Teaching Associate Teacher Education Handbook

Baylor University School of Education

Revised – August 2019
Pending PEFX Approval

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

Professional Development Schools-General Information ................................................. 4
  Introduction .................................................................................................................. 4
  What are Professional Development Schools? .............................................................. 4
  Why are Professional Development Schools Important? ............................................. 5
  The Mission of PDS Partnerships .............................................................................. 5
  The Core Functions of a PDS ..................................................................................... 5
  PDS Partnership Campuses ..................................................................................... 6

Program Information ..................................................................................................... 9
  Texas Education Agency (TEA) .................................................................................. 9
  BU Teacher Education Program Overview ............................................................... 9
    Seven Principles....................................................................................................... 9
    Learner-Centered Educator (Conceptual Framework) .............................................. 10
    Benchmarks ........................................................................................................... 11
    Electronic Benchmark Self-Assessment (EBSA) ..................................................... 12
  Decision Points in the Teacher Ed Program ............................................................. 13
  Policy for Complaints ............................................................................................... 19

Candidate Information ................................................................................................ 22
  Office of Professional Practice (MMSCI Building) .................................................. 22
  Military Service Members, Military Spouses, and Military Veterans ..................... 22
  Applying to the Teacher Education Program ......................................................... 23
  Due Process .............................................................................................................. 24
  TExES Exams ........................................................................................................... 25
  Qualifying to take a TExES Exam ......................................................................... 25
  Limitations on TExES Exam Registrations ............................................................. 25
  Procedure for Obtaining Your TEA ID # and Registering for the Official TExES Test ................................................................................................................... 26
  Criminal History Evaluations .................................................................................. 26
  Preliminary Evaluation of Certification Eligibility .................................................. 26
  Certificate/Program Coordinators .......................................................................... 27
  Supplementary/Dual Certificate Program Coordinators ......................................... 27
  Teaching Associate Calendar ................................................................................... 28
  Code of Ethics and Standard Practices for Texas Educators ................................... 30
  Baylor University Title IX ....................................................................................... 32
  General Candidate Guidelines ............................................................................. 33
  Absence Policy for Teaching Associates ................................................................. 34
  Professional Conduct ............................................................................................. 35
  STAAR .................................................................................................................... 35
  General Expectations .............................................................................................. 35
  Supplemental/Dual Certificate Requirements ....................................................... 36
    Dual GT/EC-6 Certification .................................................................................... 36
    EC-6/Special Education Supplemental ................................................................. 37
    Special Education EC-12 ...................................................................................... 37
  Observations of Teaching Associates ..................................................................... 38

PDS/Partner School Responsibilities ............................................................................... 39
  PDS/Partner School Principal Responsibilities ....................................................... 39
  Clinical Instructor Responsibilities ......................................................................... 39
  Resident Faculty Responsibilities .......................................................................... 40
  University Liaison Responsibilities (Elementary) ................................................... 40
  University Liaison Responsibilities (Secondary) ..................................................... 41
  Site Coordinator Responsibilities (Elementary) ....................................................... 42
  Site Coordinator Responsibilities (Secondary) ......................................................... 43
Professional Development Schools-General Information

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

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

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

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

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

Professional development school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles, and relationships to support their work. Together, they move to institutionalize their partnership so that it is supported and becomes a part of their institutions’ expectations. At the most advanced stages of development, PDS partnerships influence policies and practices at the district, state, and national levels.
Why are Professional Development Schools Important?
Increasingly, all students are expected to know more, have better skills, and show deeper understanding of content; they are expected to be able to demonstrate what they know and are able to do. While a major approach to meeting this challenge has been through standards-based reform and school restructuring at the P-12 level, this approach is necessary but not sufficient. Attention to teacher quality is critical. Recognizing this, educators have undertaken numerous reforms in professional preparation. What is often missing is an alignment between these two strategies.

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

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

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

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

The Core Functions of a PDS
1. Student learning
2. Preservice teacher education
3. Professional development
4. Research for the improvement of educational practice
PDS Partnership Campuses

**Waco ISD**

**Fully-staffed PDS Campuses**

**Elementary Campuses**
- **Bell’s Hill**
  2100 Ross; (254) 754-4171
- **Hillcrest PDS**
  4225 Pine Avenue; (254) 772-4286
- **Mountainview**
  5901 Bishop Drive; (254) 772-2520
- **Parkdale**
  6400 Edmond Avenue; (254) 772-2170

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

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

**Partner Schools**

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

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

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

**Midway ISD**

**Fully-staffed PDS Campus**

**Elementary Campus**
- **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

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

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

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

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

BU Teacher Education Program Overview

Seven Principles
The teacher education program is based on the following seven principles:

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

Learner-Centered Educator (Conceptual Framework)

Teacher Education Handbook

Conceptual Framework for Learner-Centered Professional Education Programs

P-12 Learner

Diverse Candidate Learning Contexts (PDS, Partner Schools, Labs, etc)

Curriculum Planning and Instruction

Professional Development and Communication

Positive Classroom Environment

Content Knowledge Foundations

Diverse Candidate Assessment Contexts

Novice (Developing → Competent → Proficient)

Associate (Developing → Competent → Proficient)

Intern (Developing → Competent → Proficient)

Advanced (Developing → Competent → Proficient)

Revised (03/06/03)
Benchmarks

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

Benchmark 2: Learner Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Benchmark 3: Learning Environments:
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Benchmark 4: Content Knowledge:
The teacher understands the central concepts, tools of inquiry, and standards of evidence used in the discipline he or she teaches and creates learning experiences that make these aspects of the discipline meaningful for students.

Benchmark 5: Application of Content:
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, communication, and collaborative problem-solving.

Benchmark 6: Assessment:
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor student progress, and to guide the teacher’s and learner’s decision-making.

Benchmark 7: Planning for Instruction:
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy.

Benchmark 8: Instructional Strategies:
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Benchmark 9: Professional Learning and Ethical Practice:
The teacher engages in ongoing professional learning connected to reflection and feedback and adapts practice based upon their professional growth in knowledge and skills.

Benchmark 10: Leadership, Collaboration, and Communication:
The teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, caregivers, and community.
Electronic Benchmark Self-Assessment (EBSA)

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

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

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

Following the 3-way conference and after completion of the final PPEF by the candidate’s supervisor, the candidate’s supervisor will assess the EBSA. This assessment will be based on the candidate’s abilities to reflect deeply and professionally regarding their self-determined progress toward mastery of each benchmark and to document those reflections in a narrative format (see EBSA Rubric on p. 00). The EBSA score will represent 20% of the candidate’s final course grade each Teaching Associate.
# Decision Points in the Teacher Ed Program

## Entry to NOVICE level? (Admission to BU)

<table>
<thead>
<tr>
<th>When decision occurs</th>
<th>Elementary</th>
<th>Criteria</th>
<th>Decision Makers</th>
<th>Communicated to Candidates</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to registration for each TED 1312</td>
<td>HS grad</td>
<td>Accredited HS/16 credits a 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>
<tr>
<td>Texas Success Initiative (TSI) or Exemption Status</td>
<td>TSI: 230 Reading and 230 Math and 220 Writing</td>
<td>Review of candidate records by the Assistant Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exemption: SAT 1070 Overall and 500 Verbal and 500 Math Or ACT 23 Composite and 19 English and 19 Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOEFL Requirements: (International Candidates who graduated from a high school outside the United States)</td>
<td>Must take all parts of TOEFL and score a minimum of 26 on speaking section.</td>
<td>Review of candidate records by Office of Professional Practice</td>
<td>Correspondence from Office of Professional Practice</td>
<td>Permission to enroll in TED 36x0, 36x1, 3340, 3341,338x (not including 3380), 339x, EDP 3650, 3660, or 3362 &amp; 3379 courses.</td>
<td></td>
</tr>
<tr>
<td>When decision occurs</td>
<td>Elements</td>
<td>Criteria</td>
<td>Decision Makers Data Flow</td>
<td>Communicated to Candidates</td>
<td>Outcomes</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Semester candidate completes TED 3380 and 3180 or EDP 23xx</td>
<td>GPA (overall)</td>
<td>2.75</td>
<td>Review of candidate records by Academic Advising &amp; Office of Professional Practice</td>
<td>Correspondence from Advising Office or meeting at time of advisement</td>
<td>Unconditional Acceptance with permission to enroll in first semester of TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, or 3362 &amp; 3379 courses.</td>
</tr>
<tr>
<td></td>
<td>GPA (Major)</td>
<td>2.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course completion</td>
<td>TED 1312, TED 3380 and 3180, EDP 2350, or EDP 2360 12 credit hours in all content areas except Mathematics, Science, Life Science, or Physical Science which requires 15 credit hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior status</td>
<td>60 credit hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Novice Skills &amp; Aptitude Screening Instrument</td>
<td>Satisfactory evaluation by TED 1312, 3380, 3381, EDP 2350, or EDP 2360 Teacher of Record at conclusion of said courses</td>
<td>Review of completed evaluations by certificate team committee</td>
<td>Email from Office of Professional Practice for those with unconditional acceptance. Email from Office of Professional Practice for those requiring additional interaction (e.g., interview) with Certificate Team Committee.</td>
<td>Conditional Acceptance with a contract outlining conditions for permission to enroll and continue in first semester of TED 36x0, 36x1, 3340, 3641,339x, EDP 3650, 3660, or 3362 &amp; 3379 courses.</td>
</tr>
<tr>
<td></td>
<td>Online application and required documents submitted to the Office of Professional Practice</td>
<td>Completed by last day of semester</td>
<td>From Office of Professional Practice</td>
<td>From Office of Professional Practice</td>
<td>Declined Acceptance</td>
</tr>
<tr>
<td>Exceptions:</td>
<td>1. The dual certificate GT/Elementary candidates will not take TED 1312 and enter the sequence during their sophomore year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The education minor candidate will not take TED 1312 and enter their sequence during their sophomore year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Dual SPED/Elementary &amp; SPED candidates must make a B-</td>
<td></td>
<td></td>
<td></td>
<td>Correspondence from Special</td>
</tr>
</tbody>
</table>
or above in EDP 2360 to continue in the program

