

Intern Teacher Education Handbook

Baylor University School of Education

Revised – October 31, 2019
Pending PEFX Approval

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

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Professional Development Schools-General Information

Introduction

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

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

What are Professional Development Schools?

Professional development schools are innovative institutions formed through partnerships between 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

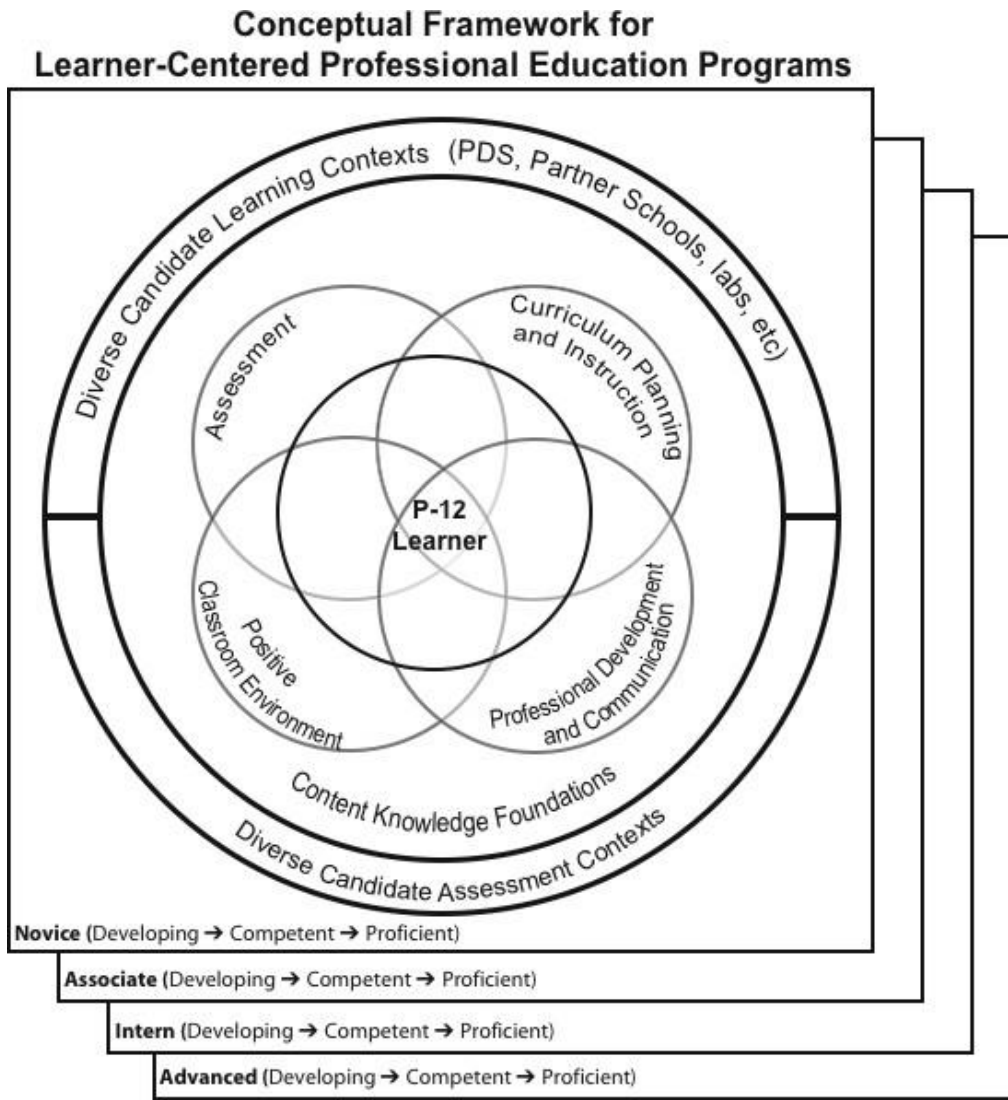
The teacher education program is based on the following seven principles:

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.

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

Learner-Centered Educator (Conceptual Framework)

Teacher Education Handbook



Revised (05/06/08)

Benchmarks - (Revised 2019)

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

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

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

Following the 3-way conference and after completion of the final PPEF by the candidate's supervisor, the candidate's supervisor will assess the EBSA. This assessment will be based on the candidate's abilities to reflect deeply and professionally regarding their self-determined progress toward mastery of each benchmark and to document those reflections in a narrative format (see EBSA Rubric on p. 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 INTERN level? (end of Teaching Associate Experience/Junior Year)					
When decision occurs	Elements	Criteria	Decision Makers Data Flow	Communicated to Candidates	Outcomes
Semester candidate completes TED 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x, EDP 3650, 3660, 3362, & 3379	GPA (Overall)	2.75	Review of candidate records by Academic Advising & Office of Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Unconditional Acceptance with permission to enroll in TED or EDP 46xx courses.
	GPA (Major)	2.75			
	TED 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x, EDP 3650, 3660, 3362, & 3379	Candidates must earn at least a "B" (3.0) each semester in each class	From Office of Professional Practice to TED 36x0, 36x1, 3340, and 3341, 338x (not including 3380), 339x, EDP 3650, 3660, 3362 & 3379 instructors		Conditional Acceptance with a contract plan outlining conditions for permission to enroll and continue in TED or EDP 46xx courses.
	Course completion	TED 1312, TED 23x0, TED 36x0, TED 36x1 TED 3340, TED 3341, 338x (not including 3380), 339x, EDP 3650, 3660, 3362 & 3379 18 credit hours in content area			
Professional Practice Evaluation Form (PPEF)	Candidates must have an average of 2 on the PPEF to enter Internship.			Declined Acceptance	
	TEExES testing	Must successful complete the PPR and Content Diagnostic TEExES tests and attempt one official TEExES 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)	From Office of Professional Practice to Certificate Coordinators		
<i>Exceptions:</i>		<i>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.</i>			

Continuation of INTERN level (end of first semester of Intern Experience/Senior Year)					
When decision occurs	Elements	Criteria	Decision Makers Data Flow	Communicated to Candidates	Outcomes
Semester candidate completes first semester of TED 36x0, 36x1, 3340, 3341, 338x (not including 3380), 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	<p>Unconditional Acceptance with permission to enroll in second semester TED or EDP 46xx courses.</p> <p>Probationary Acceptance with probationary plan outlining conditions for permission to enroll and continue in second semester TED or EDP 46xx courses.</p> <p>Declined Acceptance</p>

Entry to INDUCTION level? (end of Internship/Senior Year)					
When decision occurs	Elements	Criteria	Decision Makers Data Flow	Communicated to Candidates	Outcomes
Semester the candidate completes 2 nd semester	GPA (Overall)	2.75	Review of candidate records by Degree Plans, Advising, & Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Recommendation for graduation and Texas Initial Teacher Certification.
	GPA (Major)	2.75			
	1 st Semester Internship requirement	Candidates must earn at least a "B" (3.0) in both portions of the 1st semester of the Internship to proceed to the 2 nd semester.			
	Course completion	TED 1312, 23x0, 36x0, 36x1, 3340, 3341, 338x (not including 3380), 339x 46x0, 46x1, 46x2, 46x3, EDP 3650, 3660 3362, 3379, 4650, 4651, 4660, 4661, 4662, 4663			
	TExES testing	Candidates must graduate and pass all official TExES exams in order to be recommended for certification.	From Professional Practice		

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

The purpose of this 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 refiled 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, the receiving BUSOE employee must note the date and time that the complaint form was received and immediately forward the complaint form to the appropriate BUSOE employee. The appropriate BUSOE employee shall investigate as necessary and schedule the Level One conference with the Complainant within ten days after receipt of the written complaint. The BUSOE employee may set reasonable time limits for the conference. If the Complainant fails to appear at the scheduled Level One conference, the BUSOE may hold the conference and issue a decision in the Complainant's absence. Absent extenuating circumstances, the BUSOE employee shall provide the Complainant with a written response/decision within ten days following the conference. In reaching a decision, the BUSOE employee may consider information provided at the Level One conference and any other relevant documents or information the BUSOE employee believes will help resolve the complaint. After the Level

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

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

BUSOE Associate Dean or designee believes will help resolve the complaint. Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the Complainant is not satisfied with the complaint process or outcome, the Complainant may file a complaint against the BUSOE with the Texas Education Agency. The official Texas Education Agency complaint process can be found at

http://tea.texas.gov/About_TEA/Contact_Us/Complaints/Complaints/.

