Professional Development School
Teacher Education Handbook

Baylor University School of Education

Revised – July 2015
Pending PEFX Approval

Office of Professional Practice
http://www.baylor.edu/soe/index.php?id=65704
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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.

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.
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.

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

The Mission of PDS Partnerships

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

The Core Functions of a PDS

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

PDS Partnership Campuses

Waco ISD

Fully-staffed PDS Campuses

Elementary Campuses
Middle School Campuses

- **Cesár Chavéz**
  700 S. 15th Street; (254) 750-3736

Secondary Campuses

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

**Partner Schools**

Elementary Campuses

- **J. H. Hines Elementary**
  301 Garrison Street; (254) 753-1362

Middle School Campuses

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

**Midway ISD**

**Fully-staffed PDS Campus**

Elementary Campus

- **Spring Valley Elementary**
  610 Spring Valley Road; (254) 761-5710

Middle School Campus

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

Secondary Campus

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

**Partner Schools**

Elementary Campuses
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
Woodway Elementary
325 Estates Drive; (254) 761-5740

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

Additional Partnership Campuses

Connally ISD

Partner Schools

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

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

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

Robinson ISD

Partner Schools

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

Middle School Campus
Robinson Junior High School
410 W. Lyndale; (254) 662-3843
Secondary Campus
   Robinson High School
   700 West Tate Drive; (254) 662-3840

Program Information

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).

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

BU Teacher Education Program Overview

Seven Principles
The teacher education program is based on the following seven principles:
   1. Classrooms and schools must be learner-centered.
   2. Formative assessment provides information about the student and assists in
designing and adapting instruction.
   3. A deep foundation of factual knowledge must be organized conceptually to
   facilitate its retrieval, application, and transfer.
   4. Strategies are important in learning to solve problems and in becoming an
   independent, effective teacher.
   5. Learning is developmental and influenced by the context.
   6. Collaboration is important in creating a diverse learning community.
   7. Reflection deepens the understanding of effective practices.
      (Borko & Putnam, 1996; Bransford, Brown, & Cocking, 1999; Darling-Hammond, 1998;
      Feiman-Nenser & Remillard, 1996; Shulman, 1990)
Learner-Centered Educator (Conceptual Framework)

Conceptual Framework for Learner-Centered Professional Education Programs

Novice (Developing → Competent → Proficient)
Associate (Developing → Competent → Proficient)
Intern (Developing → Competent → Proficient)
Advanced (Developing → Competent → Proficient)

Revised (05/06/08)
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
### Dispositions and Problem Solving Questions

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

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

<table>
<thead>
<tr>
<th>Strategies, and processes to promote purposeful learning.</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18</td>
</tr>
</tbody>
</table>

D. A range of instructional methods promotes and develops high academic achievement.  

### IV. The candidate values collaboration with others as partners in planning and implementing effective programming.

<table>
<thead>
<tr>
<th>A. Growth as a professional requires reflection and study in collaboration with other scholars.</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Parents and guardians are partners in the development of effective programming for their children.</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. A teacher is part of the larger professional community, which is nurtured through collegial relationships, and contributes to the system as a whole.</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18</td>
</tr>
</tbody>
</table>
Electronic Portfolio (efolio)
The School of Education electronic portfolio requirement is a performance-based assessment tool intended to help a teacher education candidate develop professional teaching skills through every level of the program (Novice, Teaching Associate, and Intern). The candidate uses the efolio to document evidence of personal and professional development aligned with eighteen benchmarks <http://www.baylor.edu soe/index.php?id=65292> identifying best practices of professional educators. As a candidate progresses through the three developmental levels of the certification program, the candidate’s evidence is presented and reviewed in an iterative process.

Formative reviews are done numerous times during the program. They may be associated with specific course requirements and are generally completed by a single member of the teacher education faculty or PDS personnel. Formative reviews provide ongoing feedback to help candidates grow in professional teaching skills.

Summative efolio reviews are conducted at the conclusion of the Novice, Teaching Associate, and Internship experiences. They provide a final evaluation of how well the candidate performed at the conclusion of each program level. Minimum performance standards are used as part of the criteria for advancing to the Intern level and for end-of Intern Induction (recommendation for graduation and certification). See Decision Points in the Teacher Ed Program in this manual.

At the Intern level, summative efolio reviews 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), a third individual will review the efolio.

After reviews have been validated by program coordinators or other designated individuals, candidates can view their scores and reviewer comments via the efolio assessment link (https://www1.baylor.edu/SOEportfolio). A link is also located on the Portfolio Support website (http://www.baylor.edu/soe/ps).

Though the primary purpose of the efolio is documentation of growth as a teacher, there are other purposes. These include: a) developing a candidate’s technology skills; b) providing data for program evaluation; and c) supporting a candidate’s post-graduation search for professional employment.

Rubric for efolio Review
The rubric that is used to evaluate the candidate evidence presented in the efolio appears in Appendix M of this document.

Electronic Portfolio 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 working with individual students; the Teaching Associate context working with small groups; the Intern context 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 your Baylor Box account <http://www.baylor.edu/its/index.php?id=94642>, external hard drive, flash drive, etc.).

Questions about content, e.g., what constitutes evidence for a benchmark, should be directed to BU faculty and/or PDS personnel. The Portfolio Support Team provides technical assistance for developing and maintaining the efolio. Information and appointments for technical support are available via the http://www.baylor.edu/soe/ps web site or by emailing Portfolio_Support@baylor.edu. TED1112 and TED 2112 students receive technical support via the Instructional Technology Lab and therefore may be directed to their lab instructor if they contact general portfolio support.

**Standards for Electronic Portfolios**
All efolios must meet the following design and content standards. A template meeting the design requirements is provided for each candidate’s initial efolio. Any modifications to it must meet these criteria.

**Design Standards**
A. The design is consistent and conveys a professional image throughout
   a. Appearance and function is consistent in multiple browsers (e.g. Internet Explorer, Mozilla Firefox, Google Chrome, and Safari)
   b. Appearance and function is consistent on both Windows and Macintosh platforms
B. Background color (including texture or pattern)
   a. Maintains excellent contrast with the text
   b. Is consistent throughout the entire efolio
C. Font (size, style, and color)
   a. Is no smaller than the default size
   b. Contrasts well with the background color (including texture or pattern)
   c. Is easily read against the background
D. Digital images (photos, scanned images, clip art, animated gifs, etc.)
   a. Are the appropriate size within the page/screen
   b. Are scanned or converted to the appropriate resolution (72 or 96 dpi)
   c. 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 100k
   d. Serve a specific purpose
   e. Are appropriately credited when copied from an external source
E. Navigation (buttons, arrows, links, directions)
a. Provides direct navigation links to the home page and to each benchmark page from every other benchmark page
b. Appears in the same location on pages with similar functions
c. Uses embedded links within a longer page or multiple links to independent pages to minimize the need for scrolling
d. Works properly

**General Content Standards (Confer with your TED instructor for specifics for their class.)**

A. The content presents you as a teaching professional with all text having been carefully proofed for spelling and grammatical errors

B. Home (First) page contents must include:
   a. Candidate’s personal photo appropriate for professional use
   b. Candidate’s expected graduation date
   c. 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.B. in the Design Standards)

C. Individual benchmark page contents must include:
   a. The full text of the benchmark with its assigned number;
   b. Narrative that relates evidence to benchmark in the appropriate context (Novice, Teaching Associate, and Intern)
   c. Evidence based on primary sources and, where appropriate, demonstrated in terms of student performance
   d. 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:
   a. When necessary, blurring faces visible in photographs/video and
   b. Changing student names and personally identifiable information or blurring/hiding such information.

*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 Support Team**

TED1112 and TED 2112 Instructional Technology Lab students receive support via their course instructor. For all others, the Portfolio Support Team is housed in the School of Education Media Center (Marrs McLean Science GL 12 next to the Learning Resources Center). It provides workshop-based instruction upon request, individual tutoring by appointment, web-based resources, phone support, and email support to teacher education faculty and candidates. The efolio support team can be reached by web at [http://www.baylor.edu/soe/ps](http://www.baylor.edu/soe/ps), by email at Portfolio_Support@baylor.edu, or by phone at (254) 710-6159. [Back to Top]
## Approved eFolio Activity Calendar

### eFolio Activity Calendar

**2015-2016**

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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**Novices**

- **TED 1312**
  - Mandatory Workshops: 10/09
  - 10/16-11/26 Gather evidence for 3 benchmarks
  - 11/20 (3) 1st Assessment: Checklist
  - 12/04 (9) 2nd Assessment: 1 Formative (online)

**Novices**

- **TED 23xx**
  - 09/14-10/16 Lab Session w/Instructor
  - 09/01-12/07 Gather evidence for 9 benchmarks
  - 12/04 (9) 1 Summative (online)

**Teaching Associates**

- 11/02-11/24 Open Lab w/Help Available
- 09/01-04/01 Gather evidence for all benchmarks
- 12/04 (9) 1st Assessment: 1 Formative (online)
- 03/01-03/31 Open Lab w/Help Available
- 03/02 (18) 2nd Assessment: 1 Summative (online)
- 04/18 (18)

***Interns**

- 09/01-03/14 Gather evidence for all benchmarks
- 11/02-11/13 Open Lab w/Help Available
- 11/13 (9) 1st Assessment: 1 Formative (online)
- 03/01-03/31 Open Lab w/Help Available
- 03/24 (18) 2nd Assessment: 2 Summative (online)
- 04/15 (18)

**Strickland Scholars**

- 09/01-04/01 Gather evidence for all benchmarks
- 11/02-11/24 Open Lab w/Help Available
- 12/04 (9) 1st Assessment: 1 Formative (online)
- 03/01-03/31 Open Lab w/Help Available
- 04/15 (18) 2nd Assessment: 2 Summative (online)

*Individual Tutoring Sessions are available by Appointment for ALL Candidates.*

**Mandatory Workshops**

- 03/18 Gather evidence for 3 benchmarks
- 04/22 (3)

- 05/02 Gather evidence for 9 benchmarks
- 1 Summative (online)

**Open Lab w/Help Available**

- 01/11-05/02
- 05/02

- 03/01-03/31
- 11/02-11/13

- 03/01-03/31
- 03/01-03/31

- 03/01-03/31

**All Faculty Reviews Complete**

- 05/02

**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)

<table>
<thead>
<tr>
<th>When decision occurs</th>
<th>Elements</th>
<th>Criteria</th>
<th>Decision Makers Data flow</th>
<th>Communicated to Candidates</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to registration for each TED 1312</td>
<td>HS grad</td>
<td>Accredited HS/16 credits as prescribed</td>
<td>University Admissions Committee</td>
<td>Letter of admission from BU</td>
<td>Eligible to enroll in TED 1312</td>
</tr>
<tr>
<td></td>
<td>HS performance (GPA/Rank)</td>
<td>“above average”</td>
<td>From HS to BU admissions office</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAT/ACT score</td>
<td>“above average”</td>
<td>From testing agencies to BU admissions office</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | THEA test or Exemption status | THEA: 230 Reading and 230 Math and 220 Writing and
THEA Exemption:
SAT 1070 Overall and 500 Verbal and 500 Math or
ACT 23 Composite and 19 English and 19 Math and | Review of candidate records by Office of Professional Practice | Correspondence from Office of Professional Practice | Permission to enroll in TED 36x0 courses |
| | TOEFL Requirements (International Candidates who graduated from a high school outside the United States) | Must take all parts of TOEFL and score a minimum of: 26 on speaking section. | Review of candidate records by Office of Professional Practice | Correspondence from Office of Professional Practice | Permission to enroll in TED 36x0 courses |
| | efolio review | Formative assessment | | |

**Exceptions:**

Revised: July 2014
## Entry to TEACHING ASSOCIATE level? (end of Novice Experiences/Sophomore year)