<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>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester candidate completes first semester of TED 36x0, 36x1, 3340, 3341, 338x, 3641, 339x, EDP 3650, 3660, or 3362, &amp; 3379 courses</td>
<td>GPA (overall)</td>
<td>2.75</td>
<td>Review of candidate records by Academic Advising &amp; Office of Professional Practice</td>
<td>Correspondence from Advising Office or meeting at time of advisement</td>
<td>Unconditional Acceptance with permission to enroll in first semester of TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, or 3362 &amp; 3379 courses. Conditional Acceptance with a contract outlining conditions for permission to enroll and continue in first semester of TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, or 3362 &amp; 3379 courses. Declined Acceptance</td>
</tr>
<tr>
<td>TED first semester TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, or 3362, &amp; 3379 courses</td>
<td>GPA (Major)</td>
<td>2.75</td>
<td>Candidates must earn at least a “B’’ (3.0) in first semester TA course.</td>
<td>Correspondence from Advising Office or meeting at time of advisement</td>
<td>Unconditional Acceptance with permission to enroll in first semester of TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, or 3362 &amp; 3379 courses. Conditional Acceptance with a contract outlining conditions for permission to enroll and continue in first semester of TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, or 3362 &amp; 3379 courses. Declined Acceptance</td>
</tr>
<tr>
<td>When decision occurs</td>
<td>Elements</td>
<td>Criteria</td>
<td>Decision Makers Data Flow</td>
<td>Communicated to Candidates</td>
<td>Outcomes</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>----------</td>
<td>---------------------------</td>
<td>----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Semester candidate completes</td>
<td>GPA (Overall)</td>
<td>2.75</td>
<td>Review of candidate records by Academic Advising &amp; Office of Professional Practice</td>
<td>Correspondence from Advising Office; or meeting at time of advisement</td>
<td>Unconditional Acceptance with permission to enroll in TED or EDP 46xx courses.</td>
</tr>
<tr>
<td></td>
<td>GPA (Major)</td>
<td>2.75</td>
<td></td>
<td></td>
<td>Conditional Acceptance with a contract outlining conditions for permission to enroll and continue in TED or EDP 46xx courses.</td>
</tr>
<tr>
<td></td>
<td>TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, 3362, &amp; 3379</td>
<td>Candidates must earn at least a “B” (3.0) each semester in each class</td>
<td></td>
<td>Corres</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18 credit hours in content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Practice Evaluation Form (PPEF)</td>
<td>Candidates must have an average of 2 on the PPEF to enter Internship.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TExES testing</td>
<td>Must successful complete the PPR and Content Diagnostic TExES tests and attempt one official TExES test to advance to Internship documented by the posting of results or the testing company prior to the date of Intern Orientation. (for specific test requirements see page 28)</td>
<td>From Office of Professional Practice to Certificate Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceptions:</td>
<td>Certificate programs may have different “course completion” requirements as determined by approval of the certificate teams and the teacher education faculty. The dual certificate GT candidates will take EDP 3326, EDP 3324 and TED 2350.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When decision occurs</strong></td>
<td><strong>Elements</strong></td>
<td><strong>Criteria</strong></td>
<td><strong>Decision Makers Data Flow</strong></td>
<td><strong>Communicated to Candidates</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| **Semester candidate completes first semester of TED 36x0, 36x1, 3340, 3641, 339x, EDP 3650, 3660, 3362, & 3379** | TED first semester 46xx courses | Candidates must earn at least a “B” (3.0) in first semester Intern course. | Review of candidate records by Degree Plans, Advising, & Office of Professional Practice | Correspondence from Advising Office; or meeting at time of advisement | **Unconditional Acceptance with permission to enroll in second semester TED or EDP 46xx courses.**
| | | | | | **Conditional Acceptance with a contract outlining conditions for permission to enroll and continue in second semester TED or EDP 46xx courses.**
| | | | | | **Declined Acceptance** |
## Entry to INDUCTION level? (end of Internship/Senior Year)

<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>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester the candidate completes 2nd semester</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 Texas Initial Teacher Certification.</td>
</tr>
<tr>
<td></td>
<td>GPA (Major)</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, 3380, 3180, 36x0, 36x1, 3340, 3641, 339x 46x0, 46x1, 46x2, 46x3, EDP 3650, 3660 3362,3379, 4650, 4651, 4660, 4661, 4662, 4663</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bio/Data update</td>
<td>Updated by 12th class day each term Upadted prior to graduation with “permanent” address</td>
<td>From Professional Practice</td>
<td></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>
POLICY FOR COMPLAINTS
PERTAINING TO THE
BAYLOR UNIVERSITY SCHOOL OF EDUCATION

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

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

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

Complaint forms and appeal notices may be filed by hand delivery, by electronic communication, including e-mail and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate BUSOE employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate BUSOE employee no more than three days after the deadline. All of the time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the Complainant, at any point during the complaint process. The Complainant may
appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness. As used herein, the terms “conference” and “hearing” shall have the same meaning.

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

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

At Level One, Complaint forms must be filed: (1) within 15 days of the date the Complainant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and (2) with the lowest level BUSOE employee who has the authority to remedy the alleged problem. If the only BUSOE employee who has authority to remedy the alleged problem is the BUSOE Associate Dean or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One. If the complaint is not filed with the appropriate BUSOE employee who has the authority to remedy the alleged problem is the BUSOE Associate Dean or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One. If the complaint is not filed with the appropriate BUSOE employee, the receiving BUSOE employee must note the date and time that the complaint form was received and immediately forward the complaint form to the appropriate BUSOE employee. The appropriate BUSOE employee shall investigate as necessary and schedule the Level One conference with the Complainant within ten days after receipt of the written complaint. The BUSOE employee may set reasonable time limits for the conference. If the Complainant fails to appear at the scheduled Level One conference, the BUSOE may hold the conference and issue a decision in the Complainant’s absence. Absent extenuating circumstances,
the BUSOE employee shall provide the Complainant with a written response/decision within ten days following the conference. In reaching a decision, the BUSOE employee may consider information provided at the Level One conference and any other relevant documents or information the BUSOE employee believes will help resolve the complaint. After the Level One conference, no new documents may be submitted by the Complainant unless the Complainant did not know the documents existed before the Level One conference.

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

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

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

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

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

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

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

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

Applying to the Teacher Education Program

Students wishing to seek initial teacher certification must:

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

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

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

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

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

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

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

Qualifying to take a TExES Exam

TEA allows each teacher preparation program to determine when candidates in their respective program qualify to take a TExES exam. (Appendix J) 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. (Appendix I)

- **A candidate must pass both content and PPR diagnostic tests and attempt one official TExES exam in order to advance to the Internship.** (Appendix J)

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

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

Limitations on TExES Exam Registrations

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

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

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

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

Criminal History Evaluations

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

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

Preliminary Evaluation of Certification Eligibility

According to Texas Administrative Code (TAC) §227.101(c) A person who is enrolled or planning to enroll in a State Board of Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

For more information about the Preliminary Criminal History Evaluation, go to the link: https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/
Certificate/Program Coordinators
Elementary  Dr. Barbara Purdum-Cassidy
Middle School Dr. Rachelle Rogers
Secondary  Dr. Madelon McCall
Special Education EC-12 Dr. Tonya Davis
Physical Education EC-12 Dr. Margaret Wooddy or
                                Dr. Glenn Miller
Music EC-12  Dr. Michele Henry
Deaf Education EC-12 Lori Wrzesinski
Business and Finance Laura Lalani

Supplementary/Dual Certificate Program Coordinators
ESL  Mr. Rick Strot
Gifted and Talented Dr. Todd Kettler
Special Education Dr. Tonya Davis
# Baylor University School of Education

