your method is related to your question/wondering?

Results/Share Findings

_____ Did you describe results and show how they related to each of your questions/wonderings?

_____ Did you just report the data in this section—not your opinions?

_____ Did you describe observable behaviors? (e.g., "increased in number of times that they asked questions" vs. "became more confident")

Implications and Recommendations

_____ Did you describe in one or two sentences the overall results of your study?

_____ Did you describe how the results of your study supported/or did not support previous research findings?

_____ Did you describe how your study will affect your instructional practices/address differentiation?

_____ Did you describe the strengths and weaknesses of your study? How you might change your study in the future?

_____ Did you describe future actions or research that you will conduct?

PDS Research Symposium Poster Format

Please make sure all Interns and presenters comply with the following poster requirements:

- ❖ Displayed on a tri-fold poster (provided by candidates)
  - The tri-fold is to measure 36" high x 48" wide
  - The back of the poster must be covered with white butcher paper or poster board.
- ❖ Posters should include
- ❖ **The Context of the Study**
  1. Campus assigned to
  2. Candidate name(s)
  3. Certification level
  4. Teaching assignment (i.e. 4th grade)
  5. Mentor(s)/Clinical Instructor(s)
  6. University Faculty
- ❖ **Research question or "wondering"**
- ❖ **Participant(s) in the study** **(maintain confidentiality: do not use students' names in text or on visuals)**
- ❖ **Methodology**
  1. Timeline
  2. Instruments used to gather data
  3. How data was analyze
- ❖ **Summary/Conclusion**
- ❖ **Future implications**
- ❖ *Optional appropriate visuals*
  1. Pictures
  2. Graphs
  3. Survey sample
  4. Examples of student work

Additional Instructions: Candidates will need to bring their Tri-fold poster display to the symposium location at least one hour before the program begins. In the case of a group with several researchers, only one or two members need

Action Research Rubric (Revised 1-31-10)

Components	Developing	Competent	Proficient
Rationale for the Wondering/ Research	• Describes only 1 to 2 aspects of the context (classroom setting, subject area, management, curriculum, assessment) • Significance of research is supported by practice-based or empirical research or literature/theory-based.	• Describes 3 to 4 aspects of the context (classroom setting, subject area, management, curriculum, assessment) • Significance of research is supported by two types of research: practice-based, empirical research, and/or literature/theory-based.	• Describes all aspects of the context (classroom setting, subject area, management, curriculum, assessment) • Significance of research is supported by all types of research: practice-based, empirical research, and literature/theory-based.
Wondering/Question	• Question does not relate to rationale. • Question can be answered with a yes or no. • Question does not consider the relationship between two or more variables. • The question does not investigate differentiated learning experiences.	• Question is related to rationale but its significance is unclear. • Answer to question is unknown and cannot be answered with a yes or no. • Question somewhat describes the relationship between two variables. • The question investigates differentiated learning experiences in one of these areas (content, rate, preference, and/or environment)	• Question is related to rationale and its significance is clear. • Answer to question is unknown and examines multiple contexts. • Question clearly describes the relationship between two variables • The question investigates differentiated learning experiences in two or more of these areas (content, rate, preference, and/or environment)

Methodology	• Describes only 1 to 2 of the participants' characteristics (age, grade level, gender, ethnicity, income level, aptitude/achievement level) • Uses only one or two assessments in collecting data. • Uses only one type of assessment in collecting data. • Lists some of the steps in the procedure. • Does not describe how the data were analyzed. • The method and collected data do not relate to the question.	• Describes 3 to 5 of the participants' characteristics (age, grade level, gender, ethnicity, income level, aptitude/achievement level) • Uses three assessments in collecting data. • Uses multiple types of assessments and describes the reliability or the validity of each. • Lists all of the steps in the procedure, is systematic in collecting data, and involves collaborators. • Briefly describes how the data were analyzed. • The method and collected data do relate to the question and address most variables related to the question.	• Describes all of the participants' characteristics (age, grade level, gender, ethnicity, income level, aptitude/achievement level) • Uses three or more assessments from at least three different sources in collecting data. • Uses multiple types of assessments and describes the reliability and the validity of each. • Solicits collaborators and uses a systematic approach in collecting data so that others could replicate the study. • Fully describes the systematic ways that the data were analyzed. • The method and collected data do relate to the question and address all variables related to the question.
Results/Share Findings	• Results are not described. • Results listed do not relate to the data and contain opinions. • Data are not summarized using descriptive statistics if needed.	• Results are listed and relate to the question. • Results relate to most of the data collected. • Data are summarized using descriptive statistics as needed.	• Results are fully described and relate to the question. • Results relate to all of the data collected. • Data that are summarized using descriptive statistics follow formats that are from professional associations such