<table>
<thead>
<tr>
<th>When decision occurs</th>
<th>Elements</th>
<th>Criteria</th>
<th>Decision Makers Data flow</th>
<th>Communicated to Candidates</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester candidate completes TED 23x0</td>
<td>GPA (overall)</td>
<td>2.75</td>
<td>Review of candidate records by Degree Plans, Advising, &amp; Office of Professional Practice</td>
<td>Correspondence from Advising Office; or meeting at time of advisement</td>
<td>Permission to enroll in TED 36x0 courses</td>
</tr>
<tr>
<td></td>
<td>GPA (TEP)</td>
<td>2.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course completion</td>
<td>TED 1312, TED 23x0</td>
<td>12 credit hours in content area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior status</td>
<td>60 credit hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bio/Data update</td>
<td>Updated by 12th class day each term</td>
<td></td>
<td>From Office of Professional Practice to TED 22x0 instructors</td>
<td>By one of evaluators in an individual conference</td>
<td></td>
</tr>
<tr>
<td>efolio review</td>
<td>summative benchmark assessment; evidence for limited number of benchmarks (nine)</td>
<td></td>
<td>From TED 23x0 instructors to Office of Professional Practice</td>
<td>Correspondence from Advising Office; or meeting at time of advisement</td>
<td></td>
</tr>
</tbody>
</table>

**Exceptions:**

The dual certificate GT/Elementary candidates will not take TED 1312 and enter the sequence during their sophomore year.
## Entry to INTERN level? (end of Teaching Associate Experiences/Junior Year)

<table>
<thead>
<tr>
<th>When decision occurs</th>
<th>Elements</th>
<th>Criteria</th>
<th>Decision Makers Data flow</th>
<th>Communicated to Candidates</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester candidate completes TED 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x, EDP 3650, 3660, 3661</td>
<td>GPA (overall)</td>
<td>2.75</td>
<td>Review of candidate records by Degree Plans, Advising, &amp; Office of Professional Practice</td>
<td>Correspondence from Advising Office; or meeting at time of advisement</td>
<td>Permission to enroll in TED 46xx courses</td>
</tr>
<tr>
<td></td>
<td>GPA (TEP)</td>
<td>2.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TED 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x, EDP 3650, 3660, 3661</td>
<td>Candidates must earn at least a “B” (3.0) each semester in each class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course completion</td>
<td>TED 1312, TED 23x0, TED 36x0, TED 36x1, TED 3340, TED 3341, 338x (not including 3380), 339x, EDP 3650, 3660, 3661</td>
<td>From Office of Professional Practice to TED 36x0, 36x1, 3340, and 338x (not including 3380), 339x, EDP 3650, 3660, 3661 instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>efolio review</td>
<td>summative benchmark assessment; mean rating equal to or greater than 4 (on 9-point scale)</td>
<td>From Office of Professional Practice to University Liaisons</td>
<td></td>
<td>Conference with University Liaisons</td>
</tr>
<tr>
<td>Exceptions</td>
<td>TExES testing</td>
<td>Must successfully complete the PPR and Content diagnostic TExES tests and attempt one official TExES test to advance to Internship. (for specific test requirements see page 23)</td>
<td>From Office of Professional Practice to Certificate Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate programs may have different “course completion” requirements as determined by approval of the certificate teams and the teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Entry to INDUCTION level? (end of Internship/Senior year)**

<table>
<thead>
<tr>
<th>When decision occurs</th>
<th>Elements</th>
<th>Criteria</th>
<th>Decision Makers</th>
<th>Communicated to Candidates</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester the candidate completes TED 46x3</td>
<td>GPA (overall)</td>
<td>2.75</td>
<td>Review of candidate records by Degree Plans, Advising, &amp; Professional Practice</td>
<td>Correspondence from Advising Office; or meeting at time of advisement</td>
<td>Recommendation for graduation and issuing TExES testing approval.</td>
</tr>
<tr>
<td></td>
<td>GPA (TED)</td>
<td>2.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1st Semester Internship requirement</td>
<td>Candidates must earn at least a “B” (3.0) in both portions of the 1st semester of the Internship to proceed to the 2nd semester.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course completion</td>
<td>TED 1312, 23x0, 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x 46x0, 46x1, 46x2, 46x3, EDP 3650, 3660, 4650, 4651, 4660, 4661</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bio/Data update</td>
<td>Updated by 12th class day each term Updated prior to graduation with “permanent” address</td>
<td>From Professional Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>efolio review [also a SACS assessment]</td>
<td>Summative benchmark assessment; mean rating equal to or greater than 4 (on 9-point scale)</td>
<td>2 or 3 faculty from certificate team, one of whom has taught candidate; efolio assessment system to Professional Practice</td>
<td>By one of evaluators in an individual conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TExES testing</td>
<td>Candidates must graduate and pass all official TExES exams in order to be recommended for certification.</td>
<td>From Professional Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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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Candidate Information

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

Director of Professional Practice: Dr. Krystal Goree, Krystal_Goree@baylor.edu (254) 710-4172 (MMSCI 115)
Assistant Director/Certification Officer: Sandra Parnell, Sandra_Parnell@baylor.edu (254) 710-6153 (MMSCI 116)

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 online application located at https://www1.baylor.edu/tca/, prior to being accepted into a program leading to initial teacher/professional certification at Baylor University. In addition to the online application candidates must complete, sign, and submit to the Office of Professional Practice the following documents: (1) Consent for use of Confidential Information; (2) Code of Ethics and Standard Practices for Texas Educators; and (3) FERPA Consent to Release Education Records and Information.

If you have questions or issues concerning required documents, contact the Office of Professional Practice at 254-710-6153 or email Professional_Practice@baylor.edu.

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

Due Process
1. If application is declined, candidates have the right to appeal the decision within 15 days of notification.
2. Should a candidate choose to appeal, three Teacher Education Faculty members (one faculty member must be in the certification area of the candidate) will be appointed by the Moderator of the Professional Education Faculty to conduct a hearing.
3. The hearing panel will notify the candidate of their findings within 2 weeks following the hearing. [Back to Top]

TExES Exams
Texas Examinations of Educator Standards (TExES exams) are scheduled and administered by the Texas Education Agency (TEA) according to the schedule provided
Qualifying to take a TExES Exam

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

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

Teacher education candidates who need accommodations for the diagnostic and official TExES exams must contact Sandra Parnell in the Office of Professional Practice a minimum of 30 days before the first diagnostic testing session. For accommodations during the administration of diagnostic TExES exams, official documentation from OALA (the Office of Access and Learning Accommodation) must be received by the OPP. Accommodations will be made based on the documentation received. Candidates will be responsible for submitting the required paperwork to ETS in order to receive accommodations 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 an official TExES exam according to the policies and procedures described on the ETS website (TExES Exam Registration) and must obtain approval from the Office of Professional Practice (MMSCI 116) prior to registering.

Limitations on TExES Exam Registrations

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

First, you must establish your personal account with TEA. Directions with graphics are located on Canvas under TExES Information—TEA-ETS Registration for TExES Testing. Establishing your account will provide you with a TEA ID number. You must then set up your ETS account. All information entered into your ETS account must correspond to your TEA account information.

1. Go to [www.tea.texas.gov](http://www.tea.texas.gov)
2. Click on “ECOS for Educators” (tab on top of page in white)
3. Click on “TEAL Instructions with Graphics”. (Use these directions for setting up your account.)
4. Click on “Create new TEAL Account” and follow directions.
5. Complete your Educator Profile. (Write your TEA ID # down and keep it somewhere safe because you will need it to set up your ETS account and access information at later dates.)
6. Go to the ETS website at [www.texas.ets.org](http://www.texas.ets.org)
7. Click “Your Account”
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” and complete your profile.
11. You may then register for the approved Computer Administered Test (CAT)
12. Complete the registration process and pay online (Registration bulletins are available on the ETS website.)

For questions, please contact Sandra Parnell (Sandra_Parnell@baylor.edu) in MMSCI 116 (254-710-6153).

Teacher Certification

The Office of Professional Practice is responsible for helping Baylor University candidates obtain the appropriate certification from the State of Texas. After completing all program, degree (including graduation and Internship/Clinical Teaching), and state testing requirements, candidates may apply for certification via the Texas Education Agency website ([http://tea.texas.gov](http://tea.texas.gov)).

For questions, please contact Sandra Parnell (Sandra_Parnell@baylor.edu) in MMSCI 116 (254-710-6153).
Procedure for Applying for a Teaching Certificate
(Do not apply for certification until you have been instructed to do so during your Internship/Clinical Teaching.)

1. Go to http://tea.texas.gov/
2. Click on “TEAL Login” (in the blue at the top of the page)
3. Log in to the system with your username and password (If you have difficulty logging in please call the Region 12 Education Service Center at 254-297-1286, 254-297-1231; or 254-297-1226)
4. Click on “Educator”
5. Click on “Applications” on the left hand side
7. Follow the instructions to apply for certification
8. Pay by credit card online or print the fee remittance form, and mail with the appropriate payment
9. Begin the criminal background check process while on-line:
   - The applicant will receive an email from TEA that will contain a document (FAST Pass) that will allow them to use the vendor’s digital services and provide information needed to complete the fingerprinting
   - Applicants will be required to pay the vendor a fee for the fingerprinting service

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

Certificate/Program Coordinators
Elementary
Middle School
Secondary
Special Education EC-12
Physical Education EC-12
Music EC-12
Deaf Education EC-12
Business Education

Supplementary/Dual Certificate Program Coordinators
ESL
Gifted and Talented
Special Education
### Baylor University School of Education

#### TA Calendar* 2015 – 2016

#### Fall 2015

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>24</td>
<td></td>
<td>First day of Baylor classes</td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>First day of class for Waco ISD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td></td>
<td>First day of class for Midway ISD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>8:00 – 11:00</td>
<td>Pre-Assessment Testing Secondary TAs PPR</td>
<td>MMSCI 304</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>8:00-11:00</td>
<td>Pre-Assessment Testing Middle Grade TAs PPR</td>
<td>MMSCI GL 16</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>8:00 – 11:00</td>
<td>Pre-Assessment Testing Elementary and SPED PPR</td>
<td>Goebel 111</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>8:00 – 11:00</td>
<td>Pre-Assessment Testing Elementary - Content Area</td>
<td>Goebel 111</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td>Labor Day – Baylor Holiday</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>10</td>
<td></td>
<td>Gifted/Talented Differentiation Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td></td>
<td>TAIR - 4-8 and 7-12 ELAR</td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td>TAIR - EC-6</td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
<td>Fall Break Weekend</td>
<td>Baylor University</td>
</tr>
<tr>
<td>November</td>
<td>6</td>
<td>8:00-11:00</td>
<td>EC-6 TA PPR Diagnostic testing</td>
<td>Goebel 111</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>8:00-11:00</td>
<td>EC-6 PPR Review for all TAs who are approved from the November 6th testing.</td>
<td>Goebel 111</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>8:00-11:00</td>
<td>Diagnostic TExES PPR test – All certification levels</td>
<td>Goebel 111</td>
</tr>
<tr>
<td></td>
<td>25 – 27</td>
<td></td>
<td>Baylor Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>8:00-11:00</td>
<td>TA TExES PPR Review</td>
<td>See Schedule for assigned rooms</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8:00-11:00</td>
<td>2nd Diagnostic TExES PPR</td>
<td>Goebel 111</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8:00-11:00</td>
<td>Final TA PPR Review</td>
<td>MMSCI 302</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td></td>
<td>Baylor Graduation</td>
<td>Baylor University</td>
</tr>
</tbody>
</table>