## TA Calendar* 2019 – 2020

### Fall 2019

<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>26</td>
<td>8:00-11:00</td>
<td>First day of Baylor classes</td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>8:00-11:00</td>
<td>Pre-Assessment PPR for Elementary, SPED, &amp; Middle School TAs</td>
<td>TBA</td>
</tr>
<tr>
<td>September</td>
<td>2</td>
<td>5:00</td>
<td>Labor Day – Baylor Holiday</td>
<td>Cesar Chavez Middle School</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>8:00-11:00</td>
<td>TA/CI Planning Meeting – Secondary and Middle School TAs</td>
<td>Cesar Chavez Middle School</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8:00-11:00</td>
<td>Pre-Assessment Elementary Content</td>
<td>5th floor Cashion Academic Building</td>
</tr>
<tr>
<td>October</td>
<td>5</td>
<td></td>
<td>Gifted and Talented Differentiation Conference</td>
<td>5th floor Cashion Academic Building</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td></td>
<td>Fall Break Weekend</td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>5:30</td>
<td>Cherry Award Public Lecture - Nancy Dana - REQUIRED ATTENDANCE FOR ALL TEACHING ASSOCIATES</td>
<td>MMSCI 101</td>
</tr>
<tr>
<td>November</td>
<td>22</td>
<td>8:00-11:00</td>
<td>Diagnostic PPR Test for all TAs**</td>
<td>5th floor Cashion Academic Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8:00 - 1:00</td>
<td>Diagnostic Core Subjects for second semester elementary TAs **</td>
<td>MMSCI GL 14</td>
</tr>
<tr>
<td></td>
<td>27-29</td>
<td></td>
<td>Baylor Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>3</td>
<td>8:00-11:00</td>
<td>PPR Review for all TAs (Not approved) **</td>
<td>Assigned Rooms (see schedule on Canvas)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9:30-11:00</td>
<td>Orientation Meeting for those who will begin Internship in spring 2019</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>2-6</td>
<td></td>
<td>Core Subjects Reviews in areas of need with content faculty**</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8:00-1:00</td>
<td>PPR Review for Elementary Approved Core Subjects review for approved elementary candidates **</td>
<td>Assigned Rooms (see schedule on Canvas)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8:00-11:00</td>
<td>2nd Diagnostic Test for middle, secondary, and SPED TAs**</td>
<td>Assigned Rooms (see schedule on Canvas)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td>Last day of class for Baylor students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-18</td>
<td>TBD</td>
<td>Diagnostic PPR test for elementary TAs (first semester ) #2**</td>
<td>Assigned Rooms (see schedule on Canvas)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary PPR Review for approved **</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Diagnostic Core Subject Test #2**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary Core Subjects Review for not approved**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Diagnostic Core Subjects Test #3**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary Core Subjects Final Review**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td></td>
<td>Baylor Graduation</td>
<td>Baylor University</td>
</tr>
</tbody>
</table>
### Spring 2020

<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>13</td>
<td></td>
<td>First day of classes</td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td>MLK Holiday</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>5:00</td>
<td></td>
<td>TA/CI Planning Meeting – Middle and Secondary TAs</td>
<td>TBA</td>
</tr>
<tr>
<td>March</td>
<td>9 - 13</td>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>7 - 8</td>
<td>8:00 – 10:45</td>
<td>OPP Seminar (as assigned)</td>
<td>5th floor Cashion Academic Building GL13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Evaluations (as assigned)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10-13</td>
<td></td>
<td>Easter Holiday - Baylor</td>
<td>Assigned Rooms (see schedule on Canvas)</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>8:00 – 10:45</td>
<td>TA Diagnostic Testing Begins</td>
<td>Assigned Rooms (see schedule on Canvas)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:00 – 6:30</td>
<td>Action Research Symposium</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td></td>
<td>Diadeloso</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>7:45-11:00</td>
<td>Intern Orientation – <strong>Attendance Required for all TAs</strong></td>
<td>5th floor Cashion Academic Building</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>7:45-11:00</td>
<td>Intern Orientation – <strong>Attendance Required for all TAs</strong></td>
<td>5th floor Cashion Academic Building</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>7:45-11:00</td>
<td>Intern Orientation – <strong>Attendance Required for all TAs</strong></td>
<td>5th floor Cashion Academic Building</td>
</tr>
<tr>
<td>May</td>
<td>1</td>
<td></td>
<td>Last day of Baylor classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-16</td>
<td></td>
<td>Graduation</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.

**For Diagnostic TExES dates, times, and locations please refer to the testing calendar posted on CANVAS.

Approved by PEFX 5/1/19
Code of Ethics and Standard Practices for Texas Educators


Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

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

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839
Baylor University Title IX

Sexual and Gender-Based Harassment and Interpersonal Violence Policy

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

For more information, on how to report or to learn more about our policy and process, please visit [www.baylor.edu/titleix](http://www.baylor.edu/titleix) or call the Title IX Office at (254) 710-8454.
General Candidate Guidelines
The following guidelines apply to all teacher education candidates and are provided to facilitate professional performance in both the university classroom and the public school setting. In addition to these guidelines, there are also certificate-level specific guidelines and responsibilities.

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 their 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, 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

- **Absences** – A maximum of three absences per semester will be allowed without grade penalty. Candidate may request an absence 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 upon return. (*Appendix A*) Only excused absences may be made up.
  - *Unexcused absences* – For each unexcused absence, after three total 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 first and then the Professor of Record when they are going to be absent. Documentation of an absence is required upon return. (*Appendix A*) 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.

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

- dressing in an appropriate and professional manner that adheres to campus/district dress codes as well as specific guidelines of the Baylor School of Education including:
  - Undergarments must be covered at all times. This includes bralettes.
  - Pierced earrings may be worn on the ears only. All other body piercing jewelry is prohibited.
  - Candidates must cover tattoos in accordance with school district guidelines.

*Candidates sent home due to dress code violations will be expected to change clothing to meet dress code requirements and would an unexcused absence will be assessed.

- complying with absence policy as outlined in this Handbook and in the course syllabus;
- being prepared to fulfill responsibilities as assigned, requested, and implied;
- treating all students, school and university personnel, and parents with respect;
- being familiar with and following all campus and district policies;
- attending all relevant meetings; and,
- maintaining a positive and professional demeanor

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.
- must complete assigned work on time in accordance with assignment expectations.

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

STAAR

Teaching Associates will be informed of their responsibilities on these dates by their Instructor of Record.
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 EC-6 Core Subjects TExES test 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 take the diagnostic PPR during the fall semester and the diagnostic EC-6 Core Subjects TExES tests during spring semester.
EC-6/Special Education Supplemental

TA Expectations

1. Teaching Associates pursuing an EC-6/Special Education dual certificate will teach identified special education students and EC-6 general education students during the TA year.
2. Teaching Associates will teach 4-8 hours weekly distributed over 2-4 days for a minimum of 9 weeks per semester.
3. Teaching Associates will teach special education students and general education students in a variety of settings and approaches including, but not limited to co-teaching, inclusion, and tutoring.
4. Teaching Associates will teach content curriculum including, but not limited to, math, social studies, science and/or English language arts/reading.
5. The course will include a regularly scheduled seminar.
6. Planning time with university faculty and CIs will be included in the Teaching Associate experience.
7. Teaching Associates will take the TExES Diagnostic EC-12 PPR exam during the fall semester and the TExES Diagnostic EC-6 Core Subjects exam during the spring semester.
8. Teaching Associates will pass the official EC-12 PPR exam by May 31st of their Teaching Associate year in order to advance to Internship.

Special Education EC-12

TA Expectations

1. Teaching Associates will teach 4-8 hours weekly distributed over 2-4 days for a minimum of 9 weeks per semester.
2. In the fall, Teaching Associates will teach special education students and general education students weekly in a variety of settings and approaches including, but not limited to co-teaching, inclusion, and tutoring.
3. In the spring, Teaching Associates will teach special education students in a self-contained special education classroom.
4. In the fall, Teaching Associates will teach content curriculum including, but not limited to, math, social studies, science and/or English language arts/reading.
5. In the spring, Teaching Associates will teach life skills and functional academic curriculum.
6. The course will include a regularly scheduled seminar.
7. Planning time with university faculty and CIs will be made available during the Teaching Associate semester.
8. Teaching Associates will take the TExES Diagnostic EC-12 PPR exam during the fall semester and the TExES Diagnostic Special Education exam during the spring semester.
9. Teaching Associates will pass the official EC-12 PPR exam by May 31st of their Teaching Associate year in order to advance to Internship.
Observations of Teaching Associates

1. Two formal observations* will be conducted each semester on the Candidate Visitation Report (Appendix B). These observations are to be done by the Resident Faculty, Clinical Instructor, University Liaison, and/or Site-Based Coordinator. These forms will be submitted in TK20 by the end of each semester.

2. An end-of-semester conference must be held and documented using the Professional Practice Evaluation Form (Appendix C). These forms will be submitted in TK20 by the end of each semester.

3. Informal observations and conferences should be conducted as needed and documentation maintained. These forms will be submitted electronically in TK 20 by the end of each semester.

4. The Teaching Associate is responsible for the Class Background Study (Appendix H), once each semester. Due date will be determined by the Professor of Record.

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

PDS/Partner School Principal Responsibilities

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

Clinical Instructor Responsibilities

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

1. Serve as a role model and coach to provide opportunities for the Teaching Associate(s) in planning, preparing, teaching, and assessing students.
2. Support the Teaching Associate(s) in making the transition from candidate to teacher by clearly sharing authority from the beginning of the semester and in modeling appropriate classroom management strategies.
3. Accept primary responsibility for classroom supervision and evaluation of the Teaching Associate.
4. Initiate co-teaching models with the Teaching Associate(s) as required.
5. Schedule and participate in weekly planning/feedback conferences with Teaching Associate(s).
6. Provide written feedback.
7. Participate in summative evaluations of Teaching Associate(s).
8. Contact the University Liaison should concerns arise.
9. Provide input to Baylor faculty about the Teaching Associates’ final grades.
Baylor University
Teacher Education Handbook

Resident Faculty Responsibilities

The role of the Resident Faculty should include, but not be limited to the following:

1. Assume collaborative responsibility for Teaching Associate supervision.
2. Work with University Liaison to provide orientation for Instructors and Teaching Associates.
3. Provide instruction in course content areas.
4. Observe classroom instruction and provide written feedback.
5. Conduct bi-monthly conferences with Teaching Associates.
6. Participate in summative evaluations as needed.
7. Consult regularly with PDS and Partner teams.