Candidate Information

Office of Professional Practice (MMSCI Building)

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

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

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

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

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

Military Service Members, Military Spouses, and Military Veterans

Effective September 1, 2015 the Texas Education Agency (TEA) will waive certain fees for eligible military service members, military veterans, and military spouses.

For more information please see the TEA website at
https://tea.texas.gov/Texas_Educators/Certification/Military_Community/

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

TEXES Exams

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

Qualifying to take a TEXES Exam

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

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

Teacher education candidates who need accommodations for the diagnostic and official TEXES exams must contact 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/

Teacher Certification

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

Procedure for Applying for a Teaching Certificate

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

To be recommended for educator certification a candidate must:

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

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

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

Certificate/Program Coordinators

Elementary	Dr. Barbara Purdum-Cassidy
Middle School	Dr. Rachelle Rogers
Secondary	Dr. Madelon McCall
Special Education EC-12	Dr. Tonya Davis
Physical Education EC-12	Dr. Margaret Woody or Dr. Glenn Miller
Music EC-12	Dr. Michele Henry
Deaf Education EC-12	Mrs. Lori Wrzesinski
Business and Finance	Mrs. 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
Intern Calendar *

Spring 2020

Month	Date	Time	Description	Location
January	6		First day in the schools for one semester only Interns	
	13		Baylor Classes Begin – All full year and off-cycle Baylor Interns return to schools	
	17	1:00-3:00	ESL Seminar – Required attendance for all new and one semester Interns seeking ESL Certification	TBA
	20		MLK Holiday – Baylor	
	24	1:00-4:30	ESL Diagnostic Testing – Required attendance for all new and one semester Interns seeking ESL Certification	TBA
	31	1:00-4:30	ESL Review	TBA
February	7	8:00 – 8:25 8:30 – 12:00 1:00 – 4:00	Mock Interview Seminar - <u>REQUIRED ATTENDANCE FOR ALL INTERNS</u> Sign In Seminar Second ESL Diagnostic Testing – Required attendance for all new and one semester Interns seeking ESL Certification	5 th floor Cashion Academic Building
	10	5:00	<i>Action Research Proposal – emailed to Action_Research@baylor.edu</i>	
March	6	8:00 – 8:25 8:30 – 12:00	Teacher Job Fair Preparation Seminar – <u>REQUIRED ATTENDANCE FOR ALL INTERNS</u> Sign In Seminar	5 th floor Cashion Academic Building
	9-13		Spring Break – Baylor and all school districts	
	19	9:30 – 9:50 10:00–12:00 12:00 – 3:00	Teacher Job Fair – <u>REQUIRED ATTENDANCE FOR ALL INTERNS</u> Registration – (Bring your Baylor ID) Teacher Job Fair Interviews with districts interviewing on site	5 th floor Cashion Academic Building
	20	5:00	<i>Initial Synopsis submitted to Intern Supervisors</i>	
	25		<i>Photo of Candidates for PowerPoint and Words of Wisdom – emailed to Action_Research@baylor.edu</i>	
	27		<i>Final Synopsis emailed by Intern Supervisors to Action_Research@baylor.edu</i>	
April	3	5:00	Clinical Teacher of the Year Nominations due <i>Poster Layout emailed to Media_Support@baylor.edu by all Interns</i>	MMSCI 117

	10-13		Easter Holiday - Baylor	
	16	4:00 – 6:30	Action Research Symposium - REQUIRED ATTENDANCE FOR ALL INTERNS	TBA
	21		Diadeloso – Interns have the day off	
	23	5:30	Senior Banquet 9 eFolio Benchmarks due for 1 st semester Interns 18 eFolio Benchmarks due for 2 nd semester and one semester (only) Interns	McLane Stadium
	24	8:00 – 5:00	Final Evaluation / Survey Seminar- Intern attendance required (a schedule will be dispersed during the spring semester) LAST DAY FOR FULL YEAR INTERNS IN FALL UNLESS MAKEUP DAYS ARE NECESSARY Last Day of Baylor Classes	GL 13
May	8		LAST DAY FOR ONE SEMESTER INTERNS AND SPORTS PEDAGOGY IN FALL UNLESS MAKEUP DAYS ARE NECESSARY Formative Assessments for 9 eFolio benchmarks due by faculty on candidates who are 1 st semester Interns Summative Assessments due for 18 eFolio benchmarks due by faculty for 2 nd semester and one (only) semester Interns	
	15 or 16		Graduation Reception for SOE Graduates	Marrs McLean Science Building Courtyard
	16 or 17		Graduation	

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

- Calendar may be adjusted due to STAAR testing dates, changes in school district calendars, or for any reason the Professional Education Faculty Executive Committee deems appropriate.
- Candidates are required to follow the calendar of their assigned school districts with regard to teacher in-service days, staff development, and work days that are not Baylor holidays.

Approved by PEFX 5/1/1

Code of Ethics and Standard Practices for Texas Educators

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

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on

the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

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

(ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and

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

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

Baylor University Title IX*Sexual and Gender-Based Harassment and Interpersonal Violence Policy*

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

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

General Candidate Guidelines

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

1. Cell phones must be turned off while candidates are in the classrooms or attending meetings related to educational experiences.
2. Candidates should exercise extreme caution against becoming too familiar with students. It is not appropriate to date students within the district to which the Intern is assigned. All social media guidelines should be followed according to district policy and Code of Ethics and Standard Practices for Texas Educators.
3. Teacher education candidates from Baylor University cannot assume responsibility for students if the assigned Clinical Instructor or Mentor Teacher is absent from the building or unavailable to supervise the candidate. A district- approved substitute must assume responsibility for the students. In the event that no district approved substitute is assigned to the classroom with the candidate, the candidate should remain on campus and contact his/her Professor of Record immediately. If the candidate is unable to reach the Professor of Record, he/she should immediately contact the Office of Professional Practice at 254-710-6153.
4. Inappropriate conduct with sexual overtones is considered discrimination on the basis of gender and can constitute unlawful discrimination in the terms, conditions, and privileges of education or employment. Such conduct is not tolerated by Baylor University or the school districts and may violate federal and state law. Inappropriate conduct with sexual overtones is defined by Baylor Policy on Civil Rights, BU-PP 028 and Waco ISD, Connally ISD, 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 Interns*

- **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 the next seminar meeting. ([Appendix B](#)) 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 Mentor Teacher first and then the Professor of Record when they are going to be absent. Documentation of an absence is required by the next seminar meeting. ([Appendix B](#)) Only excused absences may be made up.
- Absences due to official university events will be coordinated through the Office of Professional Practice and the certificate team.
- During the second semester of the Internship, candidates may request up to two days for employment or graduate school interviews. These days will count as additional excused absences if approved by the Intern Supervisor prior to the absence. Every effort should be made by the candidate to notify the Intern Supervisor of absences for interviews as soon as the interview is scheduled.

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

Professional Conduct

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

- dressing in an appropriate 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 return to their assigned campus **immediately**; one half day 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.

In addition, Baylor Interns:

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

General Expectations

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

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

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

Days and Hours on PDS/Partner School Campus (Interns)

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

Reporting Dates for Interns

Interns will report to the assigned PDS or Partner school on August 19, 2019 following Intern Orientation.