### Spring 2016

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>11</td>
<td></td>
<td>First day of classes</td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>Pre-Assessment Generalist for off-cycle Elementary TAs</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td></td>
<td>MLK Holiday</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>12</td>
<td>5:00</td>
<td>Action Research Intent to Participate – emailed to <a href="mailto:Action_Research@baylor.edu">Action_Research@baylor.edu</a></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>4</td>
<td>5:00</td>
<td>Action Research Monograph (final copy) – emailed by University Liaison or Teacher of Record to <a href="mailto:Action_Research@baylor.edu">Action_Research@baylor.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 – 11</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25 – 28</td>
<td>Easter Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>8:00-11:00</td>
<td>EC-6 TA Core Subjects Diagnostic testing</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>1</td>
<td>8:00-11:00</td>
<td>EC-6 TA Core Subjects Diagnostic testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Evaluations for Middle School, Secondary, and EC-12 TAs (schedule TBD)</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8:00 – 11:00</td>
<td>Final Evaluations for EC-6 candidates (schedule TBD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8:00 – 11:00</td>
<td>Final Evaluations for EC-6 candidates (schedule TBD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8:00-11:00</td>
<td>EC-6 Core Subjects Review for all TAs who are approved from the March 31-April 1 testing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
<td>Diadeloso – Baylor University</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4:00–6:30</td>
<td>Action Research Symposium</td>
<td>Lee Lockwood Library</td>
<td></td>
</tr>
<tr>
<td>13 - 25</td>
<td>7:45-11:00</td>
<td>Diagnostic TExES Content Area testing and reviews (Dates will based on availability of rooms)</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>27 - 28</td>
<td>7:45-11:00</td>
<td>Intern Orientation – Attendance Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>Last day of Baylor classes</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>13 – 14</td>
<td>Graduation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* This calendar is subject to change. Calendar may be adjusted due to availability of rooms for TExES Diagnostic Testing, STAAR testing dates, changes in school district calendars, or for any reason the Professional Education Faculty Executive Committee deems appropriate.
## Baylor University School of Education
### Intern Calendar *
#### 2015 – 2016

**Fall 2015**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>19</td>
<td>TBA</td>
<td>Intern Orientation – <strong>Intern Attendance Required</strong></td>
<td>MMSCI 101</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>8:30 – 4:00</td>
<td>Intern Orientation – <strong>Intern Attendance Required</strong></td>
<td>MMSCI 101</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:00</td>
<td><strong>CPR/FIRST AID CERTIFICATE DUE IN THE OFFICE OF PROFESSIONAL PRACTICE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td></td>
<td>Interns report to campuses – First day in schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
<td>First day of Baylor Classes; Waco &amp; Connally ISD Classes Begin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td></td>
<td>Midway &amp; Robinson ISD Classes Begin</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>1:30 – 4:30</td>
<td>ESL Seminar – <strong>Required attendance for all Interns seeking ESL Certification</strong></td>
<td>MMSCI 301</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td>Labor Day Holiday – Baylor Holiday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>1:30 – 4:30</td>
<td>ESL &amp; SPED Supplemental Diagnostic Testing – <strong>Required attendance for all Interns seeking ESL Certification</strong></td>
<td>MMSCI 301</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>8:00 – 8:25</td>
<td>Resume Writing - <strong>Intern attendance required</strong></td>
<td>Barfield – Bill Daniels Student Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8:30 – 12:00</td>
<td>Sign In Seminar</td>
<td>MMSCI 301</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30-4:30</td>
<td>ESL Supplemental Review</td>
<td>MMSCI 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30 – 4:30</td>
<td>SPED Supplemental Review</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>1:30 – 4:30</td>
<td>Second ESL &amp; SPED Supplemental Diagnostic Testing</td>
<td>MMSCI 301</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1:30 – 4:30</td>
<td>ESL Diagnostic for SPED Supplemental Candidates</td>
<td>MMSCI 120</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td></td>
<td>Gifted/Talented Differentiation Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>4:30 – 5:30</td>
<td>ESL Review for SPED Supplemental Candidates</td>
<td>MMSCI GL 15</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td>Second ESL for SPED Supplemental Candidates</td>
<td>MMSCI 120</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td></td>
<td><strong>TAIR (Secondary) Required attendance for 7-12 and 4-8 ELAR</strong></td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td><strong>TAIR Conference - EC-6 Intern Attendance Required</strong></td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>5:00</td>
<td>Resume to be uploaded on Hire-A-Bear website</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
<td>Fall Break Weekend – Baylor</td>
<td></td>
</tr>
</tbody>
</table>
### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>Teaching Abroad – London – Depart</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Teaching Abroad – Australia - Depart</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>1:00</td>
<td>LAST DAY FOR FULL YEAR INTERNS IN FALL UNLESS MAKEUP DAYS ARE NECESSARY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Evaluation Seminar for all off-cycle and one semester Interns</td>
<td>GL 13</td>
</tr>
<tr>
<td>25–27</td>
<td></td>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
</tbody>
</table>

### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>London Teaching Abroad – Return</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Australia Teaching Abroad - Return</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>LAST DAY FOR ONE SEMESTER INTERNS AND SPORTS PEDAGOGY IN FALL UNLESS MAKEUP DAYS ARE NECESSARY</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Baylor Graduation</td>
<td></td>
</tr>
</tbody>
</table>

### Spring 2016

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>11</td>
<td></td>
<td>Baylor Classes Begin – All Baylor Interns return to schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td></td>
<td>MLK Holiday – Baylor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>8:00 – 8:25</td>
<td>Mock Interview Seminar - <strong>Intern attendance required</strong></td>
<td>Foster Campus for Business Room 250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8:30 – 12:00</td>
<td>Sign In Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30</td>
<td>ESL Seminar – <strong>Required attendance for all NEW Interns seeking ESL Certification</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>1:30 – 4:30</td>
<td>ESL Diagnostic Testing – <strong>Required attendance for all NEW Interns seeking ESL Certification</strong></td>
<td>TBD</td>
</tr>
<tr>
<td>February</td>
<td>5</td>
<td>1:30 – 4:30</td>
<td>ESL Review</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>1:30 – 4:30</td>
<td>Second ESL Diagnostic Testing – <strong>Required attendance for all NEW Interns seeking ESL Certification</strong></td>
<td>TDB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00</td>
<td>Action Research Intent to Participate – emailed to <a href="mailto:Action_Research@baylor.edu">Action_Research@baylor.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>8:00 – 8:25</td>
<td>Teacher Job Fair Preparation Seminar – Intern attendance required</td>
<td>5th Floor Cashion Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8:30 – 12:00</td>
<td>Sign In Seminar</td>
<td></td>
</tr>
</tbody>
</table>
| March  | 1 | 9:30 – 9:50 | Teacher Job Fair – **INTERN ATTENDANCE REQUIRED**
Registration – (Bring your Baylor ID) | Foster Campus for Business Room 250 |
|--------|---|-------------|---------------------------------------------------------------------------------|-------------------------------------|
|        | 10:00 – 12:00 | Teacher Job Fair
Interviews with districts interviewing on site | |
|        | 12:00 – 3:00 | |
| 4 | 5:00 | Action Research Monograph (final copy) – emailed by Intern Supervisor to Action_Research@baylor.edu | |
| 7 – 11 | | Spring Break – Baylor and all school districts | |
| 24 | 5:00 | Photo of Candidates for PowerPoint and Words of Wisdom – emailed to Action_Research@baylor.edu | |
| 25–28 | | Easter Holiday – Baylor | |
| April  | 11 | 5:30 | Senior Banquet | Foster Campus for Business Room 250 |
|        | 12 | | Diadeloso – Interns have the day off | Baylor University |
|        | 14 | 4:00 – 6:30 | Research Symposium - **Intern attendance required** | Lee Lockwood Library |
|        | 22 | | LAST DAY FOR FULL YEAR INTERNS IN SPRING UNLESS MAKEUP DAYS ARE NECESSARY
Final Evaluation / Survey Seminar- **Intern attendance required** | TBD |
| April  | 29 | | Last Day of Baylor Classes | |
| 6 | | LAST DAY FOR ONE SEMESTER INTERNS AND SPORTS PEDAGOGY IN SPRING UNLESS MAKEUP DAYS ARE NECESSARY | |
| 13 – 14 | | Graduation | |

*THIS CALENDAR IS SUBJECT TO CHANGE.*

- Calendar may be adjusted due to STAAR testing dates, changes in school district calendars, or for any reason the Professional Education Faculty Executive Committee deems appropriate.
- Candidates are required to follow the calendar of their assigned school districts with regard to teacher in-service days, staff development, and work days that are not Baylor holidays.
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.
General Candidate Guidelines
The following guidelines apply to all teacher education candidates 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. All social media guidelines should be followed according to district policy and Code of Ethics and Standard Practices for Texas Educators.
3. Teacher education candidates from Baylor University cannot assume responsibility for students if the assigned Clinical Instructor or Mentor Teacher is absent from the building or unavailable to supervise the candidate. A district-approved substitute must assume responsibility for the students. In the event that no district approved substitute is assigned to the classroom with the candidate, the candidate should remain on campus and contact his/her Professor of Record immediately. If the candidate is unable to reach the Professor of Record, he/she should immediately contact the Office of Professional Practice at 254-710-6153.
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 immediately contact the 1) Director of SOE Office of Professional Practice and 2) Campus Principal. Any individual receiving information about a suspected incident of inappropriate conduct with sexual overtones involving teacher education candidates and school district personnel must report in a timely manner to the follow individuals: 1) Director of SOE Office of Professional Practice and 2) Campus Principal. Failure to report a suspected incident of inappropriate conduct with sexual overtones may violate federal and state law.
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.
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.
- **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 letter grade interval. (e.g. A to A-, 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 A-, 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 or graduate school interviews. These days will count as additional excused absences if approved by the Intern Supervisor prior to the absence. Every effort should be made by the candidate to notify the Intern Supervisor of absences for interviews as soon as the interview is scheduled.

*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 and district 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.).

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 efolios 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.

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

Reporting Dates for Interns
Interns will report to the assigned PDS or Partner school on August 21, 2015 following Intern Orientation.
Summary of Minimum Intern Expectations*

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-teaching and lead-teaching responsibilities will be scheduled by each Mentor Teacher to accommodate campus schedules and Mentor Teacher’s responsibilities</td>
<td>Co-teaching and lead-teaching responsibilities will be scheduled by each Mentor Teacher to accommodate campus schedules and Mentor Teacher’s responsibilities</td>
</tr>
<tr>
<td>Lead teacher, full-day responsibility for five weeks, in one, two or three segments, depending on campus schedules</td>
<td>Lead teacher, full-day responsibility for instruction for four weeks, in one, two or three segments, depending on campus schedules</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>After the Internship (approximately 15 weeks) and prior to the conclusion of the Baylor semester, the Intern will complete and/or present the efolio and receive feedback</td>
<td>After the Internship (approximately 15 weeks) and prior to the conclusion of the Baylor semester, the Intern will complete and/or present the efolio and receive feedback</td>
</tr>
<tr>
<td>Final exams for fall will emphasize efolio work and completion of Internship requirements</td>
<td>Final exams for spring will emphasize efolio work and completion of Internship requirements</td>
</tr>
</tbody>
</table>

* 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.  

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 more involved with the students. The Mentor may give specific suggestions for activities that will help the Intern become more involved. For example:

- Monitor students’ work at their desks to give one-to-one assistance
- Distribute papers or materials
- Grade papers
- Check attendance
- Assist with end-of-the-day routines
- Assist students with make-up work

Co-teaching
In co-teaching, candidates are provided with modeling, coaching, and feedback as they develop teaching competencies. Co-teaching allows cooperating teacher to model good teaching and work collaboratively with candidates, helping them understand the complexities of the teaching profession. When co-teaching, cooperating teachers remain in the classroom. This sustained contact with candidates allows for immediate feedback and continuous mentoring.

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

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

Teaching
After observing the Mentor model the preparation and teaching of lesson plans in the subject area(s) within the classroom, the Intern will be able to assume the responsibility for planning and teaching a single lesson in a single subject (or period). This lesson plan will be written and submitted to the Mentor Teacher and Intern Supervisor prior to teaching in order to 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, co-teaching, and assisting in their
assigned classrooms. Candidates are expected to continue to teach at least half the
day (three class periods at high school) after the full teach period.