University Liaison Responsibility (Elementary)

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 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 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 summative evaluations with Clinical Instructors, Resident Faculty, Mentors, and candidates when requested.
8. Communicate regularly with the Clinical Instructors about the Teaching Associates’ schedules and responsibilities.
9. Co-chair the monthly PDS Steering Committee meeting (if the Steering Committee responsibilities have not been assigned to the CDMC).
10. Inform the Campus Decision Making Council of PDS activities at regularly scheduled CDMC meetings.
11. Schedule, with University Liaison and campus Principal, all field-based experiences at the PDS, including experiences for Novice groups.
12. Participate in the assessment of effectiveness of the PDS experience on the assigned campus.
13. Attend campus faculty meetings and Professional Education Faculty (PEF) meetings at Baylor University as needed.
15. 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. Inform the Campus Decision Making Council of PDS activities at regularly scheduled CDMC meetings.
11. Schedule, with University Liaison and campus Principal, all field-based experiences at the PDS, including experiences for Novice groups.
12. Participate in the assessment of effectiveness of the PDS experience on the assigned campus.
13. Attend campus faculty meetings and Professional Education Faculty (PEF) meetings at Baylor University as needed.
Monitor adherence to the PDS Standards during partnership experiences.
PDS Commitment Forms
PDS Teaching Associate Commitment 2019-2020

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, 3362, 3379.

2. Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth.
   - dressing in an appropriate manner that adheres to campus dress code guidelines;
   - completing assigned work on time in accordance with assignment expectations;
   - complying with the absence and tardy policy as outlined in the handbook;
   - being prepared to fulfill my responsibilities as assigned, requested, and implied;
   - treating all personnel, students, and parents with respect;
   - being familiar with relevant campus and district policies;
   - maintaining a positive and professional demeanor;
   - practicing professional ethics and maintaining confidentiality.

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

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

5. Believing that all children can learn.

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

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

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

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

_________________________________________  __________________________________________
TA Name (Printed)                              E-mail Address

_________________________________________  __________________________________________
TA Signature                                  Date

Cell Phone # ________________________________
PDS Teaching Associate Commitment 2019-2020

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, 3362, 3379.

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

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

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

5. Believing that all children can learn.

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

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

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

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

________________________________________  ______________________________________
TA Name (Printed)                        E-mail Address

________________________________________  ______________________________________
TA Signature                                Date

Cell Phone # ________________________________
Clinical Instructor Commitment 2019-2020

I, the undersigned, commit to the following:

1. Fully participating in the PDS Program
2. Modeling professionalism. I will exhibit the behaviors of a professional educator who is committed to teaching to the individual needs of learners in the classroom and to my own personal and professional growth. Professional behaviors include, but are not limited to:
   a. Modeling and maintaining a positive attitude
   b. Planning, providing support and giving feedback to the candidate through formal observations, verbal comments, reflection journals and other methods to develop teaching skills
   c. Treating all personnel with respect, practicing professional ethics and maintaining confidentiality
   d. Working cooperatively with the Site Coordinator and University Liaison at fully staffed PDS sites.
   e. Participating in research endeavors including action research with Baylor Teaching Associates and attending training sessions designated for Clinical Instructors.
   f. Allowing candidates time to teach my students as outlined in the program and evaluating them using benchmarks and the mentoring process in a timely manner

Teacher Name (printed) ___________________________ E-mail address ___________________________

Teacher Signature ___________________________ Date ___________________________

Campus ___________________________ District ___________________________
Clinical Instructor Commitment 2019-2020

I, the undersigned, commit to the following:

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

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

_________________________________________  ______________________________________
Teacher Name (printed)                             E-mail address

_________________________________________
Teacher Signature

_________________________________________
Date

_________________________________________
Campus

_________________________________________
District
Professional Information

Personnel Definitions

Clinical Faculty

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

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

University Faculty

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

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

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

PDS Community

Campus Decision Making Committee (CDMC) – A campus committee that is composed of faculty, community members, and the Baylor University Liaison for the PDS. This committee provides guidance for the activities and events on that particular campus.
Coordinating Council – A guiding council that is composed of Site-Based Coordinators, University Liaisons, administrative representatives, and partnership liaisons from both institutions. Its purpose is to coordinate the activities where all schools are involved and to provide leadership for the program. It is co-chaired by the Director of Professional Practice and the partnership liaisons from Waco ISD and Midway ISD.

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

Waco ISD Information [provided courtesy of Waco ISD]

Waco ISD District Map

Waco ISD District Calendar

Waco ISD 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
Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A: Absence Documentation

Appendix B: Candidate Visitation Report (Assessment)

Appendix C: Professional Practice Evaluation Form (Assessment)

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

Appendix E: Candidate/Student Interactions

Appendix F: Candidate Engagement

Appendix G: Observation of Questioning Techniques

Appendix H: Class Background Study

Appendix J: ESL Documentation Record

Appendix I: Diagnostic TExES Testing and Review Calendar for Teaching Associates

Appendix J: Teaching Associates: TExES Testing Information

Appendix K: Rubric for Assessing School of Education Benchmarks
Appendix A – 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 B – Candidate Visitation Report

Baylor University School of Education
Candidate Visitation Report

Candidate: ___________________________  Formal _____  Informal _____

Observation Date: _______________  Time: ________ to ________  Campus: __________________

Follow-up Conference Date: ______________________  Time: ________ to ________

Grade/Content Area Observed: ___________________________ Observer ________________________

**Benchmark 1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  *(Characteristics: 1.1 Creates developmentally appropriate instruction. 1.2 Builds on each student’s prior knowledge and experiences. 1.3 Provides descriptive feedback and engages students in self-assessment.)*

**Benchmark 2: Learner Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  *(Characteristics: 2.1 Plans and implements learning experiences that consider individual differences (cognitive, language, social, and emotional). 2.2 Addresses students’ differences in cultural backgrounds and perspectives.)*

**Benchmark 3: Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. *(Characteristics: 3.1 Establishes expectations that encourages a safe and positive learning environment (physical and social emotional). 3.2 Arranges space for safe and effective learning. 3.3 Manages the learning environments to engage students. 3.4 Uses effective behavior management strategies.)*

**Benchmark 4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and standards of evidence used in the discipline he or she teaches and creates learning experiences that make these aspects of the discipline meaningful for students.  *(Characteristics: 4.1 Organizes content knowledge within and/or across disciplines using standards and types of knowledge. 4.2 Sequences content knowledge according to students’ strengths and needs. 4.3 Conveys accurate content knowledge.)*
**Benchmark 5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, communication, and collaborative problem-solving. (Characteristics: 5.1 Engages students in varied learning strategies to address relevant issues at the individual, local and/or global level. 5.2 Uses, modifies, and adapts instructional resources and technology that are aligned to specific concepts to make them accessible and relevant to all students.) (manipulatives, primary source documents, Vernier probes, etc.)

**Benchmark 6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor student progress, and to guide the teacher’s and learner’s decision-making. (Characteristics: 6.1 Analyzes and interprets the results from pre-assessments, formative and summative assessments, to plan instruction, differentiate learning experiences, and evaluate each student’s progress. 6.2 Designs varied assessments aligned to learning objectives that minimizes bias and assesses each student’s progress. 6.3 Makes appropriate accommodations in assessments or testing conditions to address students with exceptionalities and language learning needs. 6.4 Communicates assessment of student progress to students, teachers, and caregivers.)

**Benchmark 7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy. (Characteristics: 7.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of the learning activities. 7.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners. 7.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have specialized expertise to meet the needs of each student.)

**Benchmark 8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Characteristics: 8.1 Uses a variety strategies and resources to encourage students to apply and generalize knowledge in meaningful ways. 8.2 Implements and adjusts developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 8.3 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information. 8.4 Uses problem-, project-, and/or inquiry-based learning strategies to encourage higher level thinking skills. 8.5 Varies instructor roles in the instructional process related to the purposes of instruction and the needs of students.) (Instructor roles: instructor, facilitator, coach)
Benchmark 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning connected to reflection and feedback and adapts practice based upon their professional growth in knowledge and skills. (Characteristics: 9.1 Identifies areas needed for professional learning through reflection and response to feedback and engages in professional development opportunities that improve student performance. 9.2 Uses a variety of data (qualitative and/or quantitative) to adjust instructional approaches that address the needs of the students and learning environment. 9.3 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code.)

Benchmark 10: Leadership, Collaboration, and Communication: The teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, caregivers, and community. (Characteristics: 10.1 Collaborates with students to promote growth and development and to build positive relationships. 10.2 Collaborates with the instructional team and other school professionals to promote student growth and development and to build positive relationships. 10.3 Collaborates with caregivers and the community to promote student growth and development and to build positive relationships. 10.4 Communicates effectively and professionally. 10.5 Displays leadership qualities in collaborative settings.)

Additional Comments:

Candidate Signature___________________________

Faculty Signature_____________________________

*TAC §228.35(g) A copy of all formal Intern evaluations must be submitted to the Cooperating Teacher or Mentor.
Appendix C - Professional Practice Evaluation Form

Professional Practice Evaluation Form
Baylor University
School of Education

Candidate___________________________ BU ID______________________ Date________________

Time________ to________ Intern _____TA

Campus________________________________ Grade Level________ Subject________________

Semester    Fall    Spring    Summer    Midterm    Final

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

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

Characteristics:
1.1 Creates developmentally appropriate instruction.
1.2 Builds on each student’s prior knowledge and experiences.
1.3 Provides descriptive feedback and engages students in self-assessment.

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________

Benchmark 2: Learner Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Characteristics:
2.1 Plans and implements learning experiences that consider individual differences (cognitive, language, social, and emotional).
2.2 Addresses students’ differences in cultural backgrounds and perspectives.