Summary of Minimum Intern Expectations*

Spring

Begin when Baylor Classes begin. (One Semester candidates will begin when local school districts begin.)
Co-teaching and full-teaching responsibilities will be scheduled by each Mentor Teacher to accommodate campus schedules and Mentor Teacher's responsibilities
Full teach, full-day responsibility for instruction for four weeks, in one, two or three segments, depending on campus schedules
The duration of the Internship is approximately 15 weeks in the public school classroom, as published in the official Intern calendar distributed by the Office of Professional Practice
After the Internship (approximately 15 weeks) and prior to the conclusion of the Baylor semester, the Intern will complete and/or present the EBSA and receive feedback

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

Components of the Intern Experience

Observing

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

Assisting

After a short period of time observing, the Intern will be ready to become more involved with the students. The Mentor may give specific suggestions for activities that will help the Intern become more involved. For example:

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

Co-teaching

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

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

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

Teaching

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

Full Teach*

A gradual build-up of teaching responsibility leads to the full teach responsibility. This means that for five weeks during the fall semester of the Internship and four weeks during the spring semester of the Internship the Intern has the full responsibility of planning for and teaching the whole school day as if the Intern were the regular classroom teacher. The Intern will assume all other responsibilities that the teacher has during this time. Upon completion of the full-teach assignment all Interns will be expected to continue teaching, co-teaching, and assisting in their assigned classrooms. Candidates are expected to continue to teach at least half the day (three class periods at high school) after the full teach period.

* Please note: If an Intern is:

- Seeking the Dual GT/EC-6 certificate they will follow the requirements on page 39; or
- Participating in a teaching abroad or private school experience during the fall semester, he/she may work with the Intern Supervisor and Mentor Teacher to arrange the full teach schedule so that he/she completes four weeks of full teach during the fall semester and five weeks of full teach during the spring semester.

STAAR

Interns will be informed of their responsibilities on these dates by either their Intern Supervisor.

Intern Seminars

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

Supplemental/Dual Certificate Requirements

Dual GT/EC-6 Certification

GT interns will be placed with GT-certified Mentor Teachers for at least one semester. They will teach GT students and non-identified students during their intern experience.

Intern Expectations

1. Interns seeking the GT/EC-6 dual certificate will have lead-teacher responsibility for five weeks in the fall and in the spring because of a split placement. During one semester of their Intern year, they will be assigned to a GT cluster classroom or magnet school teacher. During the other semester, they will be assigned to a general education teacher, preferably with advanced and/or GT students.
2. GT Interns will participate in the dual certificate Intern seminars.
3. Interns will enroll in an additional GT course each semester of their Internship (i.e., differentiation in the fall and exceptionalities in the spring).
4. Interns will take the TExES gifted and talented supplemental certificate test during the spring semester.

EC-6/Special Education Supplemental

Intern Expectations

1. Interns seeking the Elementary with Special Education Supplemental Certificate will have lead-teacher responsibility for four to five weeks in the fall and in the spring because of a split placement.
2. During one semester candidates will be assigned to a Special Education Certified Mentor; during the second semester, the Interns will be assigned to an EC-6 general education Mentor serving SPED students inclusively.
3. Special Education Interns will participate in Intern seminars led by a Special Education faculty supervisor.
4. Interns will complete the official TExES Special Education Supplemental exam by December 31st of their Intern year (or May 31st for off-cycle Interns) in order to advance to the second semester of Internship.

Special Education EC-12

Intern Expectations

1. Interns will have lead-teacher responsibility for a total of approximately ten weeks across the internship.
2. During both semesters candidates will be assigned to a Special Education Certified Mentor.
3. Special Education Interns will participate in Intern seminars led by a Special Education faculty supervisor.
4. Interns will complete the official TExES Special Education exam by December 31st of their Intern year (or May 31st for off-cycle Interns) in order to advance to the second semester of Internship.

English as a Second Language (ESL)*

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

Intern Requirements

- 1. Document in your Class Background Study that you have Limited English Proficiency (LEP)* or ESL students in your classroom. This form goes to OPP via the Intern Supervisor.**
2. If you do not have LEP students indicated on the Class Background Study consult with the Intern Supervisor and Mentor Teacher to determine what teaching experiences with ESL students will be arranged. The minimum time requirement is 18 contact hours teaching ELs. Communicate the arranged placement using the ESL field experience form in the Appendix K and turn the form in to the Intern Supervisor when the 18 hours have been completed. The Intern should complete the ESL field experience in the first semester of the Intern year. **The 18 hours of teaching ESL students must be teaching hours, not observations.**
3. Take and pass the ESL diagnostic exam. (See schedule from OPP)
- 4. Take and pass the ESL Supplemental TExES (154) before you begin the second semester of the Intern year.**
Note: Both the PPR and Content TExES for your initial certification must be passed before taking the official ESL Supplemental TExES (154).
- 5. Demonstrate knowledge and application of ESL methods and principles through at least four e-folio entries with evidence as indicated below. ESL benchmark entries should be completed by the end of the first semester of the Intern year.**
 - Benchmarks 12, 13, and 14 should explicitly show support for ELs through the use of the English Language Proficiency Standards TEKS and sheltered instruction methods such as the SIOP® model.**
 - Benchmark 18 should demonstrate advocacy and regard for ELs and their families in the context of teaching and professional standards.**
 - Other benchmarks should demonstrate support for ELs as much as possible.**
6. Attend required ESL Supplemental Intern seminars (see schedule in the Teacher Education Handbook from OPP).

ESL Supplemental Certification Program Director, Rick Strot, is available for consultation, review of teaching videos, or observations. Rick_Strot@baylor.edu or 254-717-7040

*Terminology note: ESL (English as a Second Language) is the acronym used in the State of Texas for this certification; EL (English Learner) and ELL (English Language Learner) are the acronyms currently used in federal and professional publications; LEP (Limited English Proficiency) is an acronym used on state forms to classify students. The terms are synonymous.

Observations of Interns

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

* What constitutes a *formal observation*?

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

Intern Grade Components

The Intern's grade will be based on the following minimum elements. The PDS faculty may add additional elements identified in the course syllabus.

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

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

Responsibility for Intern Grades

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

PDS/Partner School Responsibilities

PDS/Partner School Principal Responsibilities

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

Clinical Instructor Responsibilities

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

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

Mentor Teacher Responsibilities

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

1. Serve as a role model and coach to provide opportunities for the Intern in planning, preparing, teaching, and assessing student performance.
2. Support the Intern in making the transition from candidate to teacher by clearly sharing authority from the beginning of the semester and by modeling appropriate classroom management strategies.
3. Accept primary responsibility for classroom supervision of the Intern.
4. Initiate co-teaching models with the Intern.
5. Schedule and participate in weekly planning conferences with the Intern.
6. Provide written and verbal feedback on a continuous basis to keep interns informed and guide them in their growth as an emerging educator.
7. Approve Clinical Teaching time logs weekly.
8. Participate in an interactive three-way conference and final evaluations.
9. Contact the Intern Supervisor should any concerns arise.

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 Responsibilities (Elementary)

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

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

University Liaison Responsibilities (Secondary)

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

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

Site Coordinator Responsibilities (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.
5. Conference with Teaching Associates, Clinical Instructors, Interns, and Mentors.
6. Observe Teaching Associates and Interns informally on a regular basis and formally as needed by the PDS team. Document observations on the approved forms.
7. Work with the University Liaison to schedule and participate in midterm and summative evaluations with Clinical Instructors, Resident Faculty, Mentors, and candidates when requested.
8. Communicate regularly with the Clinical Instructors about the Teaching Associates' schedules and responsibilities.
9. Co-chair the monthly PDS Steering Committee meeting (if the Steering Committee responsibilities have not been assigned to the CDMC).
10. Inform the Campus Decision Making Council of PDS activities at regularly scheduled CDMC meetings.
11. Schedule, with University Liaison and campus Principal, all field-based experiences at the PDS, including experiences for Novice groups.
12. Participate in the assessment of effectiveness of the PDS experience on the assigned campus.
13. Attend campus faculty meetings and Professional Education Faculty (PEF) meetings at Baylor University as needed.
14. Attend PDS Coordinating Council meetings.
Monitor adherence to the PDS Standards during partnership experiences.