* Please note: If an Intern is participating in a teaching abroad or private school
experience during the fall semester, he/she may work with the Intern Supervisor and
Mentor Teacher to arrange the 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 Baylor Campus
All Certificate Teams will respond to the candidates’ request for time on Baylor
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, PDSs, and
Partner Schools, will determine appropriate activities for teacher education
candidates during TAKS/STAAR testing. [Back to Top]

Intern Seminars
1. The Intern is required to attend a regularly scheduled two-hour seminar each week.
   Seminar content will address PPR topics, campus-specific topics, and other topics
   as needed.
2. All Interns will participate in common seminars scheduled by the Office of
   Professional Practice. 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. They will teach GT students and non-identified students during their intern experience.

TAs who are seeking a GT/EC-6 dual certificate will need to pass the official PPR and the 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. The groups will contain GT and/or academically advanced students.
3. Regularly scheduled seminars will be held with a dually certified faculty member. The length of time for the seminar will be decided by the dual certificate team.
4. Feedback from university faculty and CIs will be included in the TA time in schools.
5. Planning time with university faculty and CIs will be included in the TA time in schools.
6. TAs will enter evidence for each efolio benchmark.
7. TAs will take the official PPR during the fall semester and the official 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 cluster classroom or magnet school teacher. During the other semester, they will be assigned to a general education teacher, preferably with advanced and/or GT students.
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 (i.e., differentiation in the fall and exceptionalities in the spring).
4. Interns will enter evidence for the efolio.
5. Interns will take the TExES gifted and talented supplemental certificate test during the spring semester.
EC-6/Special Education Supplemental

TA Expectations

1. Teaching Associates pursuing an EC-6/Special Education dual certificate will teach identified special education students and EC-6 general education students during the TA year.
2. Teaching Associates will teach 6-8 hours weekly distributed over 3 - 4 days for a minimum of 9 weeks per semester.
3. Teaching Associates will teach special education students and general education students weekly as tutors in a special education math resource classroom and as co-teachers in general education classrooms.
4. Teaching Associates will teach content curriculum including, but not limited to, math, social studies, science and/or English language arts/reading.
5. A regularly scheduled seminar will be led at least once a week by Special Education Program faculty.
6. Planning time with university faculty and CIs will be included in the Teaching Associate experience.
7. Teaching Associates will take the TExES Diagnostic EC-12 PPR exam during the fall semester and the TExES Diagnostic EC-6 Generalist exam during the spring semester.
8. Teaching Associates will pass the official EC-12 PPR exam by May 31st of their Teaching Associate year.

Intern Expectations

1. Interns seeking the Elementary with Special Education Supplemental Certificate will have lead-teacher responsibility for four to five weeks in the fall and in the spring because of a split placement.
2. During one semester candidates will be assigned to a Special Education Certified Mentor; during the second semester, the Interns will be assigned to an EC-6 general education Mentor serving SPED students inclusively.
3. Special Education Interns will participate in Intern seminars led by Special Education faculty supervisor.
4. Interns will complete the official TExES Special Education Supplemental exam before the spring semester of the Intern year.
Special Education EC-12

TA Expectations

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

2. Teaching Associates will teach 6-8 hours weekly distributed over 3 - 4 days for a minimum of 9 weeks per semester.

3. In the fall, Teaching Associates will teach special education students and general education students weekly as tutors in a special education math resource classroom and as co-teachers in general education classrooms.

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

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

6. In the spring, Teaching Associates will teach life skills and functional academic curriculum.

7. A regularly scheduled seminar will be led at least once a week by Special Education Program faculty.

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

9. Teaching Associates will take the TExES Diagnostic EC-12 PPR exam during the fall semester and the TExES Diagnostic Special Education exam during the spring semester.

10. Teaching Associates will pass the official EC-12 PPR exam by May 31st of their Teaching Associate year.

Intern Expectations

1. Interns will have lead-teacher responsibility for a total of approximately ten weeks across the internship.

2. During both semesters candidates will be assigned to a Special Education Certified Mentor.

3. Special Education Interns will participate in Intern seminars led by Special Education 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

1. **Document in your TxBESS Class Background Study (# 4) that you have Limited English Proficiency (LEP)* students in your classroom. This form goes to OPP via the Intern Supervisor.**

2. If you do not have LEP students indicated on the TXBESS Class Background Study consult with the Intern Supervisor and Mentor Teacher to determine what teaching experiences with ESL students will be arranged. The minimum time requirement is 18 contact hours teaching ELs. Communicate the arranged placement in writing to OPP.

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

4. **Take and pass the ESL Supplemental TExES (154).**
   a. **Note:** Both the PPR and Content TExES for your initial certification must be passed before taking the ESL Supplemental TExES (154).

5. **Demonstrate knowledge and application of ESL methods and principles through e-folio entries with evidence.**
   - Benchmarks 12, 13, and 14 should explicitly show 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.

6. **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 254-717-7040

*Terminology note: ESL (English as a Second Language) is the acronym used in the State of Texas for this certification; EL (English Learner) and ELL (English Language Learner) are the acronyms currently used in federal and professional publications; LEP (Limited English Proficiency) is an acronym used on state forms to classify students. The terms 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 semester at the recommendation of the candidate’s Intern Supervisor. TxBESS forms may be retrieved from Canvas (Appendix F). These forms will be submitted to the OPP by the end of each semester.

2. Two formal observations* will be conducted each semester by the Intern Supervisor and recorded electronically on the Candidate Visitation Report (Appendix C). Texas Administrative Code (TAC 228.35) requirements include:
   - The first formal observation must be completed within the first six weeks of each semester;
   - each formal observation must be a minimum of 45 minutes in duration;
   - instructional practices observed must be documented;
   - written feedback through an interactive conference with the candidate must be provided to the candidate; and,
   - a copy of the written feedback must be provided to the candidate’s campus administrator.

   These forms and databases will be submitted electronically to the OPP by the end of each semester.

3. Midterm and final conferences will be documented on the Professional Practice Evaluation Form (Appendix D). These forms and databases will be submitted electronically to the OPP by 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 conducted each semester on the Candidate Visitation Report (Appendix C). These observations are to be done by the Resident Faculty, Clinical Instructor, University Liaison, and/or Site-Based Coordinator. These forms and databases will be submitted electronically to the OPP by the end of each semester.

2. An end-of-semester conference must be held and documented using the Professional Practice Evaluation Form (Appendix D). These forms and databases will be submitted electronically to the OPP by 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 by 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 Canvas (Appendix F).

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* 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

**Intern Grade Components**
The Intern's grade will be based on the following minimum elements. The PDS faculty may add additional elements identified in the course syllabus.
1. The Intern’s performance on all benchmarks and identified characteristics as documented in weekly formal or informal assessments (checklists, ratings, rubrics, etc.).
2. The Intern’s ability to modify instruction based on continuous assessment of student progress. Each campus 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 entering the Intern year, the candidate must pass their diagnostic test both PPR and content with an 80% overall and attempt one official TExES exam.
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).
7. The Intern must earn at least a “B” (3.0) in both courses of the 1st semester of the Internship to proceed to the 2nd semester.

**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 efolio as assessed by SOE/PDS faculty.
2. A conference with the PDS/Partner School team members using the Professional Practice Evaluation Form (PPEF).

**Responsibility for Intern Grades**
The Intern Supervisor is responsible for supervising Interns on each campus and is also responsible for maintaining Intern grades.
PDS/Partner School Responsibilities

**PDS/Partner School Principal Responsibilities**

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

**Clinical Instructor Responsibilities**

The role of the Clinical Instructor should include, but not be limited to the following:

1. Serve as a role model and coach to provide opportunities for the Teaching Associate(s) in planning, preparing, teaching, and assessing students.
2. Support the Teaching Associate(s) in making the transition from candidate to teacher by clearly sharing authority from the beginning of the semester and in modeling appropriate classroom management strategies.
3. Accept primary responsibility for classroom supervision and evaluation of the Teaching Associate.
4. Initiate co-teaching models with the Teaching Associate(s) as required.
5. Schedule and participate in weekly planning/feedback conferences with Teaching Associate(s).
6. Provide written feedback.
7. Participate in 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.
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 with the Intern.
6. Provide written and verbal feedback.
7. Complete mid-term and final evaluations.
8. Contact the Intern Supervisor should any concerns arise.
9. Conduct one TxBESS appraisal on the Intern. The second appraisal on the Intern if needed should be completed by the Intern Supervisor.
10. Conduct two formal observations each semester that are at least 45 minutes in durations and document findings on the Candidate Visitation Report form.

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.

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

1. Maintain high level of communication between the University and PDS.
2. In collaboration with Site Coordinator, provide recommendations about candidate placements to Office of Professional Practice.
3. Provide orientation, with Site Coordinator, for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility, with Site Coordinator, Resident Faculty, and Clinical Instructor, for supervision of Teaching Associates.
6. Observe Teaching Associates informally on a regular basis and formally, as needed by the PDS team.
7. Schedule and participate in midterm and summative evaluations with Clinical Instructor, Site Coordinator, Resident Faculty, and Teaching Associates.
8. Communicate continuously with the Clinical Instructor about the Teaching Associates’ schedules and responsibilities.
9. Determine Teaching Associate’s final grade, with input from Clinical Instructor, Site Coordinator, and Resident Faculty.
10. Co-chair, with Site Coordinator, the monthly campus PDS Steering Committee meeting.
11. Monitor budgeting and resources required at the PDS.
12. Inform the Campus Decision Making Council of PDS activities monthly.
13. Schedule, with Site Coordinator, all field-based experiences at the PDS, including experiences for Novice groups.
14. Coordinate the assessment of the effectiveness of the PDS experience on the assigned campus.
15. Attend PEF meetings and campus faculty meetings as needed.
16. Attend PDS Coordinating Council meetings.
17. Monitor adherence to the PDS Standards during partnership experiences.

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

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

Site Coordinator Responsibilities (Secondary)
Candidate development is a shared responsibility of all PDS faculty and staff.
1. Maintain high level of communication between the Professional Development School (campus) and university personnel.
2. Collaborate with the University Liaison to provide recommendations about candidate placements to the Office of Professional Practice.
3. Work with the University Liaison to provide orientation for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility with the University Liaison, Resident Faculty, Clinical Instructors, and Mentors, for supervision of Teaching Associates and Interns.
6. Observe Teaching Associates and Interns informally on a regular basis and formally as needed by the PDS team. Document observations on the approved forms.

7. Work with the University Liaison to schedule and participate in midterm and summative evaluations with Clinical Instructors, Resident Faculty, Mentors, and candidates when requested.

8. Communicate regularly with the Clinical Instructors about the Teaching Associates’ schedules and responsibilities.

9. Co-chair the monthly PDS Steering Committee meeting (if the Steering Committee responsibilities have not been assigned to the CDMC).

10. Work with the University Liaison and campus Principal to monitor PDS funds and resources.

11. Inform the Campus Decision Making Council of PDS activities at regularly scheduled CDMC meetings.

12. Schedule, with University Liaison and campus Principal, all field-based experiences at the PDS, including experiences for Novice groups.

13. Participate in the assessment of effectiveness of the PDS experience on the assigned campus.

14. Attend campus faculty meetings and Professional Education Faculty (PEF) meetings at Baylor University as needed.

15. Attend PDS Coordinating Council meetings.

Monitor adherence to the PDS Standards during partnership experiences.

**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 team/members.
10. Consult with PDS or Partner school teams to address 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.
PDS Commitment Forms
PDS Teaching Associate Commitment
2015-2016

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

1. **Maintaining the academic requirements for the Internship**, including a 2.75 overall GPA, a 2.75 GPA in all required subcategories of my degree plan, and a “B” (3.0) each semester in TED 3340, 3341, 36X0, 36X1, 338X (with the exception of TED 3380), 339X, EDP 3650, 3660, 3661.