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________

Benchmark 3: Learning Environments:
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Characteristics:
3.1 Establishes expectations that encourages a safe and positive learning environment (physical and social emotional).
3.2 Arranges space for safe and effective learning.
3.3 Manages the learning environments to engage students.
3.4 Uses effective behavior management strategies.

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________
Benchmark 4: Content Knowledge:
The teacher understands the central concepts, tools of inquiry, and standards of evidence used in the discipline he or she teaches and creates learning experiences that make these aspects of the discipline meaningful for students.

Characteristics:
4.1 Organizes content knowledge within and/or across disciplines using standards and types of knowledge.
4.2 Sequences content knowledge according to students' strengths and needs.
4.3 Conveys accurate content knowledge.

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________

Benchmark 5: Application of Content:
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, communication, and collaborative problem-solving.

Characteristics:
5.1 Engages students in varied learning strategies to address relevant issues at the individual, local and/or global level.
5.2 Uses, modifies, and adapts instructional resources and technology that are aligned to specific concepts to make them accessible and relevant to all students.

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________

Benchmark 6: Assessment:
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor student progress, and to guide the teacher’s and learner’s decision-making.

Characteristics:
6.1 Analyzes and interprets the results from pre-assessments, formative and summative assessments, to plan instruction, differentiate learning experiences, and evaluate each student’s progress.
6.2 Designs varied assessments aligned to learning objectives that minimizes bias and assesses each student's progress.
6.3 Makes appropriate accommodations in assessments or testing conditions to address students with exceptionalities and language learning needs.
6.4 Communicates assessment of student progress to students, teachers, and caregivers.

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________

Benchmark 7: Planning for Instruction:
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curricula, cross-disciplinary skills, and pedagogy.

Characteristics:
7.1 Plans instruction that addresses content standards, learning objectives, scope and sequence and pacing of the learning activities. 0 1 2 3
7.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners. 0 1 2 3
7.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have specialized expertise to meet the needs of each student. 0 1 2 3

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________

Benchmark 8: Instructional Strategies:
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Characteristics:
8.1 Uses a variety strategies and resources to encourage students to apply and generalize knowledge in meaningful ways. 0 1 2 3
8.2 Implements and adjusts developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 0 1 2 3
8.3 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information. 0 1 2 3
8.4 Uses problem-, project-, and/or inquiry-based learning strategies to encourage higher level thinking skills. 0 1 2 3
8.5 Varies instructor roles in the instructional process related to the purposes of instruction and the needs of students. (Instructor roles: instructor, facilitator, coach) 0 1 2 3

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________

Benchmark 9: Professional Learning and Ethical Practice:
The teacher engages in ongoing professional learning connected to reflection and feedback and adapts practice based upon their professional growth in knowledge and skills.

Characteristics:
9.1 Identifies areas needed for professional learning through reflection and response to feedback and engages in professional development opportunities that improve student performance. 0 1 2 3
9.2 Uses a variety of data (qualitative and/or quantitative) to adjust instructional approaches that address the needs of the students and learning environment. 0 1 2 3
9.3 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code. 0 1 2 3

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________
Benchmark 10: Leadership, Collaboration, and Communication:
The teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, caregivers, and community.

Characteristics:
10.1 Collaborates with students to promote growth and development and to build positive relationships. 0 1 2 3
10.2 Collaborates with the instructional team and other school professionals to promote student growth and development and to build positive relationships. 0 1 2 3
10.3 Collaborates with caregivers and the community to promote student growth and development and to build positive relationships. 0 1 2 3
10.4 Communicates effectively and professionally. 0 1 2 3
10.5 Displays leadership qualities in collaborative settings. 0 1 2 3

Comments:_______________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Additional comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Candidate Signature_____________________________________________________________
Mentor/CI Signature_______________________________________________________________________
Faculty Signature_______________________________________________________________________
Appendix D - Feedback on Professional Development and Communication

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

Candidate ___________________________ Date __________________________

Mentor/Clinical Instructor (signature) ______________________________________

Candidate (signature) ____________________________________________________

BU Faculty (signature) ___________________________________________________

√  Candidate is showing expected progress.
√- Candidate needs assistance in this area.
C Conference is needed with the Clinical Instructor/Mentor and Resident Faculty/BU Faculty.

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

Other comments by instructor and/or candidate:

Dependability
Punctuality
Reliability
Professionalism
Planning and preparation
Seeks assistance and resources from CI/Mentor as needed
Seeks and uses feedback to improve
Is positive with students
Respects confidentiality in conversations about students/parents
Communication
Is positive with peers, parents and other professionals
Professional ethics (i.e., Honor Code, Ethics for Educators)
Appendix E – Candidate/Student Interactions

Instructor: __________________________  Date: __________________________

Time Observed: ____________________  Observer: _______________________

<table>
<thead>
<tr>
<th>Academic Corrections</th>
<th>Behavior Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Corrections</th>
<th>General Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total # of Corrections:

<table>
<thead>
<tr>
<th>Academic Praises</th>
<th>Behavior Praises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Praises</th>
<th>General Praises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total # of Praises:

Total: ____________ Praises to ____________ Corrections

Comments:
### Appendix F – Candidate Engagement

#### Engagement: 10 minute sample

<table>
<thead>
<tr>
<th>Setting</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>
</tr>
</thead>
<tbody>
<tr>
<td>S, G, I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

#### Codes:

- % + = On Task--following directions, looking at teacher
- % - = Off Task--not engaged
- % W = Waiting--raising hand
- % S = Small Group--smaller than whole class
- % G = Whole Group
- % I = Independent--one student working alone
- % H = Hands-on
- % P = Paper/pencil
- % D = Discussion
- % L = Lecture
- % O = Other

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

Total engagement % on task; % off task
Appendix G – Observations of Questioning Techniques

Observation of Questioning Techniques

Candidate: ______________________________

Instructor: ____________________________ Date: ____________________________

Time Observed: ________________________ Observer: __________________________

Ten minute sample: ______________________

<table>
<thead>
<tr>
<th>Teacher Questions</th>
<th>Code</th>
<th>R</th>
<th>Student Questions</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 H – Class Background Study

## Class Background Study

Baylor Candidate: __________________________________________

District: ___________________________ Campus: ___________________________

Mentor: ___________________________ Grade level(s): _______________________

Subject(s): ___________________________ Date: ___________________________

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

1. How many students are in your class? ______
   - Female ____________ Male ____________

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

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

4. Approximately how many students are in each of the following language categories?
   - English proficient ______
   - English language learner ______

5. Approximately how many students have been identified as having the following special needs?
   - Attention deficit/hyperactivity disorder ______
   - Blindness or visual impairment ______
   - Deafness or hard of hearing ______
   - Developmental impairment ______
   - Emotional disability ______
   - Giftedness ______
   - Learning disability ______
   - Physical disability ______
   - 504 modifications ______
   - Multiple impairments ______
   - Other: __________________________________________

6. Approximately how many students are represented in the following ethnic groups?
   - Asian ______
   - African American ______
   - Hispanic ______
   - White ______
   - Other: __________________________________________

7. How do you become familiar with what your students already know and are able to do?
   - Content-based pretests
   - Individualized educational plans (IEP)
   - Permanent records
   - Standardized tests
   - Strategies for accessing prior knowledge (e.g., KWL charts)
   - Student surveys
   - Other: __________________________________________

8. How do you become familiar with your students’ individual interests and cultural backgrounds?
   - Extracurricular activities
   - Family/caregiver contact
   - Getting-acquainted activities
   - Interest inventories
   - Student writing/journals
   - Student-teacher email
   - Other: __________________________________________
9. What resource persons are available to you in planning instruction?

   Administrators  
   Counselors  
   Department/grade-level chair  
   Diagnosticians  
   Education service center staff  
   Librarian/media center staff  
   Mentor  
   Special education/inclusion teachers  
   Educator preparation faculty  
   Team members  
   Others: ____________________________

10. What resources are available to students needing assistance?

   Administrators  
   Counselors  
   Special education/inclusion teachers  
   Librarian/media center staff  
   School nurse  
   Outside agencies  
   Social workers  
   Others: ____________________________

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

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

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

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

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

16. What else is important to you about the background of your students?
Appendix I – Diagnostic TExES Testing and Review Calendar for SOE Teaching Associates