	• Results do not answer the question.	• Reported results answer the question.	as APA, MLA, etc. • Reported results answer the question and related variables that might interfere with the results.
Implications and Recommendations	• No description of how the study will affect differentiated learning experiences. • No description of how the study is related to practice-based, empirical, or literature theory-based research. • Strengths and weaknesses of the study are not addressed. • Future actions or research are not identified.	• Description of how the study will affect differentiated learning experiences in one of these areas content, rate, preference, and/or environment) • Study describes relationship to two types of research: practice-based, empirical, or literature theory-based. • Described strengths and weaknesses of the study relate to some components of the study. • Lists future actions or research questions.	• Description of how the study will affect differentiated learning experiences in two or more of these areas content, rate, preference, and/or environment). • Study describes relationship to three types of research: practice-based, empirical, or literature theory-based. • Described strengths and weaknesses of the study relate to all components of the study. • Describes future actions and research questions.

Monograph Style Sheet

TITLE OF RESEARCH PROJECT (AS YOU WISH IT TO APPEAR IN PRINT)

Primary Researchers
Sally Student, Intern, Baylor University
Jane Smith, M.S. Ed., Mentor Teacher, Superior PDS, The Best ISD
John Smith, Ph.D., Professor, Baylor University

RATIONALE/INTRODUCTION
Insert your text here.

QUESTION/WONDERING
Insert your text here.

METHODOLOGY
Insert your text here.

RESULTS/SHARE FINDINGS
Insert your text here.

IMPLICATIONS AND RECOMMENDATIONS
Insert your text here.

Comment [KH1]: The title is in 12 pt. bold small caps.

Comment [KH2]: 10 point bold

Comment [KH3]: Names should include position (i.e. mentor, clinical instructor, professor, intern), highest degree held, and institutional affiliation

Comment [KH4]: 12 point bold small caps

Comment [KH5]: 10 point single spaced

Other style notes:

- The abstract must fit on one page using the style notes as listed in this document.
- Use Century Schoolbook font.
- On the formatting palette in Microsoft Word, make sure the paragraph spacing is set to zero (0) in both the before and after boxes.
- The document's margins must be:
  - Left: 1.25", Right, Top, and Bottom: 1.0"
- Double space between elements of the abstract.
- The abstract should be saved with the last name of the primary researcher as its title.
- Abstracts should be saved individually.
- Abstracts must be submitted in Word format (not PDF) and do not need to be "zipped".
- Researchers should run spellcheck and then proof carefully for things that spellcheck does not catch.

The instructor of record will submit all research reports to Karen Hassell at khassell@wacoisd.org no later than three calendar weeks prior to the date of the symposium. (March 22, 2012)

Appendix H

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:

White copy – Candidate Yellow Copy – Office of Professional Practice Pink Copy – Baylor Faculty Goldenrod - Observer

Appendix I

Engagement: 10 minute sample

Candidate _____ Date _____
Observer _____ CI/Mentor _____
Campus _____ Part of lesson _____ Time _____

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
: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 second 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 J

Observation 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 K

Absence Documentation Form

Name: _____

Course: _____

Date of Absence: _____

Reason for Absence: _____

_____

_____

_____

Please attach a copy of any relevant documentation (i.e., doctor's note) to this form and return it to your Baylor Instructor as soon as possible following your absence.

Appendix L

Full/Lead Teach Record

Candidate Name _____ Semester _____

Campus _____ Assignment _____

Full/Lead Teach Dates	Signature of Candidate	Signature of Mentor Teacher

Candidate Name _____ Semester _____

Campus _____ Assignment _____

Full/Lead Teach Dates	Signature of Candidate	Signature of Mentor Teacher

Appendix M

Information for Teacher Certification Office

Please Note: **All information must be completed**

Please Print Legibly Date_____

Name (as it appears on your valid state ID): _____
Last First Middle

Email Address _____

Address: _____
Street or P.O. Box

_____
City State Zip Code

Phone: Local_____ Cell_____ Permanent_____

Baylor ID Number_____ Social Security Number_____

Anticipated Graduation Date _____ Gender: M F Date of Birth: _____
(Month / Year)

Content Area_____ Certificate Grade Level_____

Supplemental Certificate(s) _____

Ethnicity: Hispanic/Latino of any race: Yes No

Race:
1. American Indian or Alaskan Native _____
2. Asian _____
3. Black or African American _____
4. Native Hawaiian or Other Pacific Islander _____
5. White _____
6. Two or more races _____

Program:
School of Education ____
Music _____
FCS _____
Deaf Education _____
School Counselor _____
Other _____

I hereby consent to disclosure of the above information to the Texas Education Agency by Baylor University.