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

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

4. Believing that an effective teacher is constantly in the process of “becoming” more effective.

5. Believing that all children can learn.

6. Believing that all participants in the PDS TA experience (including Clinical Instructors, support staff, Resident Faculty, teacher education candidates, and students) will be both teachers and learners.

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

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

9. Continuing the development of my eFolio 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 # ____________________
PDS Teaching Associate Commitment
2015-2016

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

1. **Maintaining the academic requirements for the Internship**, including a 2.75 overall GPA, a 2.75 GPA in all required subcategories of my degree plan, and a “B” (3.0) each semester in TED 3340, 3341, 36X0, 36X1, 338X (with the exception of TED 3380), 339X, EDP 3650, 3660, 3661.

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

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

4. Believing that an effective teacher is constantly in the process of “becoming” more effective.

5. Believing that all children can learn.

6. Believing that all participants in the PDS TA experience (including Clinical Instructors, support staff, Resident Faculty, teacher education candidates, and students) will be both teachers and learners.

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

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

9. Continuing the development of my eFolio 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  
2015-2016

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

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

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

3. Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth. I understand that professional behaviors include, but are not limited to:
   a. dressing in an appropriate manner that adheres to campus dress code guidelines;
   b. completing assigned work on time in accordance with assignment expectations;
   c. complying with the absence and tardy policy as outlined in the handbook;
   d. being prepared to fulfill my responsibilities as assigned, requested, and implied;
   e. treating all personnel, students, and parents with respect;
   f. being familiar with all campus and district policies;
   g. attending all faculty, planning, and other relevant campus meetings;
   h. participating in school events beyond the regular school-day hours;
   i. maintaining a positive and professional demeanor throughout the school day;
   j. practicing professional ethics and maintaining confidentiality; and
   k. meeting all district health and legal requirements.

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

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

6. Believing that all children can learn.

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

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

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

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

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

12. Completing my eFolio 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

__________________________
Home Phone #                    Date

__________________________
Cell Phone #

[Back to Top]
I, the undersigned, commit to full participation in the Internship in the following ways:

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

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

3. Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth. I understand that professional behaviors include, but are not limited to:
   a. dressing in an appropriate manner that adheres to campus dress code guidelines;
   b. completing assigned work on time in accordance with assignment expectations;
   c. complying with the absence and tardy policy as outlined in the handbook;
   d. being prepared to fulfill my responsibilities as assigned, requested, and implied;
   e. treating all personnel, students, and parents with respect;
   f. being familiar with all campus and district policies;
   g. attending all faculty, planning, and other relevant campus meetings;
   h. participating in school events beyond the regular school-day hours;
   i. maintaining a positive and professional demeanor throughout the school day;
   j. practicing professional ethics and maintaining confidentiality; and
   k. meeting all district health and legal requirements.

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

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

6. Believing that all children can learn.

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

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

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

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

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

12. Completing my eFolio 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
2015-2016

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
   g. Attending Co-teach training and working with candidates using co-teach strategies including:
      • One Teach, One Observe
      • One Teach, One Assist
      • Station Teaching
      • Parallel Teaching
      • Supplemental
      • Alternative
      • Team Teaching

________________________________                        ____________________________________
Teacher Name (printed)              E-mail address

________________________________              ___________________________________
Teacher Signature                Date

________________________________                          ___________________________________
Campus                                      District

[Back to Top]
Clinical Instructor and Mentor Teacher Commitment
2015-2016

I, the undersigned, commit to the following:

1. Fully participating in the PDS Program
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   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
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      - One Teach, One Observe
      - One Teach, One Assist
      - Station Teaching
      - Parallel Teaching
      - Supplemental
      - Alternative
      - Team Teaching

________________________________                        ____________________________________
Teacher Name (printed)              E-mail address

________________________________              ___________________________________
Teacher Signature                Date

________________________________                          ___________________________________
Campus                                      District

[Back to Top]
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. An Intern Supervisor collaborates with the Mentor Teacher on deciding the Intern’s readiness for increased responsibilities and on the Intern’s evaluations and final grades.

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

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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 planning and implementing, providing feedback, observing and conferencing with candidates and determining final course grades.

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

[Back to Top]
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 (at the EC-6 and 4-8 levels), participates in professional development initiatives on site, and is a member of the Campus Decision Making Committee. Responsibilities include observing and conferencing with candidates.

PDS Community

Campus Decision Making Committee (CDMC). 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, administrative representatives, and partnership liaisons from both institutions. Its purpose is to coordinate the activities where all schools are involved and to provide leadership for the program. It is co-chaired by the Director of Professional Practice and the partnership liaisons from Waco ISD and Midway ISD.

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

Waco ISD Information [provided courtesy of Waco ISD]

Waco ISD District Map

Waco ISD District Calendar

Waco ISD Employee Dress and Grooming
(p. 58 in employee handbook)

Waco ISD Policy Manual

Waco ISD District Employee Handbook

Waco ISD Sexual Harassment Information
(p. 36 in employee handbook)

Connally ISD Information [provided courtesy of Connally ISD]

Connally ISD Map

Connally ISD District Calendar

Connally ISD Employee Dress and Grooming

Connally ISD District Policy Manual

Connally ISD District Employee Handbook

Connally ISD Sexual Harassment Information

Midway ISD Information [provided courtesy of Midway ISD]

Midway ISD District Calendar

Midway ISD Employee Dress and Grooming

Midway ISD District Policy Manual

Midway ISD District Employee Handbook

Midway ISD Sexual Harassment Information
Robinson ISD Information [provided courtesy of Robinson ISD]

Robinson ISD Map

Robinson ISD District Calendar

Robinson ISD Employee Dress and Grooming

Robinson ISD District Policy Manual

Robinson ISD District Employee Handbook

Robinson ISD Sexual Harassment Information

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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.

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

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

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

Equity. 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: Rubric for Assessing TED Benchmarks

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Appendix A – TA Checklist

## TA Checklist

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Formal Observations (on Candidate Visitation Report Form)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TxBESS (Class Background Study)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Professional Practice Evaluation Form (end of semester conference)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback on Professional Development and Communication (as needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score of at least 80% on TExES diagnostic PPR test</td>
<td></td>
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</tr>
<tr>
<td>Candidates must pass the appropriate diagnostic content area test with an overall score of 80%. One exception is elementary candidates who are required to score 80% on each domain area for the Core Subjects EC-6 diagnostic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt at least one official TExES test before Internship semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised: July 2014
## Intern Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/First Aid Training documentation</td>
<td></td>
</tr>
<tr>
<td>Completion of Official TExES PPR Test</td>
<td></td>
</tr>
<tr>
<td>Completion of Official TExES Content Area Test</td>
<td></td>
</tr>
<tr>
<td>TExES Diagnostic Supplemental Certificate Test (ESL, G/T, and/or Special Education if applicable)</td>
<td></td>
</tr>
<tr>
<td>Completion of Official TExES Supplemental Certificate Test (ESL, G/T, and/or Special Education if applicable)</td>
<td></td>
</tr>
<tr>
<td>Attendance at Resume Writing Seminar</td>
<td></td>
</tr>
<tr>
<td>Resume Submitted to Career Services on Hire A Bear</td>
<td></td>
</tr>
<tr>
<td>Attendance at TAIR Conference (ELAR 4-8 &amp; 7-12 on October 19, 2015 and EC-6 on October 20, 2015)</td>
<td></td>
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<tr>
<td>Attendance at Mock Interview Seminar</td>
<td></td>
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<tr>
<td>Attendance at Preparation for Teacher Job Fair Seminar</td>
<td></td>
</tr>
<tr>
<td>Attendance at Teacher Job Fair</td>
<td></td>
</tr>
<tr>
<td>Attendance at Final Evaluation Seminar</td>
<td></td>
</tr>
<tr>
<td>Application for Teacher Certification (<a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a>)</td>
<td></td>
</tr>
<tr>
<td>Fingerprinting (<a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a>)</td>
<td></td>
</tr>
<tr>
<td>Check with Mr. Ken Tebbe about graduation</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Professional Practice Evaluation Form**

**Baylor University**  
**School of Education**

#### Candidate_______________________________  BU ID______________________

Date________________ Time________ to________  _____Intern _____TA _____Novice

Campus___________________________ Grade Level________ Subject________________

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE = No Evidence</td>
<td>1 = Developing</td>
<td>2 = Competent</td>
<td>3 = Proficient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

Revised: July 2014
Appendix E - 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.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Candidate</th>
<th>BU Faculty</th>
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<tbody>
<tr>
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</table>

Other comments by instructor and/or candidate:

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

Appendix F – TxBESS Documents

Revised: July 2014
Class Background Study

Baylor Candidate: __________________________________________

District: ___________________________ Campus: ___________________________

Mentor: ___________________________

Grade level(s): ____________ Subject(s): ____________ Date: __________________________

Directions to the Candidate: With guidance from your mentor, respond to the following questions for the class 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
   - Multiple impairments
   - Other: __________________________

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: __________________________

Revised: July 2014
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

Baylor Candidate: ________________________________
Mentor: ______________________________________
Date: ________________________________

Directions to the candidate: 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.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the key knowledge and skills (objectives) you intend for students to learn in this lesson. (1c)</td>
<td>Why are these objectives appropriate for these students at this time? (1c)</td>
</tr>
<tr>
<td>Describe how these objectives build on previous lessons and how they lead to future lessons. (1a, 2b)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLAN</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you plan to assess how well the students have achieved the learning/objectives in this lesson? (1f) Check all that apply.</td>
<td>Why have you chosen these approaches for assessment for this lesson? (1f)</td>
</tr>
<tr>
<td>____ Observation</td>
<td></td>
</tr>
<tr>
<td>____ Written test (e.g., multiple choice, true/false)</td>
<td>How do these assessment approaches support your long-term assessment plan? (1f)</td>
</tr>
<tr>
<td>____ Oral report</td>
<td></td>
</tr>
<tr>
<td>____ Performance</td>
<td></td>
</tr>
<tr>
<td>____ Individual or group project</td>
<td></td>
</tr>
<tr>
<td>____ Portfolio entry</td>
<td></td>
</tr>
<tr>
<td>____ Conference</td>
<td></td>
</tr>
<tr>
<td>____ Student self-assessment</td>
<td></td>
</tr>
<tr>
<td>____ Peer assessment</td>
<td></td>
</tr>
<tr>
<td>____ Rubric</td>
<td></td>
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<tr>
<td>____ Other: ________________________________</td>
<td></td>
</tr>
</tbody>
</table>
Describe your instructional delivery. Address each of the following questions.