### Fall 2019

All testing and reviews will begin promptly at the designated time. Please arrive 5 minutes early for test sessions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Assessment</th>
<th>Group</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, August 30, 2019</td>
<td>8:00-11:00</td>
<td>Pre-assessment</td>
<td>Elementary, SPED, Middle TAs</td>
<td>Cashion 501</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-12 PPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, September 6, 2019</td>
<td>8:00-11:00</td>
<td>Pre-assessment</td>
<td>Elementary TAs</td>
<td>Cashion 501</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-6 Generalist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, November 22, 2019</td>
<td>8:00-11:00</td>
<td>1st Diagnostic Test:</td>
<td>Elementary, Middle, Secondary, SPED TAs</td>
<td>Cashion 5th floor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-12 PPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, November 22, 2019</td>
<td>8:00-1:00</td>
<td>1st Diagnostic Test:</td>
<td>Elementary Off-cycle TAs</td>
<td>MMSCI GL 14 Check availability with intern supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-6 Core Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday-Friday, December 2-6, 2019</td>
<td>By appointment</td>
<td>Faculty Review</td>
<td>Elementary Off-Cycle TAs (not approved)</td>
<td>MMSCI TBD by faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-6 Core Subjects (not approved)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, December 3, 2019</td>
<td>8:00-11:00</td>
<td>Faculty Review</td>
<td>Middle, Secondary, SPED</td>
<td>328 and GL 15 (Secondary) 131 (Middle) GL 16 (SPED) GL 14 (Elementary PPR; approved) 120 (Elementary Core Subjects; approved)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-12 PPR</td>
<td>Elementary (approved)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-12 PPR Elementary Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-6 Core Subjects Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, December 4, 2019</td>
<td>8:00-11:00</td>
<td>Faculty Review</td>
<td>Elementary TAs (not approved)</td>
<td>245 (Spring Valley) 310 (Parkdale) GL 14 (Mountainview) GL 16 (Bell’s Hill)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-12 PPR Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, December 9, 2019</td>
<td>8:00-11:00</td>
<td>2nd Diagnostic Test:</td>
<td>Elementary, Middle, Secondary, SPED TAs</td>
<td>MMSCI GL 14/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-12 PPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, December 9, 2019</td>
<td>8:00-11:00/1:00</td>
<td>2nd Diagnostic Test:</td>
<td>Elementary TAs (not approved)</td>
<td>MMSCI GL 14/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EC-6 Core Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Subject</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td>------------------------------</td>
<td>---------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Thursday, December 12, 2019</td>
<td>4:30-6:30</td>
<td>Faculty Review</td>
<td>EC-12 PPR, EC-6 Core Subjects</td>
<td>MMSCI GL TBD</td>
</tr>
<tr>
<td>Thursday, December 12, 2019</td>
<td>4:30-6:30</td>
<td>Staff Review</td>
<td>EC-12 PPR, EC-6 Core Subjects</td>
<td>MMSCI TBD</td>
</tr>
<tr>
<td>Saturday, December 14, 2019</td>
<td>4:30-6:30</td>
<td>3rd Diagnostic Test</td>
<td>EC-12 PPR, EC-6 Core Subjects</td>
<td>MMSCI TBD</td>
</tr>
<tr>
<td>Monday, December 16, 2019</td>
<td>2:00-4:00</td>
<td>Staff Review</td>
<td>EC-12 PPR</td>
<td>MMSCI TBD</td>
</tr>
<tr>
<td>Monday, December 16, 2019</td>
<td>2:00-4:00</td>
<td>Staff Review</td>
<td>EC-12 PPR, EC-6 Core Subjects</td>
<td>MMSCI TBD</td>
</tr>
<tr>
<td>Tuesday, December 17, 2019</td>
<td>4:30-6:30</td>
<td>4th Diagnostic Test</td>
<td>EC-12 PPR, EC-6 Core Subjects</td>
<td>MMSCI TBD</td>
</tr>
<tr>
<td>Tuesday, December 17, 2019</td>
<td>7:00-8:30</td>
<td>Review</td>
<td>EC-12 PPR, EC-6 Core Subjects</td>
<td>MMSCI TBD</td>
</tr>
</tbody>
</table>

Diagnostic Test and Review events are **mandatory**. Attempts to meet the needs of Teaching Associates as a whole may necessitate the revision of some events; however, the expectation is that Teaching Associates attend **all events** (including those during final exam week) listed on this calendar specific to their certificate program.

Reviews are required for all candidates who have not met the Baylor standard of 80% overall on PPR or 80% on each domain of Core Subjects diagnostic tests. Elementary candidates are required to attend a final review for the PPR or EC-6 Core Subjects before being approved for a TExES exam in the TEA system.

Check Canvas or read emails from Lisa Osborne (lisa_osborne@baylor.edu) related to any changes or announcements regarding testing or review locations.
Spring 2020
All testing and reviews will begin promptly at the designated time. Please arrive 5 minutes early for test sessions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Assessment</th>
<th>Group</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, January 17, 2020</td>
<td>8:00-11:00</td>
<td>Pre-assessment • EC-12 PPR</td>
<td>Elementary TAs (off-cycle)</td>
<td>TBD</td>
</tr>
<tr>
<td>Friday, April 17, 2020</td>
<td>8:00-11:00</td>
<td>1st Diagnostic Test: • 4-8 Content • 6-12/7-12 Content • EC-12 SPED/PE/Spanish • EC-12 PPR</td>
<td>Middle, Secondary, SPED/PE, Elementary TAs (off-cycle)</td>
<td>TBD</td>
</tr>
<tr>
<td>Friday, April 17, 2020</td>
<td>8:00-1:00</td>
<td>1st Diagnostic Test • EC-6 Core Subjects</td>
<td>Elementary TAs</td>
<td>TBD</td>
</tr>
<tr>
<td>Wednesday, April 22, 2020</td>
<td>8:00-11:00</td>
<td>Faculty Review • 4-8 Content • 6-12/7-12 Content • EC-12 SPED/PE/Spanish</td>
<td>Middle, Secondary, SPED/PE/Spanish TAs</td>
<td>TBD</td>
</tr>
<tr>
<td>Friday, April 24, 2020</td>
<td>8:00-11:00</td>
<td>Faculty Review • EC-6 Core Subjects Domain 1: ELAR Domain 2: Math Domain 5: FA • EC-12 PPR</td>
<td>Elementary TAs (not approved)</td>
<td>TBD</td>
</tr>
<tr>
<td>Friday, April 24, 2020</td>
<td>8:00-11:00</td>
<td>2nd Diagnostic Test • 4-8 Content • 6-12/7-12 Content • EC-12 SPED/PE/Spanish</td>
<td>Middle, Secondary, SPED/PE/Spanish TAs</td>
<td>TBD</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Subjects/Content</td>
<td>Approval Status</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Monday, April 27, 2020</td>
<td>8:00-11:00</td>
<td>Faculty Review</td>
<td>EC-6 Core Subjects; Domain 3: SS; Domain 4: Sci; Domain 5: H/PE; 4-8 Content; 6-12/7-12 Content; EC-12 SPED/PE/Spanish</td>
<td>Elementary TAs (not approved); Middle, Secondary, SPED/PE TAs</td>
</tr>
<tr>
<td>Monday, April 27, 2019</td>
<td>8:00-11:00</td>
<td>Staff Review</td>
<td>EC-6 Core Subjects; EC-12 PPR</td>
<td>Elementary TAs (approved)</td>
</tr>
<tr>
<td>Friday, May 1, 2020</td>
<td>8:00-1:00</td>
<td>2nd Diagnostic Test</td>
<td>EC-6 Core Subjects; EC-12 PPR</td>
<td>Elementary TAs (not approved)</td>
</tr>
<tr>
<td>Wednesday, May 6, 2020</td>
<td>TBA</td>
<td>Faculty Review:</td>
<td>EC-6 Core Subjects; EC-12 PPR</td>
<td>Elementary TAs (not approved)</td>
</tr>
<tr>
<td>Wednesday, May 6, 2020</td>
<td>TBA</td>
<td>Staff Review:</td>
<td>EC-6 Core Subjects; EC-12 PPR</td>
<td>Elementary TAs (approved)</td>
</tr>
<tr>
<td>Thursday, May 7, 2020</td>
<td>TBA</td>
<td>3rd Diagnostic Test</td>
<td>EC-6 Core Subjects; EC-12 PPR; 4-8 Content; 6-12/7-12 Content; EC-12 SPED/PE/Spanish Content</td>
<td>Elementary, Middle, Secondary, SPED/PE/SPANISH TAs</td>
</tr>
<tr>
<td>Friday-Monday, May 8-11, 2020</td>
<td>TBA</td>
<td>Staff Review:</td>
<td>EC-6 Core Subjects; EC-12 PPR; 4-8 Content; 6-12/7-12 Content; EC-12 SPED/PE/Spanish Content</td>
<td>Elementary (not approved); Middle, Secondary, SPED/PE TAs</td>
</tr>
<tr>
<td>Friday-Monday, May 8-11, 2020</td>
<td>TBA</td>
<td>Staff Review:</td>
<td>EC-6 Core Subjects; EC-12 PPR</td>
<td>Elementary TAs (approved)</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
<td>Participants</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Friday-Monday, May 8-11, 2020</td>
<td>TBA</td>
<td><strong>4th Diagnostic Test</strong></td>
<td>Elementary, Middle, Secondary, SPED TAs</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EC-6 Core Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EC-12 PPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 4-8 Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 6-12/7-12 Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EC-12 SPED/PE/Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday-Monday, May 8-11, 2020</td>
<td>TBA</td>
<td><strong>Staff Review</strong></td>
<td>Elementary TAs (approved)</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EC-6 Core Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EC-12 PPR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Diagnostic Test and Review events are **mandatory**. Attempts to meet the needs of Teaching Associates as a whole may necessitate the revision of some events; however, the expectation is that Teaching Associates attend **all events** (including those during final exam week) listed on this calendar specific to their certificate program.

Reviews are required for all candidates who have not met the Baylor standard of 80% overall on PPR or 80% on each domain of Core Subjects diagnostic tests. Elementary candidates are required to attend a final review for the PPR or EC-6 Core Subjects before being approved for a TExES exam in the TEA system.