Intern Supervisor Responsibilities

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

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

1. Supervise Interns in collaboration with PDS and Partner school team personnel.
2. Communicate with other PDS and Partner school team personnel on a regular basis to facilitate program consistency and shared decision-making.
3. Provide Mentor and Intern orientation (in collaboration with University Liaison and Site-Based Coordinator when applicable.)
4. Conduct bi-monthly conferences with Interns, including other PDS and Partner school team personnel in conferences when applicable.
5. Formal observations* will be conducted each semester by the Intern Supervisor and recorded electronically on the Candidate Visitation Report ([Appendix C](#)). Texas Administrative Code (TAC 228.35(g)) requires
 - an individualized pre-observation conference with the candidate prior to each formal observation;
 - that each formal observation must be a minimum of 45 minutes in duration;
 - that instructional practices observed must be documented;
 - written feedback through an interactive post-conference with the candidate must be provided within one week; and,
 - that a copy of the written feedback must be provided to the candidate's Mentor Teacher.
6. Design, schedule, and conduct weekly Intern seminars.
7. Deliver course content with input from the PDS and Partner school team personnel.
8. Conduct end-of-semester conferences with each Intern and Mentor, collaborating with Site Coordinator and University Liaison as needed.
9. Compute each Intern's final grade with input from the PDS and Partner school team/members.
10. Consult with PDS or Partner school teams to address issues related to Interns on the assigned campus(es).
11. Evaluate candidate performance on EBSA each semester.
12. Attend certificate level meetings as scheduled.

PDS Commitment **Forms**

PDS Intern Commitment 2019-2020

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

- 1. Maintaining the academic requirements for the Internship, including a 2.75 overall GPA, a 2.75 GPA in all required subcategories of my degree plan, and a “B” (3.0) each semester in TED 46X0, 44X1, 46X2, 46X3, EDP 46X0, 46X1, 46X2, and 46X3. Earning at least a “B” (3.0) in both portions of the 1st semester of the Internship to proceed to the 2nd semester.**
 2. Attending and successfully completing Adult CPR/First Aid Training seminars prior to the beginning of my Internship.
 3. Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth. I understand that professional behaviors include, but are not limited to:
 - a. dressing in an appropriate manner that adheres to campus dress code guidelines;
 - b. completing assigned work on time in accordance with assignment expectations;
 - c. complying with the absence and tardy policy as outlined in the handbook;
 - d. being prepared to fulfill my responsibilities as assigned, requested, and implied;
 - e. treating all personnel, students, and parents with respect;
 - f. being familiar with all campus and district policies;
 - g. attending all faculty, planning, and other relevant campus meetings;
 - h. participating in school events beyond the regular school-day hours;
 - i. maintaining a positive and professional demeanor throughout the school day;
 - j. practicing professional ethics and maintaining confidentiality; and
 - k. meeting all district health and legal requirements.
 4. Engaging in self-learning and self-improvement. For example, I will ask questions, seek information, be open to ideas and suggestions, keep my defenses down, and learn to recognize and state my own strengths as well as areas in which I need to improve.
 5. Believing that an effective teacher is constantly in the process of “becoming” more effective.
 6. Believing that all children can learn.
 7. Believing that all participants in the PDS Internship (including Mentor Teachers, support staff, Resident Faculty, teacher education candidates, and students) will be both teachers and learners.
 8. Understanding that this program is developmental and focuses on continual improvement.
 9. Participating in program improvement and research. I agree to participate in the evaluation of the program to provide information and data important to the evaluation process. I agree to be audio and/or videotaped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or classes at conferences and at workshops.
 10. Understanding that candidate membership in one of the professional teacher organizations that includes professional educator liability insurance is highly recommended. In the absence of such a membership, I understand that liability insurance through a private insurance carrier is also an option and is highly recommended.
 11. Attending the initial teacher workday at the beginning of the Fall Semester, arriving at school in the mornings at the time required of teachers, and staying on campus throughout the day as required of teachers.
 - 12. Completing my eFolio for evaluation with a summative benchmark assessment; mean rating equal to or greater than 4 (on 9-point scale).**
- I understand that I will not move forward in the program if I fail to meet the “Decision Points” in Teacher Education Program. I have read and understand the candidate appeals process.***

Intern Name (Printed)

E-mail Address

Intern Signature

Date

Home Phone # _____

Cell Phone # _____

PDS Intern Commitment 2019-2020

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

1. **Maintaining the academic requirements for the Internship, including a 2.75 overall GPA, a 2.75 GPA in all required subcategories of my degree plan, and a “B” (3.0) each semester in TED 46X0, 44X1, 46X2, 46X3, EDP 46X0, 46X1, 46X2, and 46X3. Earning at least a “B” (3.0) in both portions of the 1st semester of the Internship to proceed to the 2nd semester.**
2. Attending and successfully completing Adult CPR/First Aid Training seminars prior to the beginning of my Internship.
3. Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth. I understand that professional behaviors include, but are not limited to:
 - a. dressing in an appropriate manner that adheres to campus dress code guidelines;
 - b. completing assigned work on time in accordance with assignment expectations;
 - c. complying with the absence and tardy policy as outlined in the handbook;
 - d. being prepared to fulfill my responsibilities as assigned, requested, and implied;
 - e. treating all personnel, students, and parents with respect;
 - f. being familiar with all campus and district policies;
 - g. attending all faculty, planning, and other relevant campus meetings;
 - h. participating in school events beyond the regular school-day hours;
 - i. maintaining a positive and professional demeanor throughout the school day;
 - j. practicing professional ethics and maintaining confidentiality; and
 - k. meeting all district health and legal requirements.
4. Engaging in self-learning and self-improvement. For example, I will ask questions, seek information, be open to ideas and suggestions, keep my defenses down, and learn to recognize and state my own strengths as well as areas in which I need to improve.
5. Believing that an effective teacher is constantly in the process of “becoming” more effective.
6. Believing that all children can learn.
7. Believing that all participants in the PDS Internship (including Mentor Teachers, support staff, Resident Faculty, teacher education candidates, and students) will be both teachers and learners.
8. Understanding that this program is developmental and focuses on continual improvement.
9. Participating in program improvement and research. I agree to participate in the evaluation of the program to provide information and data important to the evaluation process. I agree to be audio and/or videotaped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or classes at conferences and at workshops.
10. Understanding that candidate membership in one of the professional teacher organizations that includes professional educator liability insurance is highly recommended. In the absence of such a membership, I understand that liability insurance through a private insurance carrier is also an option and is highly recommended.
11. Attending the initial teacher workday at the beginning of the Fall Semester, arriving at school in the mornings at the time required of teachers, and staying on campus throughout the day as required of teachers.
12. **Completing my eFolio for evaluation with a summative benchmark assessment; mean rating equal to or greater than 4 (on 9-point scale).**

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

Intern Name (Printed)

E-mail Address

Intern Signature

Date

Home Phone # _____

Cell Phone # _____

Mentor Teacher 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 Interns that reflect best practices and attending training sessions designated for Clinical Instructors and Mentor Teachers as well as the Spring Research Symposium.
 - f. Allowing candidates time to teach my students as outlined in the program and evaluating them using benchmarks and the mentoring process in a timely manner
 - g. Attending Co-teach training and working with candidates using co-teach strategies including:
 - One Teach, One Observe
 - One Teach, One Assist
 - Station Teaching
 - Parallel Teaching
 - Supplemental
 - Alternative
 - Team Teaching

Teacher Name (printed)

E-mail address

Teacher Signature

Date

Campus

District

Mentor Teacher 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 Interns that reflect best practices and attending training sessions designated for Clinical Instructors and Mentor Teachers as well as the Spring Research Symposium.
 - f. Allowing candidates time to teach my students as outlined in the program and evaluating them using benchmarks and the mentoring process in a timely manner
 - g. Attending Co-teach training and working with candidates using co-teach strategies including:
 - One Teach, One Observe
 - One Teach, One Assist
 - Station Teaching
 - Parallel Teaching
 - Supplemental
 - Alternative
 - Team Teaching

Teacher Name (printed)

E-mail address

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.