<table>
<thead>
<tr>
<th>PLAN</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What instructional strategies will you use for this lesson? Include estimates of time allocations. (1e)</td>
<td>• Why have you chosen these instructional strategies? (1e)</td>
</tr>
<tr>
<td>• How will the students be grouped for instruction? (1e)</td>
<td>• Why have you chosen this grouping of students? (1e)</td>
</tr>
<tr>
<td>• What activities have you planned for your students? (1e)</td>
<td>• Why have you chosen these activities? (1e)</td>
</tr>
<tr>
<td>• What instructional materials, resources, and technology will you use? <strong>Attach a copy of instructional artifacts.</strong> (1d)</td>
<td>• Why have you chosen these instructional materials and resources? (1d)</td>
</tr>
<tr>
<td>• What modifications will you make for identified students with special needs? (1c)</td>
<td>• Why have you chosen these modifications? (1c)</td>
</tr>
<tr>
<td>• How will you accommodate different instructional levels and learning styles of students in your class? (1c)</td>
<td>• Why have you chosen these accommodations? (1c)</td>
</tr>
</tbody>
</table>

Revised: July 2014
### Cluster 1: Planning for Learner-centered Instruction

<table>
<thead>
<tr>
<th>Data</th>
<th>Baylor Candidate Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy (Content knowledge; Prerequisite relationships; Content-specific pedagogy)—See Plan for Learning</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>1c: Selecting Key Knowledge and Skills (Significance; Clarity; Suitability for diverse students)—See Plan for Learning, Learning Reflection</td>
<td></td>
</tr>
<tr>
<td>1d: Demonstrating Knowledge of Materials, Resources, and Technology (Materials/resources; Technology)—See Class Background Study, Plan for Learning, Instructional Artifacts, Learning Reflection</td>
<td></td>
</tr>
<tr>
<td>1e: Designing Activities That Promote Student Learning (Learning activities; Learning groups; Lesson structure)—See Plan for Learning, Learning Reflection, Instructional Artifacts</td>
<td></td>
</tr>
<tr>
<td>1f: Planning to Assess Student Learning (Assessment content and methods; Criteria)—See Plan for Learning, Learning Reflection</td>
<td></td>
</tr>
</tbody>
</table>
Data Collection Notes (cont’d)

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

<table>
<thead>
<tr>
<th>Data</th>
<th>Baylor Candidate Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Rapport and Respect (Teacher interaction with students; Student interaction) — See Class Background Study</td>
<td></td>
</tr>
<tr>
<td>2b: Establishing a Culture for Learning (Importance of content; Expectations for learning and achievement) — See Class Background Study</td>
<td></td>
</tr>
<tr>
<td>2c: Managing Classroom Procedures (Transitions; Materials and supplies; Non-instructional duties; Volunteers and paraprofessionals) — See Class Background Study</td>
<td></td>
</tr>
<tr>
<td>2d: Managing Student Behavior (Expectations; Monitoring of student behavior; Response to student behavior) — See Class Background Study</td>
<td></td>
</tr>
<tr>
<td>2e: Organizing Physical Space (Environmental considerations in support of learning; Safety and arrangement of furniture; Accessibility to learning and use of physical resources)</td>
<td></td>
</tr>
</tbody>
</table>
### Cluster 3: Instruction and Communication

<table>
<thead>
<tr>
<th>Data</th>
<th>Baylor Candidate Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3a:</strong> Communicating Clearly and Accurately (Directions and procedures; Oral and written language; Student communication)</td>
<td></td>
</tr>
<tr>
<td><strong>3b:</strong> Using Questioning and Discussion Techniques (Quality of questions/discussion techniques; Student participation)—See Learning Reflection</td>
<td></td>
</tr>
<tr>
<td><strong>3c:</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>3d:</strong> Assessing Student Learning (Implementation of assessment; Use for planning; Quality and timeliness of feedback)—See Instructional Artifacts, Learning Reflection</td>
<td></td>
</tr>
<tr>
<td><strong>3e:</strong> Demonstrating Flexibility and Responsiveness (Lesson adjustment; Response to students; Persistence)</td>
<td></td>
</tr>
</tbody>
</table>
Cluster 4: Professionalism

<table>
<thead>
<tr>
<th>Data</th>
<th>Baylor Candidate Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a:</strong> Reflecting on Teaching (Accuracy; Use in future teaching)—See Learning Reflection</td>
<td></td>
</tr>
<tr>
<td><strong>4b:</strong> Maintaining Accurate Records (Student progress in learning; Non-instructional records)—See Statement of Professional Responsibilities, Instructional Artifacts</td>
<td></td>
</tr>
<tr>
<td><strong>4c:</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>4d:</strong> Contributing to the School (Relationships with colleagues; Service to the school)—See Statement of Professional Responsibilities, Class Background Study, Mentor Questionnaire</td>
<td></td>
</tr>
<tr>
<td><strong>4e:</strong> Growing and Developing Professionally (Enhancement of content knowledge and pedagogical skill; Participation in beginning teacher support)—See Mentor Questionnaire</td>
<td></td>
</tr>
<tr>
<td><strong>4f:</strong> Serving as an Advocate for Students (Decision-making; Student advocacy)—See Class Background Study, Statement of Professional Responsibilities, Mentor Questionnaire</td>
<td></td>
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</tbody>
</table>
Learning Reflection

Baylor Candidate: ____________________________
Mentor: ____________________________
Date: ____________________________

Directions to the candidate: 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.

<table>
<thead>
<tr>
<th>Key Knowledge and Skills (1c, 3c)</th>
<th>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)</th>
<th>What might you do differently to improve the lesson? (4a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies (1e, 3b, 3c)</td>
<td></td>
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<tr>
<td>Student Grouping (1e, 3c)</td>
<td></td>
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</tr>
<tr>
<td>Materials, Resources, and Technology (1d, 3c)</td>
<td></td>
<td></td>
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<tr>
<td>Assessment (1f, 3d)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Statement of Professional Responsibilities

**Baylor Candidate:**

**Mentor:**

**Date:**

Directions to the candidate: 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

Baylor Candidate: ________________________________
Mentor: _______________________________________
Date: ________________________________________

Directions to the mentor: Answer the following three questions.

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Data Summary

### Cluster 1: Planning for Learner-centered Instruction

<table>
<thead>
<tr>
<th>Standards and Elements</th>
<th>Circle performance level. If D, check reason.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1a: Demonstrating Knowledge of Content and Pedagogy</strong></td>
<td>D C P</td>
</tr>
<tr>
<td><strong>Content Knowledge:</strong> Teacher displays a lack of understanding of the structure of the discipline, or the teacher makes content errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite Relationships:</strong> Teacher displays a lack of understanding of knowledge and skills students must already have in order to learn the identified content.</td>
<td></td>
</tr>
<tr>
<td><strong>Content-specific Pedagogy:</strong> Teacher displays a lack of understanding of pedagogical strategies used to promote student learning of the content.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1b: Demonstrating Knowledge of Students</strong></td>
<td>D C P</td>
</tr>
<tr>
<td><strong>Characteristics of Age Group:</strong> Teacher’s plans are not aligned with the developmental characteristics of the age group.</td>
<td></td>
</tr>
<tr>
<td><strong>Students’ Varied Approaches to Learning:</strong> Teacher’s plans do not reflect knowledge of the different approaches to learning that students exhibit.</td>
<td></td>
</tr>
<tr>
<td><strong>Students’ Skills and Knowledge:</strong> Teacher’s plans do not reflect understanding of students’ prior knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Students’ Interests and Cultural Heritages:</strong> Teacher’s plans do not reflect knowledge of student interests and/or cultural heritages that would further enhance student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1c: Selecting Key Knowledge and Skills</strong></td>
<td>D C P</td>
</tr>
<tr>
<td><strong>Significance:</strong> Selected knowledge and skills are trivial, represent low expectations for students, or require little or no conceptual understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity:</strong> Key knowledge and skills are not discernible.</td>
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<tr>
<td><strong>Suitability for Diverse Students:</strong> Teacher selects key knowledge and skills that are not aligned with students’ needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1d: Demonstrating Knowledge of Materials, Resources, and Technology</strong></td>
<td>D C P</td>
</tr>
<tr>
<td><strong>Materials/Resources:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Technology:</strong> Teacher’s plans do not indicate an awareness of technology that would assist in teaching and student learning, or teacher inappropriately uses technology.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1e: Designing Activities That Promote Student Learning</strong></td>
<td>D C P</td>
</tr>
<tr>
<td><strong>Learning Activities:</strong> The planned activities do not support key knowledge and skills, or they lack coherence.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Groups:</strong> The planned activities do not include meaningful groupings of students.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Structure:</strong> The planned activities have no defined structure or an illogical sequence.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1f: Planning to Assess Student Learning</strong></td>
<td>D C P</td>
</tr>
<tr>
<td><strong>Assessment Content and Methods:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria:</strong> The criteria identified for the assessment are not aligned with the key knowledge and skills and/or activities.</td>
<td></td>
</tr>
</tbody>
</table>
## Data Summary

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

<table>
<thead>
<tr>
<th>Standards and Elements</th>
<th>Circle performance level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 2a: Creating an Environment of Rapport and Respect</strong></td>
<td>D</td>
</tr>
<tr>
<td>Teacher Interaction with Students: Classroom interactions between the teacher and students are disrespectful or inappropriate (e.g., sarcasm, putdowns, physical contact, conflict).</td>
<td></td>
</tr>
<tr>
<td>Student Interaction: Classroom interactions among students are disrespectful or inappropriate (e.g., sarcasm, putdowns, physical contact, conflict).</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2b: Establishing a Culture for Learning</strong></td>
<td>D</td>
</tr>
<tr>
<td>Importance of Content: Teacher demonstrates a low level of commitment to the content.</td>
<td></td>
</tr>
<tr>
<td>Expectations for Learning and Achievement: Teacher demonstrates low expectations for student achievement. Student products are not evident or do not reflect relevant learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2c: Managing Classroom Procedures</strong></td>
<td>D</td>
</tr>
<tr>
<td>Transitions: Transition procedures are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.</td>
<td></td>
</tr>
<tr>
<td>Materials and Supplies: Procedures for handling materials and supplies are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.</td>
<td></td>
</tr>
<tr>
<td>Non-instructional Duties: Procedures for handling non-instructional duties are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.</td>
<td></td>
</tr>
<tr>
<td>Volunteers and Paraprofessionals: Procedures for volunteers and paraprofessionals are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2d: Managing Student Behavior</strong></td>
<td>D</td>
</tr>
<tr>
<td>Expectations: Student behavior reflects teacher’s lack of clear expectations.</td>
<td></td>
</tr>
<tr>
<td>Monitoring of Student Behavior: Student behavior reflects teacher’s lack of monitoring of student behavior.</td>
<td></td>
</tr>
<tr>
<td>Response to Student Behavior: Teacher responds inappropriately to student behavior, resulting in loss of learning time.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2e: Organizing Physical Space</strong></td>
<td>D</td>
</tr>
<tr>
<td>Environmental Considerations in Support of Learning: The classroom’s physical arrangement does not support the lesson.</td>
<td></td>
</tr>
<tr>
<td>Safety and Arrangement of Furniture: The teacher fails to use standard safety procedures in the physical environment.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Cluster 3: Instruction and Communication

<table>
<thead>
<tr>
<th>Standards and Elements</th>
<th>Circle performance level. If D, check reason.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 3a: Communicating Clearly and Accurately</strong></td>
<td>D</td>
</tr>
<tr>
<td><strong>Directions and Procedures:</strong> Teacher's oral and/or written directions and procedures are unclear.</td>
<td></td>
</tr>
<tr>
<td><strong>Oral and Written Language:</strong> Teacher’s oral and/or written communication contains errors, is unclear, and/or is inappropriate for students.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Communication:</strong> Teacher's communication does not facilitate appropriate teacher-student or student-student exchanges.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3b: Using Questioning and Discussion Techniques</strong></td>
<td>D</td>
</tr>
<tr>
<td><strong>Quality of Questions/Discussion Techniques:</strong> Teacher asks low-level questions in a recitation format, resulting in trivialized student participation.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Participation:</strong> Students’ responses do not reflect new learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3c: Engaging Students in Learning</strong></td>
<td>D</td>
</tr>
<tr>
<td><strong>Representation of Content:</strong> Many students are not engaged in significant learning as a result of poor representation of content.</td>
<td></td>
</tr>
<tr>
<td><strong>Activities and Assignments:</strong> Many students are not engaged in significant learning as a result of inappropriate activities and assignments.</td>
<td></td>
</tr>
<tr>
<td><strong>Grouping of Students:</strong> Many students are not engaged in significant learning as a result of inappropriate grouping.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials, Resources, and Technology:</strong> Many students are not engaged in significant learning as a result of inappropriate use of materials and resources.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure, Sequencing, and Pacing:</strong> Many students are not engaged in significant learning as a result of a lack of lesson structure and/or inappropriate sequencing and pacing.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3d: Assessing Student Learning</strong></td>
<td>D</td>
</tr>
<tr>
<td><strong>Implementation of Assessment:</strong> Assessment is not aligned with the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Use for Planning:</strong> Assessment results are not used to plan future instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality and Timeliness of Feedback:</strong> Students do not use the teacher’s feedback, if and when given.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3e: Demonstrating Flexibility and Responsiveness</strong></td>
<td>D</td>
</tr>
<tr>
<td><strong>Lesson Adjustment:</strong> Teacher adheres to the instructional plan in spite of a lack of student understanding or interest.</td>
<td></td>
</tr>
<tr>
<td><strong>Response to Students:</strong> Teacher ignores students' questions.</td>
<td></td>
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<tr>
<td><strong>Persistence:</strong> Teacher assumes little or no responsibility when students fail to understand.</td>
<td></td>
</tr>
</tbody>
</table>
## Cluster 4: Professionalism

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

<table>
<thead>
<tr>
<th>Baylor Candidate:</th>
<th>Mentor:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standards Chosen for Further Development</th>
<th>Action(s) To Be Taken</th>
<th>Mentor Responsibilities</th>
<th>Beginning Teacher Responsibilities</th>
<th>Timeline</th>
<th>Success Indicators</th>
</tr>
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Appendix G – Action Research Documents

Intern Intent to Participate in Action Research Symposium

Name of Candidate:

Intern Supervisor:

Candidate email address:

Title of the Research Study:

Wondering/Question:

Description:

Due Date: February 12, 2016 by 5:00 pm
Email to: Action_Research@baylor.edu
* This form can be found on the Intern and Intern Supervisor Canvas Community

Please read and initial beside each of the following:

_____ I understand if the directions on the Monograph Style Sheet are not followed, my research monograph **will not** be included in the Action Research Symposium publication.