Check Canvas or read emails from Lisa Osborne (lisa_osborne@baylor.edu) related to any changes or announcements regarding testing or review locations.
Appendix J – Teaching Associates: TExES Testing Information

<table>
<thead>
<tr>
<th>Certification</th>
<th>Diagnostic TExES Exams</th>
<th>Timeline: Diagnostic Exams</th>
<th>Official TExES Exams Passing Standard</th>
<th>Timeline: Official TExES Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary:</strong></td>
<td>EC-12 PPR</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester TA</td>
<td>EC-12 PPR</td>
<td>• 1 official attempted before advancing to internship</td>
</tr>
<tr>
<td></td>
<td>EC-6 Core Subjects</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester TA</td>
<td>EC-6 Core Subjects (240 each domain)</td>
<td>• Passed all official testing in order to be recommended for certification</td>
</tr>
<tr>
<td></td>
<td>(80% each domain)</td>
<td></td>
<td>Science of Teaching Reading</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certification</th>
<th>Diagnostic TExES Exams</th>
<th>Timeline: Diagnostic Exams</th>
<th>Official TExES Exams Passing Standard</th>
<th>Timeline: Official TExES Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle School:</strong></td>
<td>EC-12 PPR</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester TA</td>
<td>EC-12 PPR</td>
<td>• 1 official attempted before advancing to internship</td>
</tr>
<tr>
<td></td>
<td>ELAR 4-8</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester TA</td>
<td>ELAR 4-8 Content</td>
<td>• Passed all official testing in order to be recommended for certification</td>
</tr>
<tr>
<td></td>
<td>Domain 1 Core Subjects</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester TA (TBD)</td>
<td>Science of Teaching Reading</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certification</th>
<th>Diagnostic TExES Exams</th>
<th>Timeline: Diagnostic Exams</th>
<th>Official TExES Exams Passing Standard</th>
<th>Timeline: Official TExES Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle School:</strong></td>
<td>EC-12 PPR</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester TA</td>
<td>EC-12 PPR</td>
<td>• 1 official attempted before advancing to internship</td>
</tr>
<tr>
<td></td>
<td>Math 4-8</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester TA</td>
<td>Math 4-8</td>
<td>• Passed all official testing in order to be recommended for certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle School:</strong></td>
<td>EC-12 PPR</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester TA</td>
<td>EC-12 PPR</td>
<td>• 1 official attempted before advancing to internship</td>
</tr>
<tr>
<td></td>
<td>Science 4-8</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester TA</td>
<td>Science 4-8</td>
<td>• Passed all official testing in order to be recommended for certification</td>
</tr>
<tr>
<td></td>
<td>Science 4-8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certification</th>
<th>Diagnostic TExES Exams</th>
<th>Timeline: Diagnostic Exams</th>
<th>Official TExES Exams Passing Standard</th>
<th>Timeline: Official TExES Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle School:</strong></td>
<td>EC-12 PPR</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester TA</td>
<td>EC-12 PPR</td>
<td>• 1 official attempted before advancing to internship</td>
</tr>
<tr>
<td></td>
<td>Social Studies 4-8</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester TA</td>
<td>Social Studies</td>
<td>• Passed all official testing in order to be recommended for certification</td>
</tr>
<tr>
<td></td>
<td>Social Studies 4-8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Middle School off-cycle Teaching Associates will take the content specific diagnostic TExES and be approved to take the official Content TExES during their first TA semester. They will take their EC-12 PPR diagnostic TExES during their second TA semester and then be approved for the official EC-12 PPR at that time.
### Baylor University

**Teacher Education Handbook**

|---------------|----------------------------------------|-----------------------------|--------------------------------------------------------|---------------------------------|
| **Secondary:** Business and Finance 6-12 | EC-12 PPR Business and Finance 6-12 | 1<sup>st</sup> Semester TA | EC-12 PPR Business and Finance 6-12 | • 1 official attempted before advancing to internship  
• Passed all official testing in order to be recommended for certification |
| **Secondary:** ELAR 7-12 | EC-12 PPR ELAR 7-12 | 1<sup>st</sup> Semester TA | EC-12 PPR ELAR 7-12 | • 1 official attempted before advancing to internship  
• Passed all official testing in order to be recommended for certification |
| **Secondary:** History 7-12 | EC-12 PPR History 7-12 | 1<sup>st</sup> Semester TA | EC-12 PPR History 7-12 | • 1 official attempted before advancing to internship  
• Passed all official testing in order to be recommended for certification |
| **Secondary:** Life Science 7-12 | EC-12 PPR Life Science 7-12 | 1<sup>st</sup> Semester TA | EC-12 PPR Life Science 7-12 | • 1 official attempted before advancing to internship  
• Passed all official testing in order to be recommended for certification |
| **Secondary:** Math 7-12 | EC-12 PPR Math 7-12 | 1<sup>st</sup> Semester TA | EC-12 PPR Math 7-12 | • 1 official attempted before advancing to internship  
• Passed all official testing in order to be recommended for certification |
| **Secondary:** Physical Science 6-12 | EC-12 PPR Physical Science 6-12 | 1<sup>st</sup> Semester TA | EC-12 PPR Physical Science 6-12 | • 1 official attempted before advancing to internship  
• Passed all official testing in order to be recommended for certification |
<table>
<thead>
<tr>
<th>Certification</th>
<th>Diagnostic TExES Exams Passing Standard 80%</th>
<th>Timeline: Diagnostic Exams</th>
<th>Official TExES Exams Passing Standard Scale Score of 240</th>
<th>Timeline: Official TExES Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education EC-12</td>
<td>EC-12 PPR EC-12 Special Education</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester TA</td>
<td>EC-12 PPR EC-12 Special Education</td>
<td>• Official PPR: completed by 5/31 (on-cycle); 12/31 (off-cycle) of TA year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester TA</td>
<td></td>
<td>• Official E-12 Special Education: 12/31 (on-cycle) or 5/31 (off-cycle) of Intern Year</td>
</tr>
</tbody>
</table>

Secondary off-cycle Teaching Associates will take the content specific diagnostic TExES and be approved to take the official content TExES during their first TA semester. They will take their EC-12 PPR diagnostic TExES during their second TA semester and then be approved for the official EC-12 PPR at that time.
### Physical Education EC-12

<table>
<thead>
<tr>
<th>Certification</th>
<th>Diagnostic TExES Exams Passing Standard 80%</th>
<th>Timeline: Diagnostic Exams</th>
<th>Official TExES Exams Passing Standard Scale Score of 240</th>
<th>Timeline: Official TExES Exams</th>
</tr>
</thead>
</table>
| Physical Education EC-12 | EC-12 PPR EC-12 Physical Education | TA Semester *HP 5334 | EC-12 PPR EC-12 Physical Education | • 1 official attempted before advancing to internship  
• Passed all official testing in order to be recommended for certification |

*Students in the Sports Pedagogy program will take the EC-12 PPR and EC-12 Physical Education diagnostic TExES exams during the semester they are enrolled in HP 5334.*
### Appendix K – Rubric for Assessing School of Education Benchmarks

### School of Education Benchmarks

**Benchmark 1: Learner Development**

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Creates developmentally appropriate instruction.</td>
<td>Activities, resources, technology and/or instructional materials are rarely aligned to students' strengths and needs to support the learning objectives.</td>
<td>Activities, resources, technology and/or instructional materials are often aligned to students’ strengths and needs to support the learning objectives.</td>
<td>Activities, resources, technology and/or instructional materials are consistently aligned to students’ strengths and needs to advance and accelerate the learning objectives.</td>
</tr>
<tr>
<td>TEA Standards: 1.B(i), 2.A(ii), 2.A(iii) T-TESS Dimensions: 1.1, 1.3, 1.4, 2.1, 2.4, 3.3</td>
<td>Lessons rarely connect to students’ prior knowledge and experiences.</td>
<td>Lessons often connect to students’ prior knowledge and experiences.</td>
<td>Lessons consistently connect to students’ prior knowledge and experiences.</td>
</tr>
<tr>
<td>1.2 Builds on each students’ prior knowledge and experiences.</td>
<td>Feedback is rarely provided to students and/or does not engage students in self-assessment.</td>
<td>Feedback is often provided to students and engages students in self-assessment.</td>
<td>Specific feedback is consistently provided to students and consistently engages students in self-assessment.</td>
</tr>
<tr>
<td>TEA Standards: 1.A(iii), 2.B(i), 6.D(iii) T-TESS: Dimensions: 1.3, 2.1, 2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Provides descriptive feedback and engages students in self-assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEA Standards: 1.f(ii), 5.B(ii) T-TESS Dimensions: 1.2, 2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark 2: Learner Differences**

The preservice teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Plans and implements learning experiences that consider individual differences (cognitive, language, social, and emotional).</td>
<td>Assessment data is rarely used to plan instruction.</td>
<td>Assessment data is often used to plan instruction.</td>
<td>Assessment data is consistently used to adapt instruction for individual differences.</td>
</tr>
<tr>
<td>TEA Standards: 2.B(ii), 2.C(i), 2.C(ii), 2.c(iii) T-TESS Dimensions: 1.3, 2.1, 2.4</td>
<td>Differences in students’ backgrounds, experiences, and cultures are rarely considered when planning instruction.</td>
<td>Differences in students’ backgrounds, experiences, and cultures are often considered when planning instruction.</td>
<td>Differences in students’ backgrounds, experiences, and cultures are consistently considered when planning instruction.</td>
</tr>
<tr>
<td>2.2 Addresses students’ differences in cultural backgrounds and perspectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEA Standards: 2.B(i), 2.B(iii), 4.A(i), 4.B(ii) T-TESS Dimensions: 1.1, 1.3, 2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark 3: Learning Environments**

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Establishes expectations that encourage a safe and positive learning environment (physical and social emotional).</td>
<td>Positive academic and social-emotional expectations are rarely established.</td>
<td>Positive academic and social-emotional expectations are regularly established.</td>
<td>Positive academic and social-emotional expectations are collaboratively established with students.</td>
</tr>
</tbody>
</table>
### Benchmark 4: Content Knowledge