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

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

University Faculty

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

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

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

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

PDS Community

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

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

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

District Information

Waco ISD Information [provided courtesy of Waco ISD]

[Waco ISD District Map](#)

[Waco ISD District Calendar](#)

[Waco ISD 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 (INTASC), is a project of the Council of the Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. The criteria are knowledge bases, empirical research, disciplined inquiry, informed theory, and the wisdom of practice undergirds the practice in a professional development school partnership.

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

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

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

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

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

PDS Agreement – an agreement which commits the P–12 school or schools, school district, teacher union or professional education

association, the professional education unit, and university to the mission of a PDS partnership.

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

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

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

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

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

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

Appendices

Appendix A: Due Date for Intern Observations

Appendix B: Absence Documentation

Appendix C: Candidate Visitation Report (Assessment)

Appendix D: Preliminary Professional Practice Evaluation Form - Interns
(Assessment)

Appendix E: Final Professional Practice Evaluation Form - Interns (Assessment)

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

Appendix G: Candidate/Student Interactions

Appendix H: Candidate Engagement

Appendix I: Observation of Questioning Techniques

Appendix J: Class Background Study

Appendix K: ESL Documentation Record

Appendix L: Rubric for Assessing TED Benchmarks

Appendix A – Due Dates for Intern Observations

Spring 2020 Due Dates to OPP 2nd Semester Year Long Interns

Item	Due Date	Completed
January - Feedback on Professional Development and Communication	January 31 st	
1 st Formal Observation by Intern Supervisor (done between 1/13/20 – 2/10/20)	February 10 th	
Action Research Proposal	February 10 th	
February - Feedback on Professional Development and Communication	February 28 th	
Action Research Synopsis	March 20 th	
2 nd Formal Observation by Intern Supervisor (done between 2/11/20 – 3/18/20)	March 18 th	
Words of Wisdom and Candidate Photos for Symposium	March 25 th	
Final Synopsis due by Intern Supervisor	March 27 th	
March - Feedback on Professional Development and Communication	April 3 rd	
3 rd Formal Observation by Intern Supervisor (done between 3/19/20 – 4/23/20)	April 23 rd	
PPEF		
April - Feedback on Professional Development and Communication		

Spring 2020 Due Dates to OPP One Semester Interns

Item	Due Date	Completed
January - Feedback on Professional Development and Communication	January 31 st	
1 st Formal Observation by Intern Supervisor (done between 1/16/20 – 2/11/20)	February 11 th	
Action Research Proposal	February 10 th	
February - Feedback on Professional Development and Communication	February 28 th	
Action Research Synopsis	March 20 th	
Words of Wisdom and Candidate Photos for Symposium	March 25 th	
2 nd Formal Observation by Intern Supervisor (done between 2/12/20 – 3/27/20)	March 27 th	
Final Synopsis due by Intern Supervisor		
March - Feedback on Professional Development and Communication	April 3 rd	
April - Feedback on Professional Development and Communication	May 1 st	
3 rd Formal Observation by Intern Supervisor (done between 3/28/19 – 5/8/20)	May 8 th	
PPEF		
Class Background Study by all candidates seeking ESL or ESL documentation of hours		

Spring 2020 Due Dates to OPP 1st Semester (Off-Cycle) Interns

Item	Due Date	Completed
January - Feedback on Professional Development and Communication	January 31 st	
Action Research Proposal	February 10 th	
1 st Formal Observation by Intern Supervisor (done between 1/13/20 – 2/19/20)	February 19 th	
February - Feedback on Professional Development and Communication	March 1 st	
Action Research Synopsis	March 20 th	
Words of Wisdom and Candidate Photos for Symposium	March 25 th	
Final Synopsis due by Intern Supervisor	March 27 th	
March - Feedback on Professional Development and Communication	April 3 rd	
2 nd Formal Observation by Intern Supervisor (done between 2/20/20 – 4/23/20) PPEF Class Background Study by all candidates seeking ESL or ESL documentation of hours April - Feedback on Professional Development and Communication	April 23 rd	

Appendix B – 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 C – 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 students' 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 Aligns 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 assessments, 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 assess each student's progress. 6.3 Makes appropriate accommodations in assessments(e.g., 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 of 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.*) (e.g., 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 _____

Appendix D – Preliminary Professional Practice Evaluation Form - Intern

Baylor University School of Education

Candidate BU ID Date Time to

Campus Grade Level Subject

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

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:

Table with 4 columns (0, 1, 2, 3) and 3 rows of characteristics for Benchmark 1.

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:

Table with 4 columns (0, 1, 2, 3) and 2 rows of characteristics for Benchmark 2.

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:

Table with 4 columns (0, 1, 2, 3) and 4 rows of characteristics for Benchmark 3.

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.	0	1	2	3
4.2 Sequences content knowledge according to students' strengths and needs.	0	1	2	3
4.3 Conveys accurate content knowledge.	0	1	2	3

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.	0	1	2	3
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.)	0	1	2	3

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.	0	1	2	3
6.2 Designs varied assessments aligned to learning objectives that minimizes bias and assesses each student's progress.	0	1	2	3
6.3 Makes appropriate accommodations in assessments or testing conditions to address students with exceptionalities and language learning needs.	0	1	2	3
6.4 Communicates assessment of student progress to students, teachers, and caregivers.	0	1	2	3

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 of 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:

Mentor/Intern Supervisor Signature _____

Appendix E – Final Professional Practice Evaluation Form - Intern

**Baylor University
School of Education**

Candidate _____ BU ID _____ Date _____ Time _____ to _____

Campus _____ Grade Level _____ Subject _____

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

Benchmark 1: Learner Development 0 1 2 3

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.

- 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: 0 1 2 3

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: 0 1 2 3

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:

0 1 2 3

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:

0 1 2 3

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.)

Comments: _____

Benchmark 6: Assessment:

0 1 2 3

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:

0 1 2 3

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.

Comments: _____

Benchmark 8: Instructional Strategies:

0 1 2 3

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)

Comments: _____

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

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.

Comments: _____

Benchmark 10: Leadership, Collaboration, and Communication: 0 1 2 3

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.

Comments: _____

Additional comments:

Candidate Signature _____

Mentor/CI Signature _____

Faculty Signature _____

Appendix F - Feedback on Professional Development and Communication

Candidate _____ Date _____

Mentor (signature) _____

Candidate (signature) _____

BU Faculty (signature) _____

- √ Candidate is showing expected progress.
- √- Candidate needs assistance in this area.
- C** Conference is needed with the Mentor and Intern Supervisor.

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

Comments:

Appendix G – Candidate/Student Interactions

Instructor: _____ Date: _____

Time Observed: _____ Observer: _____

Academic Corrections	Behavior Corrections

Specific Corrections	General Corrections

Total # of Corrections:

Academic Praises	Behavior Praises

Specific Praises	General Praises

Total # of Praises:

Total: _____ Praises to _____ Corrections

Comments:

Appendix H – Candidate Engagement

Engagement: 10 minute sample

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

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

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

Every 30 seconds, observe each of six randomly selected students. Observe each student for 5 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 J – 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.