_____ _____
Candidate's Signature **Date Signed by Candidate**

For Office Use Only

Certification Level: EC-6 4-8 6-12 8-12 EC-12 Professional

Teaching Field(s) / Professional Program: _____

Highest Degree Earned: _____ Degree Date: _____

College/University: _____ Date Requirements Completed: _____

Certification Officer Approval: _____
Signature Date

Date Recommendation Entered on SBEC: _____ _____ Date Entered on BU Database: _____ _____
Initials Date Initials Date

Appendix N

Rubric for Assessing TED Benchmarks

Strand One: Creating a positive learning environment benchmarks

Benchmark 1: Establishes expectations				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate and/or classroom teacher establishes clear expectations and students follow all of the expectations.	Students do not follow expectations.	Students follow a few of the expectations	Students follow all of the expectations.	
Candidate establishes positive and reasonable expectations.	None are positive.	Some are positive.	All are positive.	
Candidate teaches expectations and students follow all of the expectations.	Students do not follow expectations.	Students follow a few of the expectations	Students follow all of the expectations.	
Benchmark 2: Arranges space for safety and effective learning.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate has visual contact with all of the students that is appropriate to the learning environment.	Only a few students have visual contact with the candidate.	Most of the students have visual contact with the candidate.	All of the students have visual contact with the candidate.	
Candidate has auditory contact with all of the students that is appropriate to the learning environment.	No students can hear the candidate.	Most of the students can hear the candidate.	All of the students can hear the candidate.	
Candidate positions self to monitor student engagement and all students are engaged.	Students are not engaged	Most of the students are engaged.	All of the students are engaged.	
Candidate organizes classroom or a small group space to promote safety and effective learning.	No aspects of room or small group space are organized.	Most aspects of room or small group space are organized.	All aspects of room or small group space are organized.	
Candidate has total room view.	No view of entire classroom	View of some of the classroom	View of all of the classroom	
Benchmark 3: Establishes small and large group procedures, routines, and manages transitions.				

Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate establishes efficient routines and procedures inside the classroom and all of the students follow them.	Few students follow routines and procedures.	Majority students follow routines and procedures.	All students follow routines and procedures.	
Candidate establishes efficient routines and procedures outside the classroom and all of the students follow them.	Few students follow routines and procedures.	Majority students follow routines and procedures.	All students follow routines and procedures.	
Candidate ensures that school-wide routines and procedures are followed and all of the students follow them.	Few students follow routines and procedures.	Majority students follow routines and procedures.	All students follow routines and procedures.	

Benchmark 4: Prepares and manages materials and technology for effective learning.

Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate has materials ready for instruction.	No materials are ready.	Most of the materials are ready.	All of the materials are ready.	
Candidate efficiently manages materials for whole classroom, small group, and/or independent use and all of the students are engaged.	Students are not engaged	Most of the students are engaged.	All of the students are engaged.	
Candidate efficiently manages technology and related equipment for whole group, small group, and independent use and all of the students are engaged.	Students are not engaged.	Most of the students are engaged.	All of the students are engaged.	

Benchmark 5: Keeps progress records in order to match and adapt curriculum to student.

Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate uses records that show student progress on standards.	Records do not show student progress.	Uses records show qualitative or quantitative progress of some of the students	Uses records show qualitative and quantitative progress of all of the students.	
Candidate maintains records	No students are	Some students are	All students are	

and informs students of their progress on standards.	informed of progress.	informed of progress.	informed of progress.	
Candidate designs records that show student qualitative and quantitative progress on standards.	Does not design records that show student progress.	Designs records that show qualitative or quantitative progress of some of the students.	Designs records that show qualitative and quantitative progress of all of the students.	

Benchmark 6: Uses reinforcement and correction to increase learning and show respect.

Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate responds to desired academic or social behavior of students and students' behaviors increase.	Students' behaviors do not increase.	Some of the students' behaviors increase.	All of the students' behaviors increase.	
Candidate responds to undesired academic or social behavior of students and students' behaviors decrease.	Students' behaviors do not decrease.	Some of the students' behaviors decrease.	All of the students' behaviors decrease.	
Candidate responds to desired academic or social behavior in ways appropriate to the context with all of the students.	Does not respond in ways appropriate to the context.	Responds in ways appropriate to the context with most of the students.	Responds in ways appropriate to the context with all of the students.	
Candidate responds to undesired academic or social behavior in ways appropriate to the context with all of the students.	Does not respond in ways appropriate to the context.	Responds in ways appropriate to the context with most of the students.	Responds in ways appropriate to the context with all of the students.	
Candidate varies response based upon individual academic and social behaviors.	Responds to all students in the same way.	Varies majority of responses based on individual responses.	Varies all responses based on individual responses.	
Candidate monitors interactions with all of the students in all of the settings.	Limited monitoring of interactions.	Monitors interactions with the majority of the students in all areas (setting, academic and social interactions).	Monitors interactions with all of the students in all areas (setting, academic and social interactions).	

Benchmark 7: Paces lessons and activities to engage students.

Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate allocates time and sequences classroom activities based on students' characteristics (e.g., task completion, achievement, and developmental levels).	Based on time or content coverage only regardless of student characteristics.	Based on a majority of the characteristics of students.	Based on all of the characteristics of students.	
Candidate's pacing within the lesson is based on students' characteristics and the students are engaged.	Students are not engaged.	Most of the students are engaged.	All of the students are engaged.	

Strand Two: Assessment benchmarks

Benchmark 8: Assessment method matches knowledge (curriculum) and student characteristics.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate selects curriculum-based, alternative, criterion, and/or norm-referenced methods to assess student(s) that matches the knowledge and student characteristics.	Selection does not match knowledge or the student characteristics	Selection does match knowledge and characteristics of some of the students.	Selection does match knowledge and characteristics of all of the students.	
Candidate designs/organizes curriculum-based, alternative, and/or criterion-referenced methods to assess student(s) that matches the knowledge and student characteristics.	Design does not match knowledge or the student characteristics.	Design does match knowledge and characteristics of some of the students.	Design does match knowledge and characteristics of all of the students.	
Type and form of assessment varies based on student(s) characteristics.	Assessment is not related to student(s)	Assessment varies for some of the students.	Assessment varies for all of the students.	
Benchmark 9: Formative assessment provides information regarding student(s)' achievement level.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate uses multiple assessment methods that provide formative information about the student(s).	Methods do not discriminate with any students.	Methods discriminate with the majority of the students.	Methods discriminate with all of the students.	

Candidate involves student in self-assessment.	Student is not involved in any self-assessment.	Student is involved in self-assessment during pre and post tests only.	Student is involved in self-assessment continuously	
Assessment information is used in the referral process for special programs.	Assessment is not used.	Assessment provides some information about students' strengths and weaknesses that is used in the referral process.	Assessment provides specific information about students' strengths and weaknesses that is used in the referral process.	
Assessment is continuous throughout the instructional process.	No assessment is used for planning instruction.	Occurs at the beginning and/or end of instruction only.	Is continuous.	

Benchmark 10: Assessment information is communicated to students, parents, and other professionals.

Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate communicates information in professional contexts (e.g., ARD, parent conferences, team meetings, disciplinary purposes).	No communication with professional.	Communicates general information about student's strengths and weaknesses.	Communicates specific information about student's strengths and weaknesses.	
Candidate communicates progress to student.	No communication with student.	Communicates information about student's strengths and weaknesses at the beginning and end of the semester.	Communicates specific information about student's strengths and weaknesses throughout the semester.	
Candidate communicates progress to parents.	No communication with parent.	Communicates information about student's strengths and weaknesses at the beginning and end of the semester.	Communicates specific information about student's strengths and weaknesses throughout the semester.	

Strand Three: Curriculum planning benchmarks

Benchmark 11: Focuses students' attention on the information.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate gets student(s)' attention and all students attend.	Students do not attend.	Most of the students attend.	All of the students attend.	
Candidate describes what the students will be learning and the students describe the knowledge to be learned (declarative, procedural, and strategic/conditional).	Student does not describe.	Most of the students describe two types of knowledge to be learned.	All of the students describe all types of knowledge to be learned	
Candidate relates students' prior knowledge to lessons.	No connection.	Connects to the majority of the students.	Connects to all of the students.	
Benchmark 12: Organizes the knowledge when planning instruction.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate organizes knowledge (e.g., declarative, procedural, strategic).	No organization is present.	Organized according to content field the majority of the time.	Organized according to content field(s) consistently.	
Candidate matches type of knowledge to state and/or national standards.	No match.	Standards match the majority of the time.	Standards match consistently.	
Candidate matches type of knowledge to students' characteristics.	No match.	Match is made to students the majority of the time.	Match is made to students consistently.	
Candidate sequences activities in a logical order.	No logical order.	Sequenced according to content field the majority of the time.	Sequenced according to content field(s) consistently.	