_____ I understand if the directions of the PDS Research Symposium Poster Format are not followed and my poster is not complete prior to arrival at the Action Research Symposium I **will not** be allowed to participate.

_________________________________________  ____________
Signature        Date

(Emailing this form will serve as your initials, signature and date.)
Teaching Associate Intent to Participate in Action Research Symposium

Name of Candidate submitting form:

Instructor(s) of record:

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

Email Address for contact person:

Title of the Research Study:

Wondering/Question:

Description:

<table>
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<tr>
<th>Last Name, First</th>
<th>Classification (N,TA)</th>
<th>Campus</th>
<th>Certification Level</th>
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Due Date: February 12, 2016 by 5:00 pm
Email to: Action_Research@baylor.edu
* This form can be found on the Teaching Associate and Teacher Education Faculty Canvas Community

Please read and initial beside each of the following:

_____ I understand if the directions on the Monograph Style Sheet are not followed, my research monograph will not be included in the Action Research Symposium publication.

_____ I understand if the directions of the PDS Research Symposium Poster Format are not followed and my poster is not complete prior to arrival at the Action Research Symposium I will not be allowed to participate.

______________________________________________________________________________   __________________
Signature        Date

(Emailing this form will serve as your initials, signature and date.)
Monograph Template

TITLE OF RESEARCH PROJECT

Primary Researchers

Sally Student, Intern, Baylor University
Jane Smith, M.S. Ed., Mentor Teacher, Campus Name, 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.

Reference(s)
Insert your text here.

Directions:
1. Insert new text only in the highlighted areas. Do not create a new document, change fonts, margins, or styling in any way.
2. Proofing:
   Researchers should run spell check and proof carefully
3. Submitting:
   o Unhighlight entire document
   o Word format (not PDF)
   o Save the document as: Last Name, First Initial
   o Email completed document to your Intern Supervisor or University Liaison for TA

Other style notes:
• The abstract must fit on one page using the directions listed in this document.
• All directions on the Monograph Template must be followed or the monograph will not be included in the Action Research Symposium publication.

(A footer will be added with the page number in the monograph)

Revised: July 2014
# Action Research Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Due</th>
<th>Requirement</th>
<th>Completed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent to Participate</td>
<td>February 12, 2016</td>
<td>Email to <a href="mailto:Action_Research@baylor.edu">Action_Research@baylor.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monograph</td>
<td>March 4, 2016</td>
<td>Email final copy to <a href="mailto:Action_Research@baylor.edu">Action_Research@baylor.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photo of candidates</td>
<td>March 24, 2016</td>
<td>Email to <a href="mailto:Action_Research@baylor.edu">Action_Research@baylor.edu</a></td>
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<td>Words of Wisdom</td>
<td>March 24, 2016</td>
<td>Email to <a href="mailto:Action_Research@baylor.edu">Action_Research@baylor.edu</a></td>
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<td></td>
</tr>
<tr>
<td>Tri-fold poster</td>
<td>April 14, 2016</td>
<td>Bring to Lee Lockwood Library and set up by 4:00</td>
<td></td>
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</tr>
<tr>
<td>Action Research Symposium</td>
<td>April 14, 2016</td>
<td>Attend Lee Lockwood Library, sign in by 4:15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Checklist for Research Monograph

Final Copy must be emailed by Faculty of Record by 5:00pm on March 4, 2016 to Action_Research@baylor.edu

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 presenters comply with the following poster requirements:

- Display on a 36 x 48 inch tri-fold poster (provided by candidates). To ensure a uniform look throughout the symposium, backs of tri-fold should be neatly covered (all stickers, wording, and or advertisements on back of tri-fold should be covered).
- Include:
  1. **The Context of the Study**
     a. Campus assigned to
     b. Candidate name(s)
     c. Certification level
     d. Teaching assignment (i.e. 4th grade)
     e. Mentor(s)/Clinical Instructor(s)
     f. University Faculty
  2. **Research question or “wondering”**
  3. **Participant(s) in the study** *(maintain confidentiality: do not use students’ names in text or on visuals)*
  4. **Methodology**
     a. Timeline
     b. Instruments used to gather data
     c. How data was analyze
  5. **Summary/Conclusion**
  6. **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 to come early to set up the display.
### Action Research Rubric (Revised 1-31-10)

<table>
<thead>
<tr>
<th>Components</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| **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) |
<table>
<thead>
<tr>
<th>Methodology</th>
<th>Methodology</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describes only 1 to 2 of the participants' characteristics (age, grade level, gender, ethnicity, income level, aptitude/achievement level)</td>
<td>• Describes 3 to 5 of the participants’ characteristics (age, grade level, gender, ethnicity, income level, aptitude/achievement level)</td>
<td>• Describes all of the participants’ characteristics (age, grade level, gender, ethnicity, income level, aptitude/achievement level)</td>
</tr>
<tr>
<td>• Uses only one or two assessments in collecting data.</td>
<td>• Uses three assessments in collecting data.</td>
<td>• Uses three or more assessments from at least three different sources in collecting data.</td>
</tr>
<tr>
<td>• Uses only one type of assessment in collecting data.</td>
<td>• Uses multiple types of assessments and describes the reliability or the validity of each.</td>
<td>• Uses multiple types of assessments and describes the reliability and the validity of each.</td>
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<tr>
<td>• Lists some of the steps in the procedure.</td>
<td>• Lists all of the steps in the procedure, is systematic in collecting data, and involves collaborators.</td>
<td>• Solicits collaborators and uses a systematic approach in collecting data so that others could replicate the study.</td>
</tr>
<tr>
<td>• Does not describe how the data were analyzed.</td>
<td>• Briefly describes how the data were analyzed.</td>
<td>• Fully describes the systematic ways that the data were analyzed.</td>
</tr>
<tr>
<td>• The method and collected data do not relate to the question.</td>
<td>• The method and collected data do relate to the question and address most variables related to the question.</td>
<td>• The method and collected data do relate to the question and address all variables related to the question.</td>
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</tbody>
</table>

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<tr>
<th>Results/Share Findings</th>
<th>Results/Share Findings</th>
<th>Results/Share Findings</th>
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</thead>
<tbody>
<tr>
<td>• Results are not described.</td>
<td>• Results are listed and relate to the question.</td>
<td>• Results are fully described and relate to the question.</td>
</tr>
<tr>
<td>• Results listed do not relate to the data and contain opinions.</td>
<td>• Results relate to most of the data collected.</td>
<td>• Results relate to all of the data collected.</td>
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<tr>
<td>• Data are not summarized</td>
<td>• Data are summarized using descriptive statistics</td>
<td>• Data that are summarized using descriptive statistics</td>
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</tbody>
</table>
| Implications and Recommendations | using descriptive statistics if needed.  
• Results do not answer the question. | as needed.  
• Reported results answer the question. | follow formats that are from professional associations such as APA, MLA, etc.  
• Reported results answer the question and related variables that might interfere with the results. |
|----------------------------------|-------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------|
|                                   | • 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. | • 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. |
|                                   | • Future actions or research are not identified. | | |
Appendix H – Candidate/Student Interactions

Instructor: __________________________  Date: ____________________________
Time Observed: _____________________  Observer: ________________________

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<tr>
<th>Academic Corrections</th>
<th>Behavior Corrections</th>
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<th>Specific Corrections</th>
<th>General Corrections</th>
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Total # of Corrections:

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<th>Behavior Praises</th>
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<th>Specific Praises</th>
<th>General Praises</th>
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Total # of Praises:

Total: ____________ Praises to ____________ Corrections

Comments:
Appendix I – Candidate Engagement

Engagement: 10 minute sample

Candidate ________________________________   Date _________________________
Observer ________________________________    CI/Mentor _____________________
Campus ____________________ Part of lesson ___________________ Time __________

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

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<tr>
<th>Setting S, G, I</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Student 6</th>
<th>Type of Task</th>
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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

Revised: July 2014
## Appendix J – Observations of Questioning Techniques

### Observation of Questioning Techniques

Candidate: __________________________  
Instructor: __________________________  Date: _________________________

Time Observed: _____________________  Observer: ______________________

<table>
<thead>
<tr>
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<th>Code</th>
<th>R</th>
<th>Student Questions</th>
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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

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 Application for Internship/Teacher Certification

Full/Lead Teach Record

<table>
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<th>Full/Lead Teach Dates</th>
<th>Signature of Candidate</th>
<th>Signature of Mentor Teacher</th>
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<table>
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<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full/Lead Teach Dates</th>
<th>Signature of Candidate</th>
<th>Signature of Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Benchmark 1: Establishes expectations

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate and/or classroom teacher establishes clear expectations and students follow all of the expectations.</td>
<td>Students do not follow expectations.</td>
<td>Students follow a few of the expectations</td>
<td>Students follow all of the expectations.</td>
<td></td>
</tr>
<tr>
<td>Candidate establishes positive and reasonable expectations.</td>
<td>None are positive.</td>
<td>Some are positive.</td>
<td>All are positive.</td>
<td></td>
</tr>
<tr>
<td>Candidate teaches expectations and students follow all of the expectations.</td>
<td>Students do not follow expectations.</td>
<td>Students follow a few of the expectations</td>
<td>Students follow all of the expectations.</td>
<td></td>
</tr>
</tbody>
</table>