- | | |
|---|---|
| <p>1. How many students are in your class? _____
 <i>Female</i> _____ <i>Male</i> _____</p> <p>2. Approximate age range of your students (1b): _____</p> <p>3. Describe the general instructional levels represented by the students in this class (e.g., advanced, average, below grade level, mixed).
 _____</p> <p>4. Approximately how many students are in each of the following language categories?
 <i>English proficient</i> _____
 <i>English language learner</i> _____</p> <p>5. Approximately how many students have been identified as having the following special needs?
 <i>Attention deficit/hyperactivity disorder</i> _____
 <i>Blindness or visual impairment</i> _____
 <i>Deafness or hard of hearing</i> _____
 <i>Developmental impairment</i> _____
 <i>Emotional disability</i> _____
 <i>Giftedness</i> _____
 <i>Learning disability</i> _____
 <i>Physical disability</i> _____
 <i>504 modifications</i> _____
 <i>Multiple impairments</i> _____
 <i>Other:</i> _____</p> | <p>6. Approximately how many students are represented in the following ethnic groups?
 <i>Asian</i> _____
 <i>African American</i> _____
 <i>Hispanic</i> _____
 <i>White</i> _____
 <i>Other:</i> _____</p> <p>7. How do you become familiar with what your students already know and are able to do?
 <i>Content-based pretests</i> _____
 <i>Individualized educational plans (IEP)</i> _____
 <i>Permanent records</i> _____
 <i>Standardized tests</i> _____
 <i>Strategies for accessing prior knowledge (e.g., KWL charts)</i> _____
 <i>Student surveys</i> _____
 <i>Other:</i> _____</p> <p>8. How do you become familiar with your students' individual interests and cultural backgrounds?
 <i>Extracurricular activities</i> _____
 <i>Family/caregiver contact</i> _____
 <i>Getting-acquainted activities</i> _____
 <i>Interest inventories</i> _____
 <i>Student writing/journals</i> _____
 <i>Student-teacher email</i> _____
 <i>Other:</i> _____</p> |
|---|---|

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 K – ESL Documentation Record

ESL Documentation Record

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

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

Campus: _____ **Assignment:** _____

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

Brief Overall Description of ESL experience and other comments:

ESL field experience log for: _____

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

Appendix L – Rubric for Assessing School of Education 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.				
<i>Characteristics</i>	<i>No Evidence</i>	<i>Developing</i>	<i>Competent</i>	<i>Proficient</i>
1.1 Creates developmentally appropriate instruction. <i>TEA Standards: 1.B(i), 2.A(i), 2.A (iii)</i> <i>T-TESS Dimensions: 1.1, 1.3, 1.4, 2.1, 2.4, 3.3</i>	No evidence that activities, resources, technology and/or instructional materials are aligned to students’ strengths and needs to support the learning objectives.	Activities, resources, technology and/or instructional materials are rarely aligned to students’ strengths and needs to support the learning objectives.	Activities, resources, technology and/or instructional materials are often aligned to students’ strengths and needs to support the learning objectives.	Activities, resources, technology and/or instructional materials are consistently aligned to students’ strengths and needs to advance and accelerate the learning objectives.
1.2 Builds on each students’ prior knowledge and experiences. <i>TEA Standards: 1.A(iii), 2.B(i), 6.D(iii)</i> <i>T-TESS: Dimensions: 1.3, 2.1, 2.4</i>	No evidence that lessons connect to students’ prior knowledge and experiences.	Lessons rarely connect to students’ prior knowledge and experiences.	Lessons often connect to students’ prior knowledge and experiences.	Lessons consistently connect to students’ prior knowledge and experiences.
1.3 Provides descriptive feedback and engages students in self- assessment. <i>TEA Standards: 1.f(ii), 5.B(ii)</i> <i>T-TESS Dimensions: 1.2, 2.1</i>	No evidence that feedback is provided to students and or/ does not engage students in self-assessment.	Feedback is rarely provided to students and/or does not engage students in self-assessment.	Feedback is often provided to students and engages students in self-assessment.	Specific feedback is consistently provided to students and consistently 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.				
<i>Characteristics</i>	<i>No Evidence</i>	<i>Developing</i>	<i>Competent</i>	<i>Proficient</i>
2.1 Plans and implements learning experiences that consider individual differences (cognitive, language, social, and emotional). <i>TEA Standards: 2.B(ii), 2.C(i), 2.C(ii), 2.c(iii)</i> <i>T-TESS Dimensions: 1.3, 2.1, 2.4</i>	No evidence that assessment data are used to plan instruction.	Assessment data are rarely used to plan instruction.	Assessment data are often used to plan instruction.	Assessment data are consistently used to adapt instruction for individual differences.

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<p>2.2 Addresses students' differences in cultural backgrounds and perspectives.</p> <p><i>TEA Standards: 2.B(i), 2.B(iii), 4.A(i), 4.B(ii)</i> <i>T-TESS Dimensions: 1.1, 1.3, 2.4</i></p>	<p>No evidence that differences in students' backgrounds, experiences, and cultures are considered when planning instruction.</p>	<p>Differences in students' backgrounds, experiences, and cultures are rarely considered when planning instruction.</p>	<p>Differences in students' backgrounds, experiences, and cultures are often considered when planning instruction.</p>	<p>Differences in students' backgrounds, experiences, and cultures are consistently considered when planning instruction.</p>
<p>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.</p>				
<p>Characteristics</p>	<p>No Evidence</p>	<p>Developing</p>	<p>Competent</p>	<p>Proficient</p>
<p>3.1 Establishes expectations that encourage a safe and positive learning environment (physical and social-emotional).</p> <p><i>TEA Standards: 1.D(ii), 1.D(iii), 4.A(i), 4.A(ii), 4.A(iii)</i> <i>T-TESS Dimensions: 2.1, 2.3, 3.1, 3.2</i></p>	<p>No evidence that positive academic and social-emotional expectations are established.</p>	<p>Positive academic and social-emotional expectations are rarely established.</p>	<p>Positive academic and social-emotional expectations are regularly established.</p>	<p>Positive academic and social-emotional expectations are collaboratively established with students.</p>
<p>3.2 Arranges space for safe and effective learning.</p> <p><i>TEA Standards: 4.B(i), 4.B(ii), 4.D(ii), 4.D(iii)</i> <i>T-TESS Dimensions: 3.1</i></p>	<p>No evidence that safe and effective routines and procedures are created to support student learning.</p>	<p>Safe and effective routines and procedures are rarely created to support student learning.</p>	<p>Safe and effective routines and procedures are regularly created to support student learning.</p>	<p>Safe and effective routines and procedures are consistently created to support student learning in all environments.</p>
<p>3.3 Manages the learning environments to engage students.</p> <p><i>TEA Standards: 1.B(ii), 1.D, 2.A(ii), 3.C</i> <i>T-TESS Dimensions: 1.4, 2.1, 3.1, 3.2, 3.3</i></p>	<p>No evidence that students are engaged throughout the learning process.</p>	<p>Some students are engaged throughout the learning process.</p>	<p>The majority of students are engaged throughout the learning process.</p>	<p>All students are engaged consistently throughout the learning process.</p>
<p>3.4 Uses effective behavior management strategies.</p> <p><i>TEA Standards: 2.A(ii), 4.A, 4.B(ii), 4.C, 4.D</i> <i>T-TESS Dimensions: 3.2</i></p>	<p>No evidence of implementation of campus and/or classroom behavior systems.</p>	<p>Provides limited evidence of implementation of campus and/or classroom behavior systems.</p>	<p>Implements the campus and/or classroom behavior system so that students follow expectations and learning is not interrupted.</p>	<p>Maintains a positive learning environment and provides specific feedback that improves students' social and academic behaviors.</p>