Benchmark 13: Presents information for instruction that is related to assessment.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate presents information related to assessment (i.e., formative and summative) and all of the students learn new information.	Students do not learn new information.	The majority of the students learns new information.	All of the students learn new information.	
Candidate adapts presentations to ongoing assessment and adaptations are effective with all of the students.	No adaptation is made.	Adaptations are made and effective with a majority of students.	Adaptations are made and are effective with all of students.	

Benchmark 14: Guides students' application of knowledge.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate provides varied learning opportunities.	No variation.	Majority of learning opportunities are varied.	Learning opportunities are consistently varied.	
Candidate relates knowledge to student characteristics and students learn new knowledge.	Students do not learn the knowledge.	A majority of the students learn new knowledge.	All of the students learn new knowledge.	
Candidate uses methods of the discipline(s)(e.g., acts as a professional in that discipline).	Methods of the discipline(s) are not used.	Methods of the discipline(s) are used a majority of the time.	Methods of the discipline(s) are used consistently.	

Benchmark 15: Provides opportunities for student to use information independently.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate designs activities for the students to apply skills and concepts independently.	Students do not apply skills and concepts independently.	Some of the students apply skills and concepts independently.	All of the students apply skills and concepts independently.	
Candidate facilitates independent research.	No students do any independent research.	Independent research is an option for some of the students.	Independent research is an option for the majority of the students.	

Strand Four: Professional development and communication benchmarks

Benchmark 16: Participates in professional development.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate reflects accurately about professional practice, accepts assistance/feedback, and uses feedback in improving instructional practices.	Reflections do not match others' observation.	Reflections match others' observation.	Reflections match others' observations and are used in improving practices.	
Candidate seeks Professional Development (e.g., workshops, conferences, meetings of a professional group) that is related to a professional plan.	Never attends Professional Development.	Attends Professional Development.	Attends Professional Development that is related to strengths and weaknesses (e.g., a professional plan).	
Candidate collaborates with other professionals in planning instruction for students.	Never collaborates.	Collaborates some of the time.	Collaborates continuously.	
Candidate's professional development contributes to the improvement of student performance.	Professional development is not linked to students' instructional activities.	Professional development is linked to students' instructional activities.	Professional development is linked to students' progress in the classroom.	
Benchmark 17: Is proficient in communication with students, parents, and other professionals.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate communicates effectively with students by matching the style of communication to the audience, using communication that reflects professionalism, using appropriate grammar/syntax, and maintaining confidentiality.	Does not demonstrate any of the characteristics.	Demonstrates some of the characteristics.	Demonstrates all of the characteristics.	

Candidate communicates effectively with parents by matching the style of communication to the audience, using communication that reflects professionalism, using appropriate grammar/syntax, and maintaining confidentiality.	Does not demonstrate any of the characteristics.	Demonstrates some of the characteristics.	Demonstrates all of the characteristics.	
Candidate communicates effectively with professionals by matching the style of communication to the audience, using communication that reflects professionalism, using appropriate grammar/syntax, and maintaining confidentiality.	Does not demonstrate any of the characteristics.	Demonstrates some of the characteristics.	Demonstrates all of the characteristics.	
Benchmark 18: Collaborates with parents and other caregivers.				
Characteristic	*Developing*	*Competent*	*Proficient*	*Not Applicable*
Candidate communicates with parents regarding child's progress.	Seldom communicates.	Communicates at reporting periods only.	Collaborates frequently between reporting periods.	
Candidate collaborates with parents in a timely manner regarding the student's performance and parents have an opportunity to respond.	Parents have no opportunity to respond.	Parents have some opportunities to respond.	Parents always have opportunities to respond.	
Candidate demonstrates understanding and a positive regard for family's needs, culture and religion.	Never demonstrates positive regard.	Frequently demonstrates positive regard.	Always demonstrates positive regard.	

Benchmarks Revised (9/10/04)
Benchmark 10 excluded and benchmarks renumbered 4/19/05
Strands reinserted 4/25/05