## Benchmark 2: Arranges space for safety and effective learning.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate has visual contact with all of the students that is appropriate to the learning environment.</td>
<td>Only a few students have visual contact with the candidate.</td>
<td>Most of the students have visual contact with the candidate.</td>
<td>All of the students have visual contact with the candidate.</td>
<td></td>
</tr>
<tr>
<td>Candidate has auditory contact with all of the students that is appropriate to the learning environment.</td>
<td>No students can hear the candidate.</td>
<td>Most of the students can hear the candidate.</td>
<td>All of the students can hear the candidate.</td>
<td></td>
</tr>
<tr>
<td>Candidate positions self to monitor student engagement and all students are engaged.</td>
<td>Students are not engaged</td>
<td>Most of the students are engaged.</td>
<td>All of the students are engaged.</td>
<td></td>
</tr>
<tr>
<td>Candidate organizes classroom or a small group space to promote safety and effective learning.</td>
<td>No aspects of room or small group space are organized.</td>
<td>Most aspects of room or small group space are organized.</td>
<td>All aspects of room or small group space are organized.</td>
<td></td>
</tr>
<tr>
<td>Candidate has total room view.</td>
<td>No view of entire classroom</td>
<td>View of some of the classroom</td>
<td>View of all of the classroom</td>
<td></td>
</tr>
</tbody>
</table>
**Benchmark 3: Establishes small and large group procedures, routines, and manages transitions.**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate establishes efficient routines and procedures inside the classroom and all of the students follow them.</td>
<td>Few students follow routines and procedures.</td>
<td>Majority students follow routines and procedures.</td>
<td>All students follow routines and procedures.</td>
<td></td>
</tr>
<tr>
<td>Candidate establishes efficient routines and procedures outside the classroom and all of the students follow them.</td>
<td>Few students follow routines and procedures.</td>
<td>Majority students follow routines and procedures.</td>
<td>All students follow routines and procedures.</td>
<td></td>
</tr>
<tr>
<td>Candidate ensures that school-wide routines and procedures are followed and all of the students follow them.</td>
<td>Few students follow routines and procedures.</td>
<td>Majority students follow routines and procedures.</td>
<td>All students follow routines and procedures.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate has materials ready for instruction.</td>
<td>No materials are ready.</td>
<td>Most of the materials are ready.</td>
<td>All of the materials are ready.</td>
<td></td>
</tr>
<tr>
<td>Candidate efficiently manages materials for whole classroom, small group, and/or independent use and all of the students are engaged.</td>
<td>Students are not engaged</td>
<td>Most of the students are engaged.</td>
<td>All of the students are engaged.</td>
<td></td>
</tr>
<tr>
<td>Candidate efficiently manages technology and related equipment for whole group, small group, and independent use and all of the students are engaged.</td>
<td>Students are not engaged</td>
<td>Most of the students are engaged.</td>
<td>All of the students are engaged.</td>
<td></td>
</tr>
</tbody>
</table>
### Benchmark 5: Keeps progress records in order to match and adapt curriculum to student.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses records that show student progress on standards.</td>
<td>Records do not show student progress.</td>
<td>Uses records show qualitative or quantitative progress of some of the students</td>
<td>Uses records show qualitative and quantitative progress of all of the students.</td>
<td></td>
</tr>
<tr>
<td>Candidate maintains records and informs students of their progress on standards.</td>
<td>No students are informed of progress.</td>
<td>Some students are informed of progress.</td>
<td>All students are informed of progress.</td>
<td></td>
</tr>
<tr>
<td>Candidate designs records that show student qualitative and quantitative progress on standards.</td>
<td>Does not design records that show student progress.</td>
<td>Designs records that show qualitative or quantitative progress of some of the students.</td>
<td>Designs records that show qualitative and quantitative progress of all of the students.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate responds to desired academic or social behavior of students and students’ behaviors increase.</td>
<td>Students' behaviors do not increase.</td>
<td>Some of the students' behaviors increase.</td>
<td>All of the students' behaviors increase.</td>
<td></td>
</tr>
<tr>
<td>Candidate responds to undesired academic or social behavior of students and students' behaviors decrease.</td>
<td>Students' behaviors do not decrease.</td>
<td>Some of the students' behaviors decrease.</td>
<td>All of the students' behaviors decrease.</td>
<td></td>
</tr>
<tr>
<td>Candidate responds to desired academic or social behavior in ways appropriate to the context with all of the students.</td>
<td>Does not respond in ways appropriate to the context.</td>
<td>Responds in ways appropriate to the context with most of the students.</td>
<td>Responds in ways appropriate to the context with all of the students.</td>
<td></td>
</tr>
<tr>
<td>Candidate responds to undesired academic or social behavior in ways appropriate to the context with all of the students.</td>
<td>Does not respond in ways appropriate to the context.</td>
<td>Responds in ways appropriate to the context with most of the students.</td>
<td>Responds in ways appropriate to the context with all of the students.</td>
<td></td>
</tr>
</tbody>
</table>
Candidate monitors interactions with all of the students in all of the settings.

Candidate varies response based upon individual academic and social behaviors.

Benchmark 7: Paces lessons and activities to engage students.

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

Strand Two: Assessment benchmarks

Benchmark 8: Assessment method matches knowledge (curriculum) and student characteristics.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

Candidate selects curriculum-based, alternative, criterion, and/or norm-referenced methods to assess student(s) that matches the knowledge and student characteristics.

<table>
<thead>
<tr>
<th>Selection does not match knowledge or the student characteristics</th>
<th>Selection does match knowledge and characteristics of some of the students.</th>
<th>Selection does match knowledge and characteristics of all of the students.</th>
</tr>
</thead>
</table>

Candidate designs/organizes curriculum-based, alternative, and/or criterion-referenced methods to assess student(s) that matches the knowledge and student characteristics.

<table>
<thead>
<tr>
<th>Design does not match knowledge or the student characteristics.</th>
<th>Design does match knowledge and characteristics of some of the students.</th>
<th>Design does match knowledge and characteristics of all of the students.</th>
</tr>
</thead>
</table>

Type and form of assessment varies based on student(s) characteristics.

<table>
<thead>
<tr>
<th>Assessment is not related to student(s)</th>
<th>Assessment varies for some of the students.</th>
<th>Assessment varies for all of the students.</th>
</tr>
</thead>
</table>

**Benchmark 9: Formative assessment provides information regarding student(s)' achievement level.**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

Candidate uses multiple assessment methods that provide formative information about the student(s).

<table>
<thead>
<tr>
<th>Methods do not discriminate with any students.</th>
<th>Methods discriminate with the majority of the students.</th>
<th>Methods discriminate with all of the students.</th>
</tr>
</thead>
</table>

Candidate involves student in self-assessment.

<table>
<thead>
<tr>
<th>Student is not involved in any self-assessment.</th>
<th>Student is involved in self-assessment during pre and post tests only.</th>
<th>Student is involved in self-assessment continuously</th>
</tr>
</thead>
</table>

Assessment information is used in the referral process for special programs.

<table>
<thead>
<tr>
<th>Assessment is not used.</th>
<th>Assessment provides some information about students' strengths and weaknesses that is used in the referral process.</th>
<th>Assessment provides specific information about students’ strengths and weaknesses that is used in the referral process.</th>
</tr>
</thead>
</table>
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.

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

### Strand Three: Curriculum planning benchmarks

### Benchmark 11: Focuses students’ attention on the information.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate gets student(s)' attention and all students attend.</td>
<td>Students do not attend.</td>
<td>Most of the students attend.</td>
<td>All of the students attend.</td>
<td></td>
</tr>
</tbody>
</table>
Candidate describes what the students will be learning and the students describe the knowledge to be learned (declarative, procedural, and strategic/conditional).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate organizes knowledge (e.g., declarative, procedural, strategic).</td>
<td>No organization is present.</td>
<td>Organized according to content field the majority of the time.</td>
<td>Organized according to content field(s) consistently.</td>
<td></td>
</tr>
<tr>
<td>Candidate matches type of knowledge to state and/or national standards.</td>
<td>No match.</td>
<td>Standards match the majority of the time.</td>
<td>Standards match consistently.</td>
<td></td>
</tr>
<tr>
<td>Candidate matches type of knowledge to students' characteristics.</td>
<td>No match.</td>
<td>Match is made to students the majority of the time.</td>
<td>Match is made to students consistently.</td>
<td></td>
</tr>
<tr>
<td>Candidate sequences activities in a logical order.</td>
<td>No logical order.</td>
<td>Sequenced according to content field the majority of the time.</td>
<td>Sequenced according to content field(s) consistently.</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark 13: Presents information for instruction that is related to assessment.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate presents information related to assessment (i.e., formative and summative) and all of the students learn new information.</td>
<td>Students do not learn new information.</td>
<td>The majority of the students learns new information.</td>
<td>All of the students learn new information.</td>
<td></td>
</tr>
</tbody>
</table>
Benchmark 14: Guides students’ application of knowledge.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate provides varied learning opportunities.</td>
<td>No variation.</td>
<td>Majority of learning opportunities are varied.</td>
<td>Learning opportunities are consistently varied.</td>
<td></td>
</tr>
<tr>
<td>Candidate relates knowledge to student characteristics and students learn new knowledge.</td>
<td>Students do not learn the knowledge.</td>
<td>A majority of the students learn new knowledge.</td>
<td>All of the students learn new knowledge.</td>
<td></td>
</tr>
<tr>
<td>Candidate uses methods of the discipline(s) (e.g., acts as a professional in that discipline).</td>
<td>Methods of the discipline(s) are not used.</td>
<td>Methods of the discipline(s) are used a majority of the time.</td>
<td>Methods of the discipline(s) are used consistently.</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark 15: Provides opportunities for student to use information independently.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate designs activities for the students to apply skills and concepts independently.</td>
<td>Students do not apply skills and concepts independently.</td>
<td>Some of the students apply skills and concepts independently.</td>
<td>All of the students apply skills and concepts independently.</td>
<td></td>
</tr>
<tr>
<td>Candidate facilitates independent research.</td>
<td>No students do any independent research.</td>
<td>Independent research is an option for some of the students.</td>
<td>Independent research is an option for the majority of the students.</td>
<td></td>
</tr>
</tbody>
</table>

Strand Four: Professional development and communication benchmarks

Benchmark 16: Participates in professional development.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate reflects</td>
<td>Reflections do</td>
<td>Reflections match</td>
<td>Reflections match</td>
<td></td>
</tr>
<tr>
<td>accurately about professional practice, accepts assistance/feedback, and uses feedback in improving instructional practices.</td>
<td>not match others' observation.</td>
<td>others' observation.</td>
<td>others' observations and are used in improving practices.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Candidate seeks Professional Development (e.g., workshops, conferences, meetings of a professional group) that is related to a professional plan.</td>
<td>Never attends Professional Development.</td>
<td>Attends Professional Development.</td>
<td>Attends Professional Development that is related to strengths and weaknesses (e.g., a professional plan).</td>
<td></td>
</tr>
<tr>
<td>Candidate collaborates with other professionals in planning instruction for students.</td>
<td>Never collaborates.</td>
<td>Collaborates some of the time.</td>
<td>Collaborates continuously.</td>
<td></td>
</tr>
<tr>
<td>Candidate's professional development contributes to the improvement of student performance.</td>
<td>Professional development is not linked to students' instructional activities.</td>
<td>Professional development is linked to students' instructional activities.</td>
<td>Professional development is linked to students' progress in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark 17: Is proficient in communication with students, parents, and other professionals.**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Does not demonstrate any of the characteristics.</td>
<td>Demonstrates some of the characteristics.</td>
<td>Demonstrates all of the characteristics.</td>
<td></td>
</tr>
<tr>
<td>Candidate communicates effectively with parents by matching the style of communication to the</td>
<td>Does not demonstrate any of the characteristics.</td>
<td>Demonstrates some of the characteristics.</td>
<td>Demonstrates all of the characteristics.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates with parents regarding child's progress.</td>
<td>Seldom communicates.</td>
<td>Communicates at reporting periods only.</td>
<td>Collaborates frequently between reporting periods.</td>
<td></td>
</tr>
<tr>
<td>Candidate collaborates with parents in a timely manner regarding the student's performance and parents have an opportunity to respond.</td>
<td>Parents have no opportunity to respond.</td>
<td>Parents have some opportunities to respond.</td>
<td>Parents always have opportunities to respond.</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates understanding and a positive regard for family's needs, culture and religion.</td>
<td>Never demonstrates positive regard.</td>
<td>Frequently demonstrates positive regard.</td>
<td>Always demonstrates positive regard.</td>
<td></td>
</tr>
</tbody>
</table>

Benchmark 18: Collaborates with parents and other caregivers.

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