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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.				
<i>Characteristics</i>	<i>No Evidence</i>	<i>Developing</i>	<i>Competent</i>	<i>Proficient</i>
<p>4.1 Aligns content knowledge within and/or across disciplines using standards and types of knowledge.</p> <p><i>TEA Standards: 1.A(i), 1.A(iii), 1.E(i), 3.A(i), 3B, 3.C(i), 3.C(ii)</i> <i>T-TESS Dimensions: 1.1, 1.3, 2.2</i></p>	<p>No evidence that learning experiences (declarative, procedural, and strategic) align to the standards and learning outcomes, connect to real-world experiences, and/or are based on individual differences.</p>	<p>Creates learning experiences (declarative, procedural, and strategic) that align to the standards and learning outcomes.</p>	<p>Creates learning experiences (declarative, procedural, and strategic) that align to the standards and learning outcomes and connect to real-world experiences.</p>	<p>Creates learning experiences (declarative, procedural, and strategic) that align to the standards and learning outcomes and connect to real-world experiences, and are based on individual differences.</p>
<p>4.2 Sequences content knowledge according to students' strengths and needs.</p> <p><i>TEA Standards: 1.A(i), 1.A(ii), 1.B(ii), 1.C, 3.B(i), 3.B(ii)</i> <i>T-TESS Dimensions: 1.1, 1.3, 2.2</i></p>	<p>No evidence of sequenced learning progressions that support the standards and methods of the discipline.</p>	<p>Sequences learning progressions that rarely support the standards and methods of the discipline.</p>	<p>Sequences learning progressions that regularly demonstrate an understanding of the standards and methods of the discipline.</p>	<p>Sequences learning progressions that consistently demonstrate an understanding of the standards and methods of the discipline.</p>
<p>4.3 Conveys accurate content knowledge.</p> <p><i>TEA Standards: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</i> <i>T-TESS Dimensions: 2.2</i></p>	<p>No evidence that instruction communicates content knowledge.</p>	<p>Instruction communicates inaccurate or limited content knowledge.</p>	<p>Instruction communicates accurate content knowledge.</p>	<p>Instruction communicates in-depth or extensive content knowledge (i.e. answers why questions).</p>
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.				
<i>Characteristics</i>	<i>No Evidence</i>	<i>Developing</i>	<i>Competent</i>	<i>Proficient</i>
<p>5.1 Engages students in varied learning strategies to address relevant issues at the individual, local, and/or global level.</p> <p><i>TEA Standards: 1.A(iii), 1.B(i), 1.D(ii), 1.E(i), 1.E(ii)</i> <i>T-TESS Dimensions: 1.1, 1.4, 2.2</i></p>	<p>No evidence of utilizing strategies or connections to address relevant issues.</p>	<p>Provides limited strategies or connections to address relevant issues.</p>	<p>Provides a variety of strategies to engage students in addressing relevant issues.</p>	<p>Provides opportunities for students to independently select learning strategies to address relevant issues.</p>

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<p>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.).</p> <p><i>TEA Standards: 1.B(iii), 1.C, 3.B(ii)</i> <i>T-TESS Dimensions: 1.1, 1.3, 1.4, 2.4</i></p>	<p>No evidence of using instructional resources that are aligned to specific concepts.</p>	<p>Uses instructional resources that are aligned to specific concepts.</p>	<p>Uses instructional resources that are not only aligned to specific concepts but also to students' strengths and needs.</p>	<p>Adapts instructional resources consistently based on individual students' strengths and needs.</p>
<p>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.</p>				
<p>Characteristics</p>	<p>No Evidence</p>	<p>Developing</p>	<p>Competent</p>	<p>Proficient</p>
<p>6.1 Analyzes and interprets the results from pre-assessments, formative assessments and summative assessment, to plan instruction, differentiate learning experiences, and evaluate each student's progress.</p> <p><i>TEA Standards: 1.F, 5.B(i), 5.C(i)</i> <i>T-TESS Dimensions: 1.2, 2.1, 2.4, 2.5</i></p>	<p>No evidence that assessment results are analyzed and used for planning instruction.</p>	<p>Assessment results are rarely analyzed and used for planning instruction.</p>	<p>Assessment results are regularly analyzed and used for planning instruction.</p>	<p>Assessment information is systematically gathered, analyzed, and used to plan instruction, differentiate learning experiences, and evaluate each student's progress.</p>
<p>6.2 Designs varied assessments aligned to learning objectives that minimize bias and assess each student's progress.</p> <p><i>TEA Standards: 1.F(i), 5.B(i)</i> <i>T-TESS Dimensions: 1.2, 2.4</i></p>	<p>No evidence of aligning assessments to learning objective or verifying assessment according to students' characteristics.</p>	<p>Aligns assessments to learning objectives.</p>	<p>Designs and aligns assessments to learning objectives and varies according to students' characteristics.</p>	<p>Designs and aligns assessments to learning objectives that minimize bias and provide variance according to students' characteristics and academic readiness.</p>

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<p>6.3 Makes appropriate accommodations in assessments (e.g., testing conditions) to address students with exceptionalities and language learning needs.</p> <p><i>TEA Standards: 5.D(i)</i> <i>T-TESS Dimensions: 1.1, 2.5</i></p>	<p>No evidence of following the assessment accommodations required in IEPs and 504 plans or implementing assessment accommodations based on needs of students with exceptionalities.</p>	<p>Follows the assessment accommodations required in IEPs and 504 plans.</p>	<p>Implements assessment accommodations based on needs of students with exceptionalities (assessment format, language, time, and environmental conditions).</p>	<p>Implements assessment accommodations based on needs of students with exceptionalities and language learning needs so that each student shows progress.</p>
<p>6.4 Communicates assessment of student progress to students, teachers, and caregivers.</p> <p><i>TEA Standards: 1.F(ii), 4.D(iv), 5.B(iii)</i> <i>T-TESS Dimensions: 1.2, 4.4</i></p>	<p>No evidence that student progress is communicated to students, teachers, and/or caregivers.</p>	<p>Student progress is rarely communicated to students, teachers, and caregivers.</p>	<p>Student progress is regularly communicated to students, teachers, and caregivers.</p>	<p>Specific feedback related to students' strengths and needs is consistently communicated to students, teachers, and caregivers.</p>
<p>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.</p>				
<p>Characteristics</p>	<p>No Evidence</p>	<p>Developing</p>	<p>Competent</p>	<p>Proficient</p>
<p>7.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of the learning activities.</p> <p><i>TEA Standards: 1.A((ii), 1.B(i)</i> <i>T-TESS Dimensions: 1.1, 1.3, 2.4</i></p>	<p>No evidence of planning instruction based on content standards, learning objectives, scope and sequence, and/or pacing of learning activities.</p>	<p>Plans instruction based on content standards and learning objectives with pacing based on identified time for each learning activity.</p>	<p>Plans instruction that addresses content standards and learning objectives and paces lessons based on student responses to the learning activities.</p>	<p>Plans instruction based on formative assessment results to address content standards and to differentiate instruction through pacing, preferences, and students' knowledge and skills.</p>
<p>7.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</p> <p><i>TEA Standards: 1.C, 1.F(iii), 2.A, 2.B(ii), 2.C(iii), 4.A(iii), 5.A(ii)</i> <i>T-TESS Dimensions: 1.4, 2.4</i></p>	<p>No evidence of selecting appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</p>	<p>Rarely selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</p>	<p>Often selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</p>	<p>Consistently selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.</p>