The preservice teacher understands the central concepts, tools of inquiry, and standards of evidence used in the discipline he or she teaches and creates learning experiences that make these aspects of the discipline meaningful for students.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Organizes content knowledge within and/or across disciplines using standards and types of knowledge.</td>
<td>Creates learning experiences (declarative, procedural, and strategic) that align to the standard and learning outcomes.</td>
<td>Creates learning experiences (declarative, procedural, and strategic) that align to the standard and learning outcomes and connects to real-world experiences.</td>
<td>Creates learning experiences (declarative, procedural, and strategic) that align to the standard and learning outcomes, connects to real-world experiences, and based on individual differences.</td>
</tr>
<tr>
<td>4.2 Sequences content knowledge according to students' strengths and needs.</td>
<td>Sequences learning progressions that rarely support the standards and methods of the discipline.</td>
<td>Sequences learning progressions that regularly demonstrate an understanding of the standards and methods of the discipline.</td>
<td>Sequences learning progressions that consistently demonstrate an understanding of the standards and methods of the discipline.</td>
</tr>
<tr>
<td>4.3 Conveys accurate content knowledge.</td>
<td>Instruction communicates inaccurate or limited content knowledge (may need example in the meaning of limitation).</td>
<td>Instruction communicates accurate content knowledge.</td>
<td>Instruction communicates in-depth or extensive content knowledge (i.e. answers why questions).</td>
</tr>
<tr>
<td>TESS Dimensions: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Benchmark 5: Application of Content

The preservice teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, communication, and collaborative problem-solving.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Engages students in varied learning strategies to address relevant issues at the individual, local and/or global level.</td>
<td>Provides limited strategies or connections to address relevant issues.</td>
<td>Provides a variety of strategies to engage students in addressing relevant issues.</td>
<td>Provides opportunities for students to independently select learning strategies to address relevant issues.</td>
</tr>
</tbody>
</table>

---

TEA Standards:


T-TESS Dimensions: 3.1


T-TESS Dimensions: 3.2
5.2 Uses, modifies, and adapts instructional resources and technology that are aligned to specific concepts to make them accessible and relevant to all students. (manipulatives, primary source documents, Vernier probes, etc.)

T-TESS Dimensions: 1.1, 1.3, 1.4, 2.4

Uses instructional resources that are aligned to specific concepts.

Uses instructional resources that are not only aligned to specific concepts but also to students’ strengths and needs.

Adapts instructional resources consistently based on individual students’ strengths and needs.

### Benchmark 6: Assessment

The preservice teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor student progress, and to guide the preservice teacher’s and learner’s decision-making.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Analyzes and interprets the results from pre-assessments, formative and summative assessments, to plan instruction, differentiate learning experiences, and evaluate each student’s progress.</td>
<td>Assessment results are rarely analyzed and used for planning instruction.</td>
<td>Assessment results are regularly analyzed and used for planning instruction.</td>
<td>Systematically gathers, analyzes, and uses assessment information to plan instruction, differentiate learning experiences, and evaluate each student’s progress.</td>
</tr>
<tr>
<td>T-TESS Dimensions: 1.F, 5.B(i), 5.C(i)</td>
<td>T-TESS Dimensions: 1.2, 2.1, 2.4, 2.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.2 Designs varied assessments aligned to learning objectives that minimizes bias and assesses each student’s progress.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Designs varied assessments aligned to learning objectives that minimizes bias.</td>
<td>Aligns assessments to learning objectives.</td>
<td>Designs and aligns assessments to learning objectives and varies according to students’ characteristics.</td>
<td>Designs and aligns assessments to learning objectives that minimizes bias and varies according to students’ characteristics and academic readiness.</td>
</tr>
<tr>
<td>T-TESS Dimensions: 1.F(i), 5.B(i)</td>
<td>T-TESS Dimensions: 1.2, 2.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.3 Makes appropriate accommodations in assessments or testing conditions to address students with exceptionalities and language learning needs.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3 Makes appropriate accommodations in assessments or testing conditions to address students with exceptionalities and language learning needs.</td>
<td>Follows the assessment accommodations required in IEPs and 504 plans.</td>
<td>Implememts assessment accommodations based on needs of students with exceptionalities (assessment format, language, time, and environmental conditions).</td>
<td>Implements assessment accommodations based on needs of students with exceptionalities and needs so that each and every student shows progress.</td>
</tr>
<tr>
<td>T-TESS Dimensions: 5.D(i)</td>
<td>T-TESS Dimensions: 1.2, 2.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.4 Communicates assessment of student progress to students, teachers, and caregivers.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4 Communicates assessment of student progress to students, teachers, and caregivers.</td>
<td>Student progress is rarely communicated to students, teachers, and caregivers.</td>
<td>Student progress is regularly communicated to students, teachers, and caregivers.</td>
<td>Specific feedback related to students’ strengths and needs is consistently communicated to students, teachers, and caregivers.</td>
</tr>
</tbody>
</table>

### Benchmark 7: Planning for Instruction

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of the learning activities.</td>
<td>Plans instruction based on content standards and learning objectives with pacing based on identified time for each learning activity.</td>
<td>Plans instruction that addresses content standards and learning objectives and pages lesson based on student responses to the learning activities.</td>
<td>Plans instruction based on formative assessment results to address content standards and to differentiate instruction through pacing, preferences, and students’ knowledge and skills.</td>
</tr>
<tr>
<td>T-TESS Dimensions: 1.A(ii), 1.B(i)</td>
<td>T-TESS Dimensions: 1.1, 1.3, 2.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</td>
<td>Rarely selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</td>
<td>Often selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</td>
<td>Consistently selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</td>
</tr>
</tbody>
</table>
### Benchmark 8: Instructional Strategies

The preservice teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have specialized expertise to meet the needs of each student. TEA Standards: 3.A(ii), 6.B(ii) T-TESS Dimensions: 4.3, 4.4</td>
<td>Plans instruction by rarely collaborating with others.</td>
<td>Plans instruction by regularly collaborating with others.</td>
<td>Plans instruction by consistently collaborating with a broad range of professionals and specialists.</td>
</tr>
</tbody>
</table>

### Benchmark 9: Professional Learning and Ethical Practice

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Identifies areas needed for professional learning through reflection and response to feedback and engages in professional development opportunities that improve student performance. TEA Standards: 3.A(iii), 6.A(iii) T-TESS Dimensions: 4.2, 4.3</td>
<td>Attends required professional development activities.</td>
<td>Aligns professional development to areas of needs identified through reflection and feedback.</td>
<td>Aligns and applies professional development to areas of needs identified through reflection and feedback resulting in improvement in practice.</td>
</tr>
</tbody>
</table>
9.2 Uses a variety of data (qualitative and/or quantitative) to adjust instructional approaches that address the needs of the students and learning environment.  
*TEA Standards:* 6.A(i), 6.A(ii)  
*T-TESS Dimensions:* 4.2

| Instructional approaches are rarely examined in relation to student performance. | Instructional approaches are often examined in relation to student performance and candidate seeks guidance from school/university-related faculty. | Instructional approaches are consistently examined in relation to student performance and candidate seeks outside school/university resources resulting in professional growth. |

9.3 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code.  
*TEA Standards:* 6.D(i), 6.D(iii)  
*T-TESS Dimensions:* 4.1

| Regularly exhibits ethical and professional behavior. | Consistently exhibits ethical and professional behavior. | Advocates for ethical and professional behavior. |

**Benchmark 10: Leadership, Collaboration, and Communication**  
The preservice teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, caregivers, and community.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| 10.1 Collaborates with students to promote growth and development and to build positive relationships.  
*TEA Standards:* 4.A(ii)  
*T-TESS Dimensions:* 2.1, 3.3, 4.4 | Rarely communicates with students to promote growth and development and to build positive relationships. | Regularly collaborates with students to promote growth and development and to build positive relationships. | Consistently collaborates with students to promote growth and development and to build positive relationships. |
| 10.2 Collaborates with the instructional team and other school professionals to promote student growth and development and to build positive relationships.  
*T-TESS Dimensions:* 4.3 | Rarely communicates with the instructional team and other school professionals to promote student growth and development. | Regularly communicates with the instructional team and other school professionals to promote student growth and development. | Consistently communicates with the instructional team and other school professionals to promote student growth and development. |
| 10.3 Collaborates with caregivers and the community to promote student growth and development and to build positive relationships.  
*TEA Standards:* 6.C(i), 6.D(ii)  
*T-TESS Dimensions:* 4.4 | Informs caregivers about academic expectations, student progress, and resources. | Collaborates with caregivers about academic and social expectations and student progress. | Collaborates with families and community about academic and social expectations, ways to build positive relationships, and advocates for students. |
| 10.4 Communicates effectively and professionally.  
*TEA Standards:* 1.D, 6.D(ii)  
*T-TESS Dimensions:* 4.1, 4.4 | Oral and written communication rarely displays depth, clarity, and/or correct mechanics. | Oral and written communication often displays depth, clarity, and correct mechanics. | Oral and written communication consistently displays depth, clarity, and correct mechanics. |
| 10.5 Displays leadership qualities in collaborative settings.  
*T-TESS Dimensions:* 4.3, 4.4 | Attends learning community opportunities. | Contributes to the teaching profession by actively participating in the learning community. | Inspires others in the teaching profession by their commitment to transform the learning community. |