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<p>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.</p> <p><i>TEA Standards: 3.A(ii), 6.B(ii)</i> <i>T-TESS Dimensions: 4.3, 4.4</i></p>	<p>No evidence of planning instruction by collaborating with others.</p>	<p>Plans instruction by rarely collaborating with others.</p>	<p>Plans instruction by regularly collaborating with others.</p>	<p>Plans instruction by consistently collaborating with a broad range of professionals and specialists.</p>
<p>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.</p>				
<p>Characteristics</p>	<p>No Evidence</p>	<p>Developing</p>	<p>Competent</p>	<p>Proficient</p>
<p>8.1 Uses a variety of strategies and resources to encourage students to apply and generalize knowledge in meaningful ways.</p> <p><i>TEA Standards: 1.B(iii), 2.C(iii), 3.B(ii)</i> <i>T-TESS Dimensions: 1.1, 1.3, 1.4, 2.1, 2.4</i></p>	<p>No evidence of using a variety of strategies and resources to encourage students to apply and generalize knowledge</p>	<p>Uses similar strategies and resources for all students.</p>	<p>Uses a variety of strategies and resources to support each student’s application of knowledge in multiple contexts.</p>	<p>Provides opportunities for students to use a variety of strategies and resources that supports their generalization of knowledge.</p>
<p>8.2 Implements and adjusts developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p><i>TEA Standards: 1.B(ii), 1.C(i)</i> <i>T-TESS Dimensions: 1.1, 1.3, 1.4, 2.4</i></p>	<p>No evidence of using a range of instructional strategies to achieve learning goals.</p>	<p>Uses a range of instructional strategies to achieve learning goals.</p>	<p>Adjusts instructional strategies to address students’ background knowledge and experiences to achieve learning goals.</p>	<p>Adjusts instructional strategies to address each student’s background knowledge, skills, and experience to achieve learning goals.</p>

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<p>8.3 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information.</p> <p><i>TEA Standards: 1.E(iii), T-TESS Dimensions: 1.4, 2.2</i></p>	<p>No evidence of using technology tools to engage students in learning.</p>	<p>Uses technology tools to engage students in learning.</p>	<p>Guides students in selecting appropriate technology tools that promote and engage students in learning.</p>	<p>Engages students in their selection of a range of appropriate technology tools that generate, synthesize, and communicate information to promote student learning.</p>
<p>8.4 Uses problem-, project-, and/or inquiry-based learning strategies to encourage higher level thinking skills.</p> <p><i>TEA Standards: 1.D(ii), 1.E T-TESS Dimensions: 1.4, 2.2, 2.3, 2.4</i></p>	<p>No evidence of using any problem-, project-, or inquiry-based learning strategies to engage students in higher level thinking skills.</p>	<p>Uses problem-, project-, or inquiry-based learning strategies that engage students in lower-level thinking skills.</p>	<p>Uses problem-, project-, or inquiry-based learning strategies that engage students in higher-level thinking skills.</p>	<p>Provides opportunities that engage students in generating questions that lead to further inquiry and promote complex, higher-order thinking, problem-solving, and real-world application.</p>
<p>8.5 Varies instructor roles in the instructional process related to the purposes of instruction and the needs of students (e.g., instructor, facilitator, coach).</p> <p><i>TEA Standards: 1.D(i) T-TESS Dimensions: 1.4, 2.3, 2.4</i></p>	<p>No evidence of varying instructional roles (e.g., instructor, facilitator, coach) based on the instructional purposes and needs of students.</p>	<p>Rarely varies instructional roles (e.g., instructor, facilitator, coach) based on the instructional purposes and needs of students.</p>	<p>Often varies instructional roles (e.g., instructor, facilitator, coach) based on the instructional purposes and needs of students.</p>	<p>Consistently varies instructional roles (e.g., instructor, facilitator, coach) based on the instructional purposes and needs of students.</p>

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.

<i>Characteristics</i>	<i>No Evidence</i>	<i>Developing</i>	<i>Competent</i>	<i>Proficient</i>
<p>9.1 Identifies areas needed for professional learning through reflection and response to feedback and engages in professional development opportunities that improve student performance.</p> <p><i>TEA Standards: 3.A(iii), 6.A(iii) T-TESS Dimensions: 4.2, 4.3</i></p>	<p>No evidence of attending required professional development activities.</p>	<p>Attends required professional developmental activities.</p>	<p>Aligns professional development to areas of needs identified through reflection and feedback.</p>	<p>Aligns and applies professional development to areas of needs identified through reflection and feedback resulting in improvement in practice.</p>

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<p>9.2 Uses a variety of data (qualitative and/or quantitative) to adjust instructional approaches that address the needs of the students and the learning environment.</p> <p><i>TEA Standards: 6.A(i), 6.A(ii)</i> <i>T-TESS Dimensions: 4.2</i></p>	<p>No evidence that instructional approaches are examined in relation to student performance.</p>	<p>Instructional approaches are rarely examined in relation to student performance.</p>	<p>Instructional approaches are often examined in relation to student performance and candidate seeks guidance from school/university-related faculty.</p>	<p>Instructional approaches are consistently examined in relation to student performance and candidate seeks guidance both within and outside school/university resources resulting in professional growth.</p>
<p>9.3 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code.</p> <p><i>TEA Standards: 6.D(i), 6.D(iii)</i> <i>T-TESS Dimensions: 4.1</i></p>	<p>No evidence of exhibiting ethical and professional behavior.</p>	<p>Regularly exhibits ethical and professional behavior.</p>	<p>Consistently exhibits ethical and professional behavior.</p>	<p>Consistently exhibits and advocates for ethical and professional behavior.</p>
<p>Benchmark 10: Leadership, Collaboration, and Communication</p>				
<p>The teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, caregivers, and community.</p>				
<p>Characteristics</p>	<p>No Evidence</p>	<p>Developing</p>	<p>Competent</p>	<p>Proficient</p>
<p>10.1 Collaborates with students to promote growth and development and to build positive relationships.</p> <p><i>TEA Standards: 4.A(ii)</i> <i>T-TESS Dimensions: 2.1, 3.3, 4.4</i></p>	<p>No evidence of communicating with students to promote growth and development and to build positive relationships.</p>	<p>Rarely communicates with students to promote growth and development and to build positive relationships.</p>	<p>Regularly communicates with students to promote growth and development and to build positive relationships.</p>	<p>Consistently communicates with students to promote growth and development and to build positive relationships.</p>
<p>10.2 Collaborates with the instructional team and other school professionals to promote student growth and development and to build positive relationships.</p> <p><i>TEA Standards: 6.B(i), 6.B(ii)</i> <i>T-TESS Dimensions: 4.3</i></p>	<p>No evidence of communicating with the instructional team and other school professionals to promote student growth.</p>	<p>Rarely communicates with the instructional team and other school professionals to promote student growth.</p>	<p>Regularly communicates with the instructional team and other school professionals to promote student growth.</p>	<p>Consistently communicates with the instructional team and other school professionals to promote student growth.</p>

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<p>10.3 Collaborates with caregivers and the community to promote student growth and development and to build positive relationships.</p> <p><i>TEA Standards: 6.C(i), 6.D(ii)</i> <i>T-TESS Dimensions: 4.4</i></p>	<p>No evidence of informing caregivers about academic expectations, student progress, and resources.</p>	<p>Informs caregivers about academic expectations, student progress, and resources.</p>	<p>Collaborates with caregivers about academic and social expectations and student progress.</p>	<p>Collaborates with families and community about academic and social expectations, works to build positive relationships, and advocates for students.</p>
<p>10.4 Communicates effectively and professionally.</p> <p><i>TEA Standards: 1.D, 6.D(ii)</i> <i>T-TESS Dimensions: 4.1, 4.4</i></p>	<p>No evidence that oral and written communication display depth, clarity, and/or correct mechanics.</p>	<p>Oral and written communication rarely display depth, clarity, and/or correct mechanics.</p>	<p>Oral and written communication often display depth, clarity, and/or correct mechanics.</p>	<p>Oral and written communication consistently display depth, clarity, and/or correct mechanics.</p>
<p>10.5 Displays leadership qualities in collaborative settings.</p> <p><i>TEA Standards: 6.C(ii), 6.D(ii)</i> <i>T-TESS Dimensions: 4.3, 4.4</i></p>	<p>No evidence of attending learning community opportunities.</p>	<p>Attends learning community opportunities.</p>	<p>Contributes to the teaching profession by actively participating in the learning community.</p>	<p>Inspires others in the teaching profession through a strong commitment to transform the learning community.</